**Gillingham School – Context Statement**

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| Our school values embody our inclusive approach to education. We are a rural school, working across three local authorities with over 30 feeder Primary schools.The profile of our school community has changed significantly in recent times. Currently just under 20% of students are PP. 21% of our students have an identified SEND, with just under 10% on the SEND register including 29 students with an EHCP. 5.5% of students have English as an additional language. Since the last inspection, our key priorities have been:* Design and implementation of an improved and more consistent curriculum
* Systematic quality assurance
* High quality professional learning programmes, underpinning SDP priorities
* Developing a more inclusive approach to behaviour
* Strengthening the capacity and effectiveness of Governance

Whilst the school has maintained a strong school improvement agenda, despite the challenges of the Covid pandemic, we recognise that the impact on our most vulnerable families has been significant. |
| **SDP Objective** | **Key Activity** | **Impact** |
| **Quality of Education** | Redesign of **curriculum organisation** (school day, allocation of curriculum share, **number of classes**), design and delivery. **Five-year curriculum** – rigorous KS3, Y9 as a transition year Shared curriculum planning supported by a clear **pedagogical framework.** Underpinned by coherent **professional learning calendar** linked to PM and SDP priorities. **Research informed Inquiry Question** for each department.***Systemic QA*** *of the curriculum* | Broad and balanced curriculum, including a wider range of courses, whilst retaining a predominantly academic focus with access for all (curriculum data / entry patterns)Outcomes data - Open A8 14.37 in 17/18, 16.17 in 20/21, Open P8 -0.29 in 17/18, 0.02 in 20/21 Managing staff workload, improving wellbeing. Staff Survey (2021), ‘I feel well supported working at this school.’ 97% teachers agree / strongly agree.**Leaders at all levels use professional development to encourage, challenge and support teachers’ improvement**91% agree / strongly agree.Improved clarity of communication around school improvement and strategic direction. All colleagues involved in rich professional, context specific, learning – *retrieval, adaptive, assessment and curriculum equity* |
| **Outcomes** | **Review of assessment** so that it tests the effectiveness of the curriculum and more accurately informs future teaching/learning.**Key Assessments** calendar in place, supported by designated departmental moderation time and training for this. **Knowledge Organisers** in Y7&8 to make key threshold concepts explicit.**Improved capacity in English and Maths** through appointment of additional teaching staff. ITT programme supports recruitment.**Restructuring / additional capacity of SEND provision** – Graduation Group in Y7&8 for those working at Y4 ARE, additional capacity for 1:1 intervention & specialist teaching.Working towards a shared understanding of **adaptive practice** through SEND focused QA, departmental training, and sharing effective practice.Implementation of **Reading and Language Acquisition** plan to improve comprehension, fluency, and vocabulary across Y7&8. | More robust internal data supporting development of targeted interventions, especially in English and Maths (see Y7 baseline data).Two years of CAGs process has improved the focus of our internal moderation – supporting students to attain higher outcomes (see HT review notes).Improved student outcomes over time. English P8 0.35 compared to -0.02 in 17/18, Maths P8 0.00 compared to -0.10 in 17/18Over 80% of OTF grades for Grad Group students are consistently on or above their RoA, enabling them to access a full KS4 programme. Compared to 76% for ALL students (see Y9 case studies).2021 75% of Y11 SEND students (56) awarded grades on or above their RoA, broadly in line with non-SEND students. Year 13 SEND students (9) APS was 34.81, compared to 35.13 for non-SEND students. The VA score for SEND students (0.08) is higher than their non-SEND peers (-0.12). Students with the lowest VA scores can generally be attributed to those sitting fewer than 3 L3 courses, however, we believe this to be in the best interests of those young people and their future pathways.All Y7 students participating in Reading Plus and Words for All SEND QA report (Autumn ‘21) demonstrates an improving provision in terms of adaptive practice (scaffolding, modelling, more frequent retrieval practice). |
