

Easthampstead Park Community School

School Improvement Plan 2019-2020



OFSTED Strand	Priority	Outcomes
Quality of Education PSED	1. To further develop our curriculum, ensuring our implementation fully and consistently matches our intent. (PSED) ¹	<p>All lessons across the school taught from thoughtfully constructed lesson plans that match the planned curriculum.</p> <p>Effective teaching of core literacy and oracy 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 to drive high challenge, low stakes knowledge recall.</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> <p>Our curriculum celebrates diversity and promotes equality, kindness and empathy, fulfilling our commitment to enact the requirements of the Public Sector Equality Duty fully.</p>

¹ V3 Post census 2019 & exam review

	<p>2. To secure attainment and progress, with a particular focus on English Language, Science and Maths, at:</p> <p>a.) GCSE b.) A-Level/Level 3 BTEC</p>	<p>GCSE attainment 8 in line with FFT50. Cohort information</p> <table border="1" data-bbox="748 188 2085 363"> <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>152</td> <td>82</td> <td>71</td> <td>1</td> <td>28</td> <td>51</td> <td>43</td> <td>23 (ECHP 1)</td> <td>23</td> <td>3</td> </tr> </tbody> </table> <p>Attainment in GCSE English Language, Maths and Science at least in line with FFT 50 For Maths 9-4 66%, English Language 64%, 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	152	82	71	1	28	51	43	23 (ECHP 1)	23	3
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Behaviour and attitudes	<p>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. (PSED)</p>	<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>Restorative practice is embedded and consistent amongst all staff.</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> <p>The changes made to the school day from Sept 2019, with the introduction of Roll Call and moving PREP to the morning lead to increased student engagement.</p> <p>The spirit of the Public Sector Equality Duty is embedded in our school with students exhibiting cultural empathy and understanding around issues of race, disability, sex, age, sexual orientation and gender reassignment.</p>																				

<p>Personal development PSED</p>	<p>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>	<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> <p>Collaboration with WPA is successful and leads to tangible improvements in student attendance.</p>
<p>Leadership and management</p>	<p>5. For middle leaders to robustly evaluate the effectiveness of teaching in their teams and take decisive action to drive improvement.</p>	<p>For every teacher to end the academic year a stronger teacher than they started it (shown through DDIs.)</p> <p>An increase in the % of good and better teaching school-wide.</p> <p>Evidence of staff changing teaching and learning developmental targets from their DDIs as a result of having worked on and achieved their previous developmental targets.</p> <p>Evidence of the bespoke teacher's planner leading to appropriately detailed teacher planning.</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>

	<p>6. To retain, train and recruit high-quality staff at all levels as part of Team EPCS.</p>	<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>
	<p>7. To effectively manage the school's budget and loan repayment for this financial year.</p>	<p>The school's financial management processes are followed.</p> <p>Resources are deployed smartly and cost-effectiveness continually evaluated.</p>