BHS SCHOOL IMPROVEMENT PRIORITIES 2021-22 (Year 2 of 3 year school improvement cycle)

Leadership and management	INTENT	IMPLEMENTATION	By whom	When	KPIs/IMPACT
SO1 Further improve outcomes for children and young people SO2 Ensuring a financially viable and sustainable school SO3 Risk Management - Strategic monitoring against KPIs SO4 Ensure strong leadership and governance	Redefining our success and ensure strategic monitoring against Key Performance Indicators Ensure quality of education through strong leadership at all levels Embed sustainable Leadership Structure and Seminar Model with highly effective performance management at all levels (3 year cycle in line with Trust level KPIs) Ensure quality of education and staff wellbeing through strong leadership at all levels. Embed the culture and ethos of robust safeguarding across the campus including 'beyond referral' Ensure effective risk management in relation to: COVID Critical incidents Social Flashpoints	• Analysis and evaluation of outcomes, progress and progression at all key stages • Analysis and evaluation with use of case studies and KPIs • Departmental and Pastoral analysis and evaluation to demonstrate impact including cohorts within cohorts • Destinations check points for Year 11 and 13 in October and March Year 2 of 3 year school improvement cycle incorporating: • Leadership seminar school improvement model embedded • Assessment strategy embedded alongside assessment calendar and QA cycle • Teaching & Learning strategy embedded and impact evaluated by revised 2021-22 QA cycle • Engagement strategy embedded and impact evaluated by revised 2021-22 QA cycle	KB/BY/AN SLT T&L team TU T&L team	Review date Feb 2022	• Education Brief 2021-22 – School Improvement priorities and KPIs completed (KB/AN/BY) • Whole school targets met or exceeded 2020-21 and previous 3 year average including cohorts within cohorts • 100% Progression for all Year 11/13 students with clear tracking of destinations • Whole school targets set and in line with predictions. To incorporate the following KPI's: Attendance, Progression, Oxbridge/MDV, Safeguarding, Student Engagement, Wellbeing and Extra-curricular (with Case studies) • Strategic leadership structure, seminar model and performance management embedded over a 3 year cycle and in line with SI priorities and measurable impact evidenced through Teaching over Time (ToT) and assessment KPIs at departmental level (KB/AN/BY) • All Performance Management targets are SMART and aligned with improvement priorities

	Ensure COVID-19 restrictions do not limit curriculum entitlement or depth	• **CPD programme** 2021-22 – PSHE/RSE and Safeguarding, assessment and feedback foci • **PHSE/RSE curriculum** refined and embedded incorporating emerging priorities • **Safeguarding** Action Plan implemented with a key focus on areas identified by the Safeguarding audit 2021 as well as Peer on Peer Abuse and student and staff wellbeing. Incorporating raising staff and student **'beyond referral'** awareness through training and programmes addressing unacceptable behaviour and attitudes. • **Remote Learning strategy in place to meet the needs of individual students isolated and** whole school implementation should we enter a school/local (or national) lockdown • **COVID19 Risk Assessment** implemented. • **Exams Strategy** incorporating summer season 2022, internal progress/CATs tests and recalibration of flightpaths for all year groups	AN/WJ AN/HR T&L team BY SLT		• **Performance Management** processes are robust and effective and have measurable impact on departmental improvement priorities and outcomes. Additional leadership coaching support provided where identified for specific departments. • **Student targets/Flight paths** recalibrated and gaps in learning met – 80% students on or above target to achieve predictions February 2022 • **ToT data indicates 100% good or better teaching** • **Engagement strategy targets met or exceeded** • **Evaluation of PHSE/RSE programme** indicates impact and engagement across all year groups – student and staff voice. • **All staff and students feel and are safe** – feedback from school forums and Student Voice. • **Remote learning** strategy in place which ensures 100% student engagement. • **Risk assessment 100% compliant with DfE guidance.**
Quality of Education	CURRICULUM REVIEW 2021-22 Review of our CALIBRE	• **Embed Teaching, Learning and Assessment Strategy** with a	T&L team	Review Feb 2022	• 2021/2022 attainment and progress data above our previous 3 year

