

Matthew Arnold School Improvement Plan 2021-22

“Success for everyone”



In our school we expect the very best from everyone and for everyone, with all members of the community understanding the school's ethos and demonstrating the school's culture. Our ambition is that, through the taught and wider school curriculum, all students develop the skills, knowledge and character they need to pursue the exciting life choices they make and continue to contribute positively to their world.

FOCUS 2021-22:

Our School Improvement focus in 2021-22 is to continue to improve our school for everyone whilst ensuring the experience and progress of those at risk of making less progress than their peers, our priority students, is enhanced most of all. We will focus our activities around the culture and routines of the school so that every student understands what is expected of them in order for them to become successful learners who contribute to their school community

The students we have identified through self-evaluation as being at risk of making less progress than their peers are defined as our **priority students** and our aim is to increase their capacity to learn when they are in school by addressing their social / emotional and academic needs as well as their learning needs.

The factors that we have identified that put students at risk of lower achievement are:

- those currently in receipt of free school meals;
- those identified as need of SEND support, especially those with specific Social, Emotional and Mental Health needs;
- those with lowest attendance;
- those least ready to learn (R2L) or,
- those who join the school mid year.
- Those impacted most greatly during the last year

Measures and Targets for 2021-22 School Improvement

Measuring Improvement 2021-22

- Our **key measure of success** is that all students develop effective social and learning skills throughout their time in the school enabling them all to **progress on to positive and sustained destinations** when they leave the school.
- We will monitor sustainable positive destination data for all students by tracking the % of students in education/employment or training in the October following external examinations and then reporting on sustained positive destinations when the lagged data is published a year later.
- We will also monitor and measure attendance for all student groups, using the national average as a benchmark
- The progress measure that we will use to evaluate the effectiveness of our actions is that every student from year 7 to 11 will be on track to achieve their FFT 20 target grade and in the sixth form every student will be on track towards positive level 3 VA scores.
- We will use the Progress 8 measure published after GCSEs to compare student progress with the national rates of progress each year for similar groups and all/other students.
- We will monitor Ready to Learn data throughout the year to compare overall R2L averages by year group and by priority student group.

School Targets 2021-22

We will measure the overall success of the School Improvement activities against the following targets at the end of each school year.

- To narrow the gap between the groups of students who underachieve at Matthew Arnold School and the rest of the cohort by ensuring that, in every subject, all students achieve their FFT 20 benchmark grade (*SEND and PPG monitored and reported as specific groups*)
- To exceed national levels of progress in all subjects at A level as measured by level 3 VA scores.
- To achieve a proportion of the GCSE cohort achieving at least Grade 4 in English and Maths, to place us at or above the 20th percentile.
- To achieve a proportion of the GCSE cohort achieving at least Grade 5 in English and Maths, to place us at or above the 20th percentile.
- To improve student attendance by reducing the absence rate (increasing attendance) and to have an aspirational target to achieve >95 % attendance overall (absence rate of <5%).
- To reduce the number of persistent absentees to enable them to succeed (persistent absence is defined as absence for 10% or more of the school year). The 2021-22 target is for persistent absence to be less than 10% (123 students).

SIP Activity 1: Holistic Learning Experience

All students follow an engaging and enriching curriculum that challenges them to develop their sense of themselves and the world around them. Through the curriculum, students learn to be successful, confident and active participants in our diverse society

Lead/Team : GEM + HEP, LGH, EMH, TO

Success Criteria:

- The curriculum is well planned and engaging for everyone. There is entitlement, choice, support and challenge.
- Belonging: Students are excited and proud to be in school and can explain what it means to be a student at MAS. They can describe how they develop core qualities. They are proud to wear the uniform of Matthew Arnold School and represent their house and take part in enjoyable collective experiences. All students have the opportunity to develop leadership skills
- Teachers can describe how their subject teaching develops the core qualities and personal characteristics as well as celebrating the diversity of the school community
- As tutors, teachers are connected with their teams and able to signpost additional support and training for themselves and their tutees
- Wellbeing: Is a key measure for both students and staff where staff wellbeing is defined as the ability to do their job well and student wellbeing is defined as being able to rise to the challenge of education

Actions		Lead/ Team/ Resource	Progress Milestones for 2021-22 (mid year and end of year 2021-22)	Monitoring, Evaluation Review Activity for 2021-22 (mid year and end of year 2021-22)
1.1	Developing the core qualities and personal characteristic 1.Develop house tutor time so that activities promote the core qualities and characteristics and well as the diverse nature of the school <ul style="list-style-type: none"> - Promoting belonging - Promoting house/tutor links - Links to school council ensuring school council is a voice for the student body 	HEP+KHW + HLs School council	Introduction of new tutoring programme sept -Begin oct half term - Dec	Evaluation of new process mid/end year <ul style="list-style-type: none"> - House team review