| **Behaviour / Attitudes & Personal Development** | Review of school **Behaviour Policy** – implementation of a revised relational approach shaped by our **School Values**.Development of a **personal development curriculum** addressing aspects of need in our context (British values, careers, mental health, issues arising from current affairs) Revised PSRE Curriculum in place. Development of SGC and ILS provision for students with **significant barriers** in accessing mainstream education.Review and development of a new **Rewards** programme, reflecting our school values and **character development.**Greater opportunities for personal development through **6th Form Leadership and Volunteering** programmeAdditional investment in the Pastoral Hub team ***Implementation of new QA system for pastoral teams******Systemic QA of personal development******School values tutor programme******Relaunch School Council with a sharper school improvement focus******Behaviours for Learning professional development plan*** | Declining trend in number of fixed term exclusions. (38 students in 20-21, compared to 45 in 19-20)**Staff Survey (2021) 66% ‘The school consistently manages the behaviours of all pupils well’ (a change from 97% in 2021), and 89% ‘Pupils’ behaviour is at least good at our school’ (100% in 2021) 96% ‘Our school has a culture that encourages calm and orderly conduct and is aspirational for all pupils.’** All our Y11 and Y13 SEND students were supported to begin their next phase of education at the level and placement of their choice.All Y12 students engaged in a volunteering opportunity either within school, or our wider community (see Newsletters for case studies)Robust attendance and inclusion procedures are positively impacting on vulnerable young people and their families, overcoming barriers to learning.  |
| **Leadership** | Increased **professional development time** for colleagues**Wider leadership opportunities** for colleagues – NPQs, MAs**Improved capacity within the SLT** through appointment of 2 AHTs & **Challenge Partners** programmeDevelopment of **leadership teams** within larger departmentsImplementation of improved **QA model** across all pastoral and departmental teams. Well established QUAD teams ensuring peer-led professional learning across curriculum areas.**Quality of Education reports** inform termly SDP review days conducted by SLT and Governing Body**Reorganised Governance** since previous inspection with links to each SDP strand. ***Attendance at Executive Summary days*** | Reduction in teaching time for main scale teachers from 88% to 84%. Those with curriculum TLR responsibilities now receive between 24% - 28% PPA time (20% to 22% in 2017/18).  *Maths planning time*IQ approach underpins performance management. Extended induction work over first 5 years in the profession. 2 staff successfully completed MA in Ed L&M12 staff currently enrolled on NPQ courses4 staff currently enrolled on Coaching Course with a view to developing on-board coaching model as part of RQTs programme.First external Challenge Partner review scheduled January 2022 (postponed).Peer based middle leadership support and development. SDP review informed by triangulation of qualitative and quantitative data, resulting in a sharper strategic focus.Governor meeting minutes and Quality Assurance Calendar evidence increased strategic influence and appropriately robust challenge.  |
| **Covid implications** | **Digital Strategy developed** **Online learning platforms embedded (Hegarty Maths, Reading Plus, Seneca)****Peer tuition****1:1 tuition****Improved efficiency – Parents’ Evenings****Development of the Pastoral Hub** **Attendance****Community engagement****Partnership working with MHST****Additional attendance role – 15hrs** | Over 120 laptops issued to households in need of a digital device to access home learning. Ongoing programme of parent support / training. Teaching resources and home learning assignments continue to be set on MS TEAMS ensuring continuity of provision for students absent from school or working in ILS.Over 80 KS4 students received academic mentoring in Maths and English from trained 6th Form students. Improved outcomes for targeted mid band students achieved 35% strong BASICS pass (compared to just 16% in 17/18) and 73% achieved a good BASICs pass (compared to 52% in 17/18).76 students participated in the National Tutoring Programme, targeting disadvantaged/those below track in English and Maths across Years 7-11 Overwhelmingly positive feedback from parents. We have identified a training need for vulnerable families to further increase their engagement. Strengthening of relationships with vulnerable families and more time-efficient modes of working with external agencies, such as TEAMS meetings, in our rural cross-county context.Prior to COVID significant improvements in all categories of absence particularly PA and PP to better then National average figures. Despite Covid, 2021/22 Autumn term overall attendance 90.4% (above state school snap shot figures) PP attendance 87.6% (significantly above state school snap shot figures) PA 38.5 % (no comparison figures available) Successful implementation of Covid testing programme reliant on support from community volunteers. Positive feedback on improved communication with parents during periods of lockdown etc.Programme of CBT delivered to all Y7 students on building resilience to support their transition to secondary school.MHST hosted on our site, improving access to MH support for our students and their families. 58 students are either currently, or have been, engaged with MHST. |