SO1 Further improve outcomes for children and young people SO2 Ensuring a financially viable and sustainable school	curriculum considering proposed vocational qualification reform, DfE white paper and emerging social flashpoints. Embed **high quality teaching, learning and assessment** across all subject areas. **Embed high quality assessment** and feedback that supports the development of knowledge and skills, outcomes, progress and progression **Maintain and improve high standards of achievement and progress for all** – mitigating any gaps in learning and structured socialisation **Sustain curriculum efficiency** whilst ensuring the quality of education and breadth of curriculum Delivery of a **high quality PSHE/RSE** curriculum Ensuring a curriculum framework that drives intellectual curiosity: The	focus on: social and emotional learning, self-regulation and metacognition • **Embed accurate assessment** based on grade descriptors and CAG capture • Embed high quality **summative and formative assessment** • Ensure clear **baseline assessment for all KS3 students** that allows accurate tracking of progress – CATs and Progress Tests • **Strategic use of catch up funding** to mitigate COVID-19 • **Additional staff in the core to team teach** and mitigate the impact of COVID-19 for identified students within cohorts • **Implementation of BMAT tutoring, catch up and revision programme** – impact evaluated by progress and outcomes in all department areas by all cohorts within cohorts • Introduction of **Association of Accountancy Technicians (AAT) course** in BSF 3 year pathway, GCSE community languages in the KS4 curriculum	SLT T&L team CC ML/LR/AN ML/LR BSF SLT/LR		**average** including for cohorts within cohorts • **KS3 average target: 80% on or above target grade** • **KS4 Attainment 4+ in English/maths 82%** (2019/2020 = 83.4%) • KS4 internal P8 0.5 (2019/2020 = provisional 0.76) • **KS4 Minimum ALPS 4** • **KS5 Minimum ALPS 4** • **100% teaching good or better**. All teaching meets the Teachers' Standards with significant impact • **CAG captures** and predicted grades consistent with outcomes • **High correlation between all Key Stages predicted versus actual grades** with the vast majority of subjects predicted ALPS equal to actual with no department more than one grade above or below predicted • **2022-23 curriculum** model that is financially viable and sustainable and meets the needs and interests of all students • **Staff % cost** of income below 74% • **70% + of current year 9 students** take subjects that enable them to qualify for the EBACC • **100% students** follow a curriculum that is appropriate for their ability, skills and facilitates progression

	curriculum **extends beyond the academic**, vocational or technical and provides for pupils broader development and life-long learning **Extra-curricular and structured social activities** to mitigate the impact of the pandemic. Build confidence, character and resilience through arts and cultural education.	• **Ensure the quality of provision in MFL** to support meeting and exceeding EBACC targets • **Review departments** as exceeding/meeting/in line with/below SI priorities and outcomes data • **Curriculum Review**: Introduce AAT course in KS5 3 year pathway; Evaluate future of BTEC L3; Consider introduction of T levels; curriculum review of MFL, Introduce community languages programme as part of EBACC priority • **Delivery of high quality PSHE/RSE curriculum** supported by CPD and external providers • **Review of our CALIBRE curriculum** and embed within our extra-curricular provision (Pastoral/Assembly programme) • Embed creativity across the whole curriculum using the Artmark framework • Embed relationships and opportunities for **collaboration with local partnerships** including Redbridge Music Service, partner schools and the community. • Provide opportunities to promote and develop **creative**	ML/LR AN/WJ TU/ML/LR /CC/SP T&L team		• **Student engagement measures**: - Sports days for all year groups, music concert/Musical, Wise up for all students regardless of background. • 100% of students in Year 10 access Geography field trip • Everybody reading something (ERS) as evidenced in Unifrog • Established **reading and research portals** for: Students at all key stages, teachers and ITT students • Increased pupil and community engagement in Artsmark activities evidenced through Artsmark evaluation of impact • Achieve Artsmark Gold by 2023

		expression across subject disciplines. • Celebration of talent and regular showcasing of student's achievements through **exhibitions, performance and displays.**			
Student Engagement SO1 Further improve outcomes for children and young people SO4 School improvement and effectiveness strategies in place	**Flexible whole school systems** and engagement to support: progress, progression and outcomes and positive behaviour Promote **positive behaviour** and attitudes to learning Ensure the curriculum drives **intellectual curiosity** and develops and drives deep questioning. Ensuring the **school is a safe environment** which students and staff are encouraged to take intellectual risks, make mistakes, challenge and improve. **Students embrace the modern world** in which they live, dealing intelligently with social flashpoints and prepares them	• **Engagement Strategy** Provide a broad and balanced extra-curricular provision that develops social interaction and enhances the development of leadership skills • Ensure **student engagement** and campus expectations • Implementation of **social & emotional learning strategy** • Embed 'Character Award' incorporating 'Aptitudes to Learning' across all Key stages • Implement a **golden thread of careers and progression** advice and guidance for all students, incorporated into our use of Unifrog (KS3 – KS5) • Promote self-directed study skills and a passion for reading and curiosity via the e-platform and Unifrog • Implementation of a staff and student Alumni Network	TU ML/LR/CC/SP SP/SSU/SDA ML/SDA	Review Feb 2022	• Reduction of **On Call** use (for behavioural issues) termly, establishing baseline data in year combined with termly reports. • **Extra-curricular engagement** tracked using Evolve and Unifrog **100% attendance** in an extra-curricular activity in or out of school. • Internal R&R data half-termly. % internal exclusion below 2020/2021 by term/year group • Fixed term exclusions below 2020/2021 as well as external benchmarks • Attendance above and persistent absence below national benchmarks • Impact of **BMAT tutoring/catch up** programmes evidenced at