	<p>Evaluate structure of the school day to best promote ethos and culture through tutor time</p> <p>2.Development of core qualities through curriculum teams ensure that all subjects and teaching reflect and embed the schools' core qualities</p>	EMH+KHW +CLS	Jan 2022	<p>Tutor time observation process. Planned during covid and ready to roll out or ready to be looked at again in light of covid.</p> <ul style="list-style-type: none"> - June 2022 <p>Mid Year evaluation DEPSEF Quality of education</p> <p>End of year evaluation Quality of education 2</p>
1.2	<ul style="list-style-type: none"> - Develop Diverse curriculum representation: Develop curriculum so all students feel represented by the school and that they represent the school - Teach Diversity Equity and Inclusion in the Classroom <p>Review and develop the curriculum experience</p> <ul style="list-style-type: none"> - Common curriculum(entitlement) - Structured support to engage - Safety net for students - Promoting cultural capital - SIG - Develop Professional Learning Programme - Set criteria for Curriculum development - Refresh diversity committee and ensure diversity of membership (both staff and student SIGs) - Ensure the assembly programme promotes our values - Ensure extra curricular programme is properly diverse 	GEM + FLD	<p>Developing the core qualities and personal characteristics through curriculum teams</p> <ul style="list-style-type: none"> - Develop Diverse curriculum content and resources - Set up SIG to identify desired curriculum actions and perspectives - Set up diversity committee (students) - Develop curriculum so all students feel represented by the school and that they represent the school-review content subject by subject - Source quality resources to teach Diversity Equality and Inclusion in the Classroom <p>Review and develop the curriculum experience</p> <ul style="list-style-type: none"> - Common curriculum(entitlement) - Revisit the Curriculum statement and explore core entitlement and optional enrichment opportunities - Structured support to engage Appropriate curriculum to meet needs of all students - Safety net for students "Catch-up" / tuition - Promoting cultural capital 	<p>Use of HL / CI meetings, devolved professional learning and staff meetings to agree perspectives, explore more diverse and inclusive curriculum depth</p> <p>Mid year evaluation</p> <ul style="list-style-type: none"> - Quality of education 1 - Evaluation of each CL/HL meeting developments: devolved professional learning and staff meetings to agree perspectives, explore more diverse and inclusive curriculum depth - Review SIG progress <p>End of year</p> <ul style="list-style-type: none"> - Quality of education 2 - SIP 2022-23 developments <p>Student voice through LT interviews</p>

1.3	Develop bespoke curriculum model for individual students where need is greatest	LGH+ SENco	<ol style="list-style-type: none"> 1. ANW as per timetable process 2. Completed during September 3. Completed by end of July 2021 	<p>Mid and end year report of:</p> <ul style="list-style-type: none"> - Termly monitoring of attendance in school and in lessons and academic outcome data by LGH (SENCOs and HLs) via Termly report by LGH to CL/HL and LT. - Termly Monitoring of costs and intervention and AP effectiveness via personalised provision document
1.4	<p>Review SEND structure to allow SEND experts to support high quality first touch teaching</p> <ul style="list-style-type: none"> • Completion of 2 year SEND development plan • SEND review structure review, evaluation and re-modelled • SEND section of Intranet to be curated and made more user friendly • Integrated use of Key worker roles • Staff guidance created and shared to share knowledge on procedures Knowledge sharing of SEND info and specific YP strategies across the year. • Future proofing SEND support based on dramatic increase in EHCP and K across all year groups but mainly in Y7 	LGH	<p>In place by end of July 2021</p> <p>New structure and training completed by Oct 2021</p> <p>By Oct 2021</p> <p>Ongoing but initial guidance and review of roles in first month of new term.</p> <p>Completed by Christmas 2021</p> <p>Ongoing from July 2021</p> <p>Started June 2021, regular review and establishment of higher numbers of LSA's agreed.</p>	<p>Mid and End Year</p> <ul style="list-style-type: none"> - Staff voice on SEND training effectiveness - Completion rates of SEND reviews - Evaluation of SEND review model
1.5	<p>Develop enrichment and extra curricular provision to ensure every student wants to access the provision to promote core qualities</p> <ul style="list-style-type: none"> - Promotion of cultural capital - Development of leadership responsibility - Progression to future careers - Develop super curricular opportunities for students - Leadership programme in place across the school for all subjects to be championed and to encourage DEI. 	FLD+CLs + HLs	<ul style="list-style-type: none"> - Use of meeting times at House and Dept level to discuss and define 'Cultural capital' at MAS - Student and staff - led input into ideas and perspectives around diversity and inclusivity - Working with the CEIAG administrator, explore w/experience again - Working with the CEIAG coordinator, pot out the entitlement curriculum for 	<p>Mid Year</p> <ul style="list-style-type: none"> - Review developments to extra curricular provision - Monitor uptake of EC by groups - Plan ahead for enrichment days 2021 and then beyond 2023 plus. <p>End Year</p> <ul style="list-style-type: none"> - As above - Evaluation of enrichment days by staff/students

