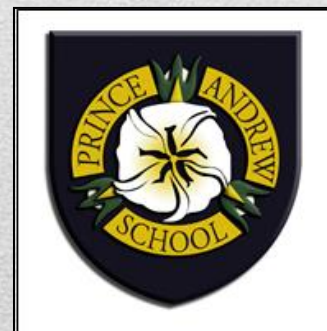


# School Improvement Plan 2020-2021

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*Prince Andrew School*



### *School Vision Statement*

*At Prince Andrew School, we aspire to ensure that all our students achieve their full potential academically, personally and socially. We inspire our students to rise to the challenge of the modern world so they become responsible global citizens who have respect for themselves and for each other.*

### **The purpose of this School Improvement Plan is:**

- To be proactive in response to Directorate priorities and school priorities identified through self review and evaluation;
- To identify the role and responsibilities of key staff in ensuring that the priorities are addressed and objectives achieved;
- To support and embed the school's vision statement and aims through practical action in response to the priority areas;
- To be an accessible and user-friendly guide to the school development priorities in the coming year.

Student Population	Term 1A			Term 1B			Term 2A			Term 2B			Term 3A			Term 3B		
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Nursery																		
Reception																		
1																		
2																		
3																		
4																		
5																		
6																		
7	42	22	20				42	22	20				41	22	19			
8	43	19	24				43	19	24				43	19	24			
9	35	16	19				35	16	19				35	16	19			
10	45	22	23				46	23	23				45	23	22			
11	38	18	20				38	18	20				38	18	20			
12	12	7	5				13	8	5				13	8	5			
13	10	6	4				10	6	4				10	6	4			
<b>Total</b>	<b>225</b>						<b>227</b>						<b>225</b>					

Student Data	Intake			Term 3		
Year Group	English Avg PTE SAS		Mathematics Avg PTM SAS	English Avg PTE SAS		Mathematics Avg PTM SAS
7						
8			89.9			
9	91.8		91.9			
	English % at or above expectations	Mathematics % at or above expectations		English % at or above expectations	Mathematics % at or above expectations	
10						
11	46%	44%				
	GCSEs Predicted % 5 A* - C	English Predicted % A* - C	Maths Predicted % A* - C	GCSEs Actual % 5 A* - C	English Actual % A* - C	Maths Actual % A* - C
KS4	44%	46%	44%			



**NOTES:**

\*based on CAT/KS3 data

Student Data Intake (as per yrgrp)	CAT Scores (Group Average)				
Year Group	Verbal	Quantitative	Nonverbal	Spatial	Mean
7					
8	87	85	93	95	92
9	88	91	92	96	92
10	89	87	87	96	89
11	90	92	95	100	94

Key School Targets – 2020/21			Key School Outcomes – August 2021	
	English %age @ ARE	Mathematics %age @ ARE	English Avg PTE SAS	Mathematics Avg PTM SAS
Year 7*	56%	59%		
Year 8*	43%	63%		
Year 9*	57%	59%		
	% A* - C	% A* - C	% A* - C	% A* - C
Year 10				
Year 11	46%	44%		
	<b>Targets</b>		<b>Outcomes</b>	
Year 12	90% or better achieving D			
Year 13	90%			

PASS Survey	Feelings about school		Perceived Learning Capability		Self-regard as a learner		Preparedness for learning		Attitudes to teachers		General Work Ethic		Confidence in learning		Attitudes to attendance		Response to curriculum demands	
	2020	2021	2020	2021	2020	2021	2020	2021	2021	2021	2020	2021	2020	2021	2020	2021	2021	2021
3																		
4																		
5																		
6																		
7*	55.2		31.8		33.6		41.2		57.4		60.1		39.9		50.3		45.2	
8	54.4		32.1		33.7		40.5		56.0		57.4		40.7		50.8		45.2	
9	49.3		43.3		47.8		46.8		64.0		62.2		51.2		54.8		46.2	
10	65.9		56.8		49.2		61.2		67.8		67.8		71.9		72.9		66.7	
11	64.0		42.1		49.4		48.1		67.0		44.5		59.6		70.7		67.7	
School																		