	for the unpredictability of the future **Student forum** incorporated to increase student voice opportunities to inform, deepen understanding of social flashpoints and ideologies to embed respect and tolerance at all key stages **Extra-curricular and structured social activities** to mitigate the impact of the pandemic for students and staff	(highlighted on the school website) • Delivery of **tutoring programme**, catch up and revision – impact evaluated by progress and outcomes in line or exceeding predictions and targets • Ensure clear **safeguarding/pastoral procedures** which provide holistic emotional support for children • Attendance procedures implemented to ensure above the local and national average. • **Engagement Strategy** Provides a broad and balanced extra-curricular provision that develops social interaction and enhances the development of leadership skills • Ensure **student engagement** and campus expectations are followed thereby ensuring all students feel safe • Ensure **parent engagement** opportunities throughout the year and for all year groups.	AN/HOS AN/HOS LR TU SLT		individual and departmental level reflected in whole school targets • SIMs behaviour module analysis and data • **Attendance** above local and national average • **100% students** access educational visits • **Musical/concert participation**, recorded using Evolve • **100% Everybody Reading Something (ERS)** – tracked via Unifrog • **Parental engagement** – 100% engagement face to face or remotely
Personal Development	Ensure our curriculum reflects life in modern Britain and instils the values of: **Democracy, Rule**	• Delivery of **PSHE RSE curriculum** • Embed and quality assure **personal development**	AN/WJ HOS	Feb 2022	**PSHE/RSE programmes** implemented and incorporated into timetable with learning walks, lesson observations and student

| SO1 Further improve outcomes for children and young people

SO4 School improvement and effectiveness strategies in place | of Law, Respect and Tolerance, Individual Liberty

Ensure **PSHE/RSE curriculum** meets statutory requirements as well as responding to the new and emerging needs of our students

Develop **self-regulated and emotionally resilient** students mitigating the impact of the pandemic on student wellbeing

Extra-curricular and structured social activities to mitigate the impact of the pandemic. For staff and students

Develop **confident individuals and responsible citizens** who make a positive contribution to society through an holistic whole school approach that prepares them for the unpredictability of the future. | **programmes**, effective tutoring, essential development, character award, careers and PSHE/RSE
• Further develop **mental health strategy** to ensure children have access to specialist advice and guidance.
• Curriculum in **PSHE and the pastoral programme** to incorporate focus on mental health and wellbeing
• **Embed the Beal Character** award that develops 21st century work related skills for all pupils across every key stage, heightening academic progression, employability and career prospects.
• Embed whole school **Careers strategy** to ensure successful progression for all
• Implement a tutoring programme in **KS3 and continue to embed in KS4 and KS5** - that focuses on academic progress, wellbeing and UCAS/progression support | AN/HR

AN/WJ

HOS/SDA

SP/SSU

CC/LR/ML | | walks indicating positive outcomes **100% engagement with lessons.**

Gatsby Benchmarks 4 (Linking curriculum learning to careers) to be met by **100% of departments.** Increase Benchmark 5 (Encounters with employers & employees pupil) implementation to 50%.

Counselling: Improved KPIs for each individual referred to counselling. 0% of students are re-referred unless with CAMHS.

Character Award implemented **100% of students to have achieved competences in Year 7/8**

100% Progression at KS4 and KS5: 1 in 4 taking places at Russell Group universities.
% MDV – to maintain and improve 2020 and 2021 numbers (8+)
% Oxbridge – to maintain and improve 2020 and 2021 numbers (4+)

Maintain and improve Staff recruitment and retention well above national average |

BMAT Strategic objectives (SOs) - https://www.beaconacademytrust.co.uk/wp-content/uploads/2021/01/BMAT-Strategic-Plan_FINAL-250121-1.pdf