

Easthampstead Park Community School

School Improvement Plan 2019-2020



OFSTED Strand	Priority	Outcomes																				
Quality of Education	1. To further develop our curriculum, ensuring our implementation fully and consistently matches our intent.	<p>All lessons across the school taught from thoughtfully constructed lesson plans that match the planned curriculum.</p> <p>Effective teaching of core literacy skills (reading, writing and speaking) taking place consistently in lessons in all departments.</p> <p>Learning objectives and assessment are consistent in departments, enabling parity of opportunity for all students. Teachers adapt delivery to meet students needs (keep up not catch up).</p> <p>Knowledge organisers are consistently used in all subjects.</p> <p>Appropriate note-taking and organisational strategies are taught to students by staff within the 6th Form.</p> <p>All students including SEND, disadvantaged and most able make at least expected progress</p>																				
	2. To secure attainment and progress, with a particular focus on Science and Maths, at: a.) GCSE b.) A-Level/Level 3 BTEC	<p>GCSE attainment 8 in line with FFT50. Cohort information</p> <table border="1" data-bbox="750 970 2083 1145"> <thead> <tr> <th>Number on roll</th> <th>Female</th> <th>Male</th> <th>Dual registered</th> <th>FSM</th> <th>PP</th> <th>SEN Needs</th> <th>SEN Status</th> <th>Medical</th> <th>In Care</th> </tr> </thead> <tbody> <tr> <td>162 (157)</td> <td>86</td> <td>76</td> <td>5</td> <td>34</td> <td>61</td> <td>48</td> <td>33 (ECHP 1)</td> <td>24</td> <td>4</td> </tr> </tbody> </table> <p>Attainment in GCSE Maths and Science at least in line with FFT 50 For Maths 9-4 66% Science 9-4 60% inclusive of Combined Science and Triple Science English and Maths 4+ 58% 5+ 34%</p> <p>A-Level ALPS Teaching and Learning a score of 3+</p> <p>Increase in the attainment of vulnerable students (PP, SEN) NB link to priority 4</p>	Number on roll	Female	Male	Dual registered	FSM	PP	SEN Needs	SEN Status	Medical	In Care	162 (157)	86	76	5	34	61	48	33 (ECHP 1)	24	4
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Behaviour and attitudes	3. To further develop a culture of kindness among students, increasing their awareness of and contributions to the communities they are part of - on a school level, local Bracknell area, and the global community.	<p>Students are able to articulate kindness as being a desirable quality and tell others of how it is promoted within the school.</p> <p>Pastoral staff emphasise kindness as a desirable quality through their assemblies and are proactive in highlighting students where they have acted in a way that is selfless or benefitted another - linked to the schools' vision and values.</p> <p>Reports of bullying of students who identify as different remain low and student confidence that the school offers a safe environment is maintained.</p> <p>Increase in self-confidence of vulnerable students FSM, SEN, PP SEN- ECHP PASS data outcomes improve, attendance increases.</p> <p>Travel plan data indicates students are participating in healthier modes of travel and understand the benefits of doing so (see hands up surveys)</p> <p>On-site litter is reduced.</p> <p>Sixth Form students play an increased role in developing a culture of kindness, becoming role models for the younger years.</p> <p>Improvement in EPCS6 student independent learning behaviours, including in the study rooms during study periods.</p>
Personal development	4. For attendance to at least be in line with the national average, with a particular focus on working with families to reduce levels of persistent absence and to decrease the number of short term frequent absences.	<p>Attendance to be at the national average for secondary schools 2018 (Autumn Term) 95.15%, requiring the school to increase its overall attendance by 1.85%</p> <p>PA national rate of persistent absenteeism for secondary schools 2018 (Autumn Term) 12.7% requiring the school to reduce its rate of PA from the same period by 6.7%</p> <p>The absence rate of groups of students identified as FSM/SEN/SEN-ECHP/PP reduces from its current point and each groups attendance pattern more closely mirrors the national picture of attendance for these groups FSM 90.8% SEN 92.2% SEN -ECHP 91.8% PP 90.8%</p>

Leadership and management	5. For middle leaders to robustly evaluate the effectiveness of teaching in their teams and take decisive action to drive improvement.	<p>For every teacher to end the academic year a stronger teacher than they started it.</p> <p>An increase in the % of good and better teaching school-wide.</p> <p>Evidence of staff changing Teaching and learning developmental targets as a result of having worked on and achieved their previous developmental targets.</p> <p>Subject leaders able to provide a precise evaluation of the quality of teaching in their subject, and a confident narrative about how they are supporting each teacher in their team with developing and improving their practice.</p>
	6. To retain, train and recruit high-quality staff at all levels as part of Team EPCS.	<p>Retention and recruitment of high-quality staff (3-year trend).</p> <p>Staff survey showing high levels of satisfaction in all areas; teamwork, morale, culture, and leadership</p> <p>Low annual staff turnover.</p>
	7. To effectively manage the school's budget and loan repayment for this financial year.	<p>The school's financial management processes are followed.</p> <p>Resources are deployed smartly and cost-effectiveness continually evaluated.</p>