	<ul style="list-style-type: none"> - Futures embedded into the curriculum and relevant Futures programme set up from KS3 to KS5 		CEIAG from Christmas 2021, mindful of Gatsby and stat. Requirements <ul style="list-style-type: none"> - Link to Leadership programme - Futures champions within the 6th Form. 	
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SIP Activity 2: Teaching, Learning and Assessment

All students experience high quality, inclusive, engaging teaching and all students understand their central role in their own learning. They are supported by committed professionals who are continually adapting and developing their own practice.

Lead/Team : EMH + LGH, TRO

Success Criteria:

- Students understand and actively participate in their own learning
- High quality engaging first touch teaching for all
- Progress of students is sustained over the long term, leading to positive destinations
- The process of assessment is adaptive, flexible and continuous and is used to inform swift intervention to ensure progress for all
- In all of the above, priority students must be enabled to achieve at least in line with their peers

Actions		Lead/ Team/ Resource	Progress Milestones for 2021-22 (mid year and end of year 2021-22)	Monitoring, Evaluation Review Activity for 2021-22 (mid year and end of year 2021-22)
2.1	Attending to long term progress and deep learning <ul style="list-style-type: none"> - Students owning their learning - Making it stick - Feedback - Metacognition 	EMH + CLB	September Resources and plans in place INSET Delivered December	Mid Year <ul style="list-style-type: none"> - Package of tutor time resources and Jan INSET plans - Perf development docs and lesson evaluation forms

			<p>T+L development window</p> <p>January Performance development linked to T+L priorities for all staff</p> <p>June 2022 Review progress and update for Sept 2022</p>	<p>- Assessment data: comparison of groups</p> <p>End Year</p> <ul style="list-style-type: none"> - Performance development and lesson evaluation documentation - Prof learning session attendance - Lesson evaluation forms
2.2	<p>Develop PSU so actions link more to quality first touch teaching in the classroom including introduction of 6th form PSU</p> <ul style="list-style-type: none"> • Separate out pastoral action and teacher action • Develop the communication process to staff for any PSU actions that need to be completed. • Effective monitoring of impact of PSU 	<p>LGH, HEP, TRO, SENCOs, HLs</p>	<p>Sept - identification of students</p> <p>Monthly meetings + records established</p> <p>Communication cycle established by end of term 1</p>	<p>Mid and End Year</p> <ul style="list-style-type: none"> - Progress data - R2L data of priority students - Attendance of priority students - Staff voice on effectiveness of PSU communication

SIP Activity 3: Working together make Matthew Arnold School a great place to learn and work

The school works like a well oiled machine, with systems, structures and the physical environment all working together to allow students to learn and develop in a safe, secure and inspiring environment

Lead/Team : APB/GEM + HEP, ANW. MPW

Success Criteria:

- Structures and systems that enable the delivery of the holistic curriculum through high quality teaching and learning
- Structures and systems that develop and promote the ethos and culture of the school through the core qualities and personal characteristics model
- The whole community intuitively understands the systems and structures
- Each area works symbiotically with other areas
- The physical environment provides a safe, calm and inspiring place where students can learn
- All members of the community report positive wellbeing

Actions		Lead/ Team/ Resource	Progress Milestones for 2021-22 (mid year and end of year 2021-22)	Monitoring, Evaluation Review Activity for 2021-22 (mid year and end of year 2021-22)
3.1	Routines that underpin the school day/calendar <ul style="list-style-type: none">- The timings of the school day- Lesson changeover- Eating; where and how	GEM/ANW /MPW	Arrangements need to be reviewed and agreed in time for implementation before the start of the new term in September.	Working group instituted. Draft proposals formulated (usually on the basis of a choice between covid/pre-covid arrangement). Consultation on proposals. Catering monitoring in place to understand behaviours and adapt site to serve students Look at layout of outdoor setting to provide spaces to eat / socialise Half termly evaluation of procedures