Key:  Decrease on previous year  
 Increase on previous year

Note: \*Yr7 figures taken at Primary School in Yr6

## PRIORITIES 2020 - 2021

Priority 1: To continue to raise the attainment of literacy across the school, with a specific focus on reading.					
Success criteria (evidence of impact):					
<ul style="list-style-type: none"> <li>• Baseline data on RA from AR data</li> <li>• Interim AR data @ end of T1B and T2B showing increase of student progress in reading age</li> <li>• Final data from AR at end of T3B showing student progress in reading</li> <li>• Baseline date of PTE from July/August 2020 and data from PTE July/Aug 2021</li> </ul>					
Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how when?)	
Improving the reading age of all students below the RA of 14 years up to Yr10	April 2021	<ul style="list-style-type: none"> <li>• Recruitment of TC Officer (with specific skills) to enable transitioning work between Secondary/Primary to be undertaken</li> </ul>		Head	
Improving the progress of all students in English	January 2021	<ul style="list-style-type: none"> <li>• Staff training – engaging students in reading during form time</li> </ul>	Time	SLT/English Dept	
	Ongoing	<ul style="list-style-type: none"> <li>• Continue to focus on reading across school</li> <li>• Comparison of PTE scores against English department baseline tracking (yr 7) and compare outcomes (Yr7 – 9) at end of year with PTE</li> </ul>	Time	All staff	
	On arrival of second TC Officer in English		<ul style="list-style-type: none"> <li>• Continue with Apples and Pears (as per Rose Brooks)</li> </ul>	Resources – photocopying	HoLS
			<ul style="list-style-type: none"> <li>• Review KS3 SoW in English to see whether any changes need to be made in terms of addressing English skills</li> <li>• Begin discuss with Primary colleagues, through ADS, for a smoother transition regarding literacy/reading from primary to secondary.</li> <li>• Work alongside English department/other professionals (eg. SEN Primary Advisor) to audit number of students requiring English intervention and to discuss whether</li> </ul>	Time for staff	English staff SLT SLT/English staff/HoLS



		current interventions are effective enough in advancing student literacy.		
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## **Monitoring and Evaluation**

Actions/bullet point	Progress/achievements/challenges	Revision of actions if applicable	Resources
1.	Recruitment of 2 <sup>nd</sup> TC Officer has taken a bit longer than expected. However, we have now recruited someone with the necessary skills to complement the staff currently in English. This person has a good record of experience, and has specialised in SEN as well as teacher training, which we feel will enable the department to move forward on bullet points 6 - 8 above.		
2&3	<p>This has now been completed for all staff in the school, including all TA's and SLT. It was designed to target form tutors and assistant form tutors to help them engage all readers during form time reading sessions. Aply developed, facilitated and role played by the English staff, this was a good insight into priorities and strategies which could all be used during form time.</p> <p>Follow up was also completed with observations by English staff and pastoral staff which showed more engagement from staff with students reading. Early indications show rising numbers of students meeting their targets across the monitoring period.</p> <p>There is still further work to be done, as students reading ages are not where they need to be, and under bullet point 7, some discussion will need to take place with our primary colleagues.</p>		
4.	Comparison of Yr7 PTE to English baseline information does show some disparity between these two sets of data. This has been initially acknowledged, but further work needs to be undertaken in this area. It will also be important to complete this data collection at the end of the year.		
5.	The school continues to deliver this programme. We know that students are improving in the skills as they continue to move up the programme, or no longer need to continue it. This year, we have also reduced the numbers of sessions, as we have agreed that one session should be taught by the English staff to deliver specific English skills required for IGCSE.		

6 – 8	<p>The majority of work is still to be completed as our TC officer will not be in post until August flight. However, we have met with ADS to have an initial discussion around PTE (and PTM/PTS).</p> <p>Students have also been tested using RAPID which also has highlighted some weaker areas of literacy learning. Once the primary advisor for SEN returns, we will be able to discuss this in more detail, and will be able to target those areas more effectively.</p>		

**Priority 2 (Inclusion):**

**Success criteria (evidence of impact):**

- Curriculum review taken place; recommendations researched and successfully embedded in PAS Curriculum
- Alternative Educational programmes identified and in place
- Policies reviewed, consultations taken place and successfully endorsed by Education Committee

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
Review of Curriculum Prospectus for start of September 2021	Ongoing	<ul style="list-style-type: none"> <li>• Review completed and recommendations implemented for September 2021. Focus of review is to:               <ol style="list-style-type: none"> <li>1) Consider range of subjects offered at GCSE and A level</li> <li>2) Develop an alternative curriculum for KS3 to run alongside 'normal' curriculum (especially for students of very low ability)</li> <li>3) Conduct review Structure of the Day to increase house activities</li> </ol> </li> </ul>	Time/human resources	SLT/all staff
Complete work on Behaviour Policy	Ongoing	<ul style="list-style-type: none"> <li>• Complete consultation on policies and implement recommendations; endorsement by Ed Com Training for staff (if applicable) Dissemination of updated policies to students/parents</li> </ul>	Time/human resources	Dep Hd SS/Student Council/Discipline & Rewards Committee
Yr6 to 7 transition	Ongoing	<ul style="list-style-type: none"> <li>• Begin talks with Primary staff/Hol regarding transition arrangements for students with additional/SEND needs Planning in place for transition for all students depending on personal needs</li> </ul>	Time	DHSS/HoLS/HoKS3
Update all PAS Policies to include numeracy/literacy policy applicable for whole school development	Ongoing	<ul style="list-style-type: none"> <li>• SLT to conduct review on policies which need updating/formulating and designate, where applicable to school committees.</li> </ul>	Time	SLT