	Parents' evenings <ul style="list-style-type: none"> - Purpose - Logistics 	ANW/HLs	Summer term 2021 <ul style="list-style-type: none"> • Consult with HLs. • Research possible technological solutions • Present options to LT Autumn term 2021 <ul style="list-style-type: none"> • Prepare for any changes (e.g. set up software, create staff/parent logins etc. if needed) 	End Year Parent voice on overall communication from school regarding progress Assessment against wellbeing charter criteria
3.2	Student pride in the school and the school site School council to be embedded through the English dept and overseen by KHW and FLD. Each HL and tutor team to invigorate the sense of community and belonging through tutor time activities and commonality of approach - competition, assemblies, tutor time activities Consultation process on uniform	HEP+HLS Site plan Site team	Sept-Dec 2021 During the year Sept - Dec 2021 to start and throughout the year as sense of house develops through complete curriculum uptake in ethos and culture and sense of competition	Mid/End Year <ul style="list-style-type: none"> - Evidence of student voice Termly for year group LT interviews - SBM review meetings
3.3	All communications promote the core qualities and personal characteristics and foster pride in the school community Celebration events promote the core qualities and personal characteristics valuing the diversity of our community <ul style="list-style-type: none"> - Celebration evenings - Achievement awards - Assemblies - School council development <ul style="list-style-type: none"> - Provides student experience information to school; - Develops specific projects - Develops leadership opportunity 	KHW+APB +GEM School council	Term 6 2021 diversity SIG School council development Link to SIP 1.1+1.2 Term 1 new format for achievement awards Term 1 Awards evening implemented for Dec 2021 Term 6 celebration evening	Mid/End Year <ul style="list-style-type: none"> - Rs and Cs data - Students in receipt of achievement awards by group - Student voice through LT interviews each term - Evaluation of celebration evening

	- Links to tutor time			
3.4	<p>Development of Leadership team roles and responsibilities</p> <ul style="list-style-type: none"> - Identify temporary LT structure - Evaluate LT roles and responsibilities during autumn term - Plan Jan 2021 LT conference - LT conference discussion on role and function of LT - Identify proposed LT structure Sept 2021 onward - Appoint new team 	APB + LT	<p>July 2021</p> <p>January LT conference</p> <p>January LT conference</p> <p>January LT conference</p> <p>Feb 2022</p> <p>Easter 2022</p>	<p>January</p> <p>Evaluation of effectiveness of temporary structure</p> <ul style="list-style-type: none"> - Capacity to run the school - Effectiveness in delivering school improvement plan (see Mid year SIP) - HT performance development
3.5	<p>Evaluation of pastoral support across the school, involving</p> <ul style="list-style-type: none"> - Catalogue/index pastoral support offered by each arm. - Schedule monthly pastoral support meetings (this will be inter woven with monthly PSU's) - Agreed students and PSP (Pastoral Support Plan) to be created for each child in receipt of any pastoral support 	HEP/LGH+ T), SSWT, HLs, SHN	<ul style="list-style-type: none"> • Completed by Oct half term 2021 • In place by end of September 2021 • Centrally shared between inclusion, House Teams, School Counselor, SSW, SHN. By end of September 2021 	<ul style="list-style-type: none"> • AHT LGH/HEP to review effectiveness of meetings and action. • Tracking pastoral interventions and monitoring effectiveness by AHT HEP/LGH <p>Evaluation for supported students of:</p> <ul style="list-style-type: none"> • Progress data • R2L data • Attendance data

Initials	Name and Role
ANW	Andrew Webster, Assistant Headteacher: Assessment and Information Management
APB	Anthony Broadley, Headteacher
CLB	Leadership team affiliate, developing the quality of teaching and learning through professional development
EMH	Eluned Harries, Assistant Headteacher: Teaching and Learning
FLD	Leadership team affiliate, holistic curriculum development
GEM	Giles Marshall, Senior Deputy Headteacher: Staffing and Curriculum
HEP	Hannah Palin, Assistant Headteacher: Student Welfare and Development
KHW	Leadership team affiliate, ethos and culture
LGH	Lyndsey Hood-Smith, Assistant Headteacher: Inclusion
MPW	Mat Wilkins, School Business Manager
TRO	Tracey Oakden, Head of Sixth Form & IAG (Information Advice & Guidance)
SEB	Sam Blencowe SEND / SEMH Teacher
SIP Acronyms	School Improvement Plan
AP	Alternative Provision
CLs	Curriculum Leaders
CEIAG	Careers education, information , advice and guidance

DEPSEF	Department Self Evaluation
EC	Extra Curricular
EHCP	Education Health Care Plan
FFT	Fischer Family Trust
FP	Foundation pathway
HLs	House Leaders
HIP	House Improvement Plan
LSA	Learning Support Assistant
LT	Leadership Team
MAS	Matthew Arnold School
MER	Monitoring, evaluation, review
OTSA	Oxfordshire Teaching Schools Alliance
OUDE	Oxford University Department of Education
PL	Professional Learning
PSP	Pastoral Support Plan
PSU	Priority Student Update (meetings and information for staff)
R2L	Ready to learn
SEMH	Social , Emotional and Mental Health (Learning need)
SENCo	Special Educational Needs and Disabilities Coordinator

SEND	Special Educational Needs / Disability
SIG	School Improvement Group
SOW	Scheme of Work
SSW (T)	Student Support Worker (Team)
T&L	Teaching and Learning
VA	Value added