## Monitoring and Evaluation

Actions/bullet points	Progress/achievements/challenges	Revision of actions if applicable	Resources
1.	<p>This has taken place internally for 2021. We are currently conducting Yr9 and Yr11 interviews. We have had 20 applications this year for return to sixth form, including one from Ascension Island whom we are in discussion with.</p> <p>Alongside our current offering we have, in consultation with the subject teacher and subject leader offered IGCSE Business Studies this year, in place of the OCR Business and Enterprise qualification.</p> <p>In addition, we have also offer A level Media Studies on the taught curriculum, as the ICT TC Advisory Teacher who arrives in August can offer this.</p> <p>We were pleased to be able to recruit a St Helenian LQT to the Harpers Agriculture post, and so were able to offer the current Yr9 the possibility of doing agriculture in Yr10 and we have interest from 10 students this year.</p>		
2.	<p>Behaviour Policy</p> <p>This had been completed in draft form and had been sent out for consultation to parents. However, it was brought to my attention by one parent that parents and carers who had to receive this via email did not receive it. Since then I have contacted a few more who has confirmed that nothing was received y email. I have had the ICT tech investigating this, as it should have gone out around the same time the paper consultation was sent.</p> <p>However the SLT is going to review the policy, and resend for consultation to ensure all aspects of behaviour is covered, and to write in more detail, if necessary, any processes we need to add to deal appropriately with more challenging behaviours.</p>		
3.	<p>Training planning for Yr6 into Yr7 started much earlier this year, with close consultation between pastoral staff and inclusion staff regarding those students who needed extra transition due to anxieties or other issues about coming to PAS. Students are now well into this programme.</p>		
4.	<p>This work is ongoing, but due to various complications, has not been proceeding as fast as we would have liked.</p> <p>Some of our school committees have taken on board policies relating to their areas, however, this has been a slow process.</p>		


**Priority 3 (Mathematics):**

**Success criteria (evidence of impact)**

- Improvement in PTM scores (ave %age)
- SoW updated and in use
- Improvement in Ninja Numeracy belts

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
Ninja Numeracy scheme	August 2020	<ul style="list-style-type: none"> <li>• Continue to use NN scheme with all students at KS3 and selected students KS4 on the scheme – to be completed 5 times/week (with one session) taking place during Thursday FT. Track and evaluate student progress</li> </ul>	Time/ paper/photocopying/	SL- Maths/Numeracy Com/maths staff/Hd
Successfully complete update of KS3 SoW to incorporate NC objectives; and to fall in line with GCSE maths curriculum	Ongoing	<ul style="list-style-type: none"> <li>• Review &amp; update current SoW to ensure new maths curriculum is covered</li> </ul>	Time	Hd/DHC/maths staff
Engage with Primary School Partners on Maths curriculum to ensure most effective transition	Ongoing	<ul style="list-style-type: none"> <li>• Review Primary SoW in Maths Assist with 'tweaking' SOW if required Train Primary Colleagues Observe primary colleague</li> </ul>	Time on Hd of Maths tt	Hd of Maths
Review and update maths assessment and tracking systems	Ongoing	<ul style="list-style-type: none"> <li>• Review current maths assessment and tracking systems Update as required</li> </ul>	Time	Hd of Maths/Maths staff/DHC

Times tables	Ongoing	<ul style="list-style-type: none"> <li>• Continue to encourage and develop student knowledge of times tables across school</li> <li>• X</li> <li>• Comparison of PTM scores against maths department baseline tracking; and compare outcomes (Yr7 – 9) at end of year with PTM</li> </ul>	Time on tt/in lessons	All staff
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### **Monitoring and Evaluation**

Actions/bullet point	Progress/achievements/challenges	Revision of actions if applicable	Resources
1, 2, 4 & 5	<p>All of this work is ongoing. From the departmental tracker, all students are making progress with a few not making any progress – however, this is being looked into by the maths staff.</p> <p>The resignation of Mr Powell has meant that we have had to regroup as well as have the remaining teachers pick up some extra workload to cover/ensure all students are still being taught by a maths teacher.</p> <p>In addition, all staff contribute to this in their subjects through targeted work appropriate to the subject being taught.</p>		
3	<p>Much of this work was undertaken by Mr Steven Powell, particularly when he was in the UK last year. I understand from him that a SOW for Yr1 – 6 has been completed and resourced, and that he was undertaking observations of primary colleagues and providing feedback.</p> <p>It is hoped that his successor will be able to undertake some of this work, and so we will look for a candidate with these kind of skills.</p>		
6	<p>Initial indications reveal disparity again with the PTM scores. As for English, we will work with our colleagues to undertake further work and report findings to ADS so that we can agree a way further.</p>		


**EXTERNAL SUPPORT REQUIRED**

Who	Support needed	Details
Educational Psy	Testing and Counselling support	Early identification of students needing support/exam access arrangements; recommendations implemented
Speech & Lang	Building programmes	
Counsellors	Counselling Support	Confidential support for students having social, emotional and behavioural issues

**Note significant issues:**