



Working together to promote & celebrate achievement

School Improvement Plan 2021-2022

Plashet's School Improvement Plan (SIP) is a crucial vehicle, designed to communicate a coherent, shared vision for the development work of our school with all members of its community. In light of the current circumstances, Plashet recognises the need for a flexible approach to school improvement planning in the coming academic year and will take a pragmatic approach ensuring that the process is useful in supporting the work of the school and that it is manageable. It is recognised that in 2021/22 we need to have a school improvement plan that addresses the specific challenges that will be faced as we return to a normal way of working and learn to live with the COVID-19 pandemic.

Plashet is a school where our young women can be accepted for who they are whilst growing to be the best version of themselves they can be. We are a school where academic habits are embedded early on. We are a school where the rules are clear and everyone knows them. We are a school with mature systems. We aim to ensure our young women are happy and successful whilst at Plashet. This means developing resilience, high levels of self-esteem and a sense of being empowered to think critically and make decisions. We strive to ensure that students leave us able to be safe, healthy, economically independent adults who enjoy learning and who can make a personal contribution to society. We have determined at Plashet that, for our young women, the key areas of personal development that will help them to do this are the acquisition of confidence, having an awareness of how personal decisions affect the future and how to develop a love of learning. For our teachers we have created a collaborative working environment that uses educational research to support experience in terms of developing the 'what and how of teaching'.

Plasht School Self-Review Cycle 2021-22

September/October	<p>Summer 2021 Teacher Assessed Grades analysis published. Update Self-Evaluation Document. SIP written & published. Interrupted Learning Recovery Strategy written & published. SSR Cycle & Process written & published. Appraisal cycle ends & begins again. Year 7 English and Maths baseline testing. Year 11 Report 1 produced & shared with students/parents/carers.</p>
November/December	<p>DIP & PIPs written. Additional Year 12 GCSE exam series. Year 11 Mock GCSE exams 1st series. Internal exams for Years 8, 9 & 10. Year 7 baseline Cognitive Ability Testing, online reading & spelling testing. Years 7, 8, 9 & 10 Report 1 produced & shared with students/parents/carers. Head Teacher's Autumn report to the Governing Board.</p>
January-March	<p>Progress of cohorts reviewed & parents/teacher meetings held. Parental Questionnaires distributed & feedback analysed. Whole school planning in terms of finance, staffing, timetable & calendar. Budget-setting for financial year 2022-23 & 2-year future forecasting 2023-25 Year 11 Mock GCSE exams 2nd series Head Teacher's Spring report to the Governing Board.</p>
April - June	<p>Minimum expectation position for Year 11. Timetable 2022-23 writing & recruitment necessary. Year 11 GCSE series Years 7, 8, 9 & 10 Summative Examinations. Subject Curricular changes discussed and planned as necessary</p>
July	<p>SIP 2022-23 drafted. Progress Quadrants for Y10, 9, 8 & 7 ready for September 2022. Head Teacher's summer report to the Governing Board.</p>

Key Aims:

- Working together to promote and celebrate outstanding achievement for all.
- The development of confident, kind, hopeful and hardworking young women.

Outcomes:

Progress: P8 +1.0 - No progress gaps based on prior attainment, SEND, or disadvantage

Attendance: 97%

Exclusions: No permanent exclusions and no more than 2% fixed-term exclusions (based on girls with one or more fixed period exclusions in the academic year).

Recruitment: Year 7 oversubscribed above PAN of 300 places.

Destinations: 100% progression to secure Post-16 destinations, no girls are designated as NEET.

Enrichment: All students take part in some form of extra curricular activity during the school year.

Staff development and wellbeing: High staff morale and low staff absence; majority of staff engaged in professional development and learning opportunities; low staff turnover. Plashet has a lead role in teacher training and staff development within the local and wider community.

Collaboration: Plashet is a leader of collaborative partnerships with other schools and undertakes work with and support of, other secondary schools and primary schools, including schools experiencing challenges.

Finance: Plashet continues to be financially secure and improves facilities and resources to support the provision of outstanding education.

Governance: Effective and impactful challenge and support through outstanding governance

SEF judgement: Self-evaluation 'Outstanding' in all areas.

Strategic Theme 1: The Quality of Education – Curriculum, Learning and Teaching

We want to provide an ambitious academic curriculum that involves a careful cultivation of the habits, the principles and characters of young women and the ways they might leave their mark on the world. Our Plashet Curriculum, in providing a world-class education for girls, needs to reconcile time-tested models with innovation; the importance of instilling values—integrity and generosity of spirit—alongside intellectual passion and academic excellence; that a student realises her greatest potential when she challenges and understands herself fully as a person *and* as an active participant in a larger place and purpose; that girls—their educational requirements and their capacity for leadership—are both equal and special. Priorities for 2021-22 are focused on:

- Curriculum content mapping to remedy interruption and girls’ learning decay in order to enable all students to achieve their academic potential.
- Enhance and deepen responsive teaching methods, formative assessment routines & summative assessment opportunities;
- Agency & motivation, self-checking & retrieval routines to support the embedding of learning in the long-term memory;
- Maths & English provision for weakest in cohorts;
- Re-develop our School Self-Review cycle to focus on: curriculum mapping; learning decay; quality assurance of feedback, marking & assessment; specific student groups - SEND, Most Able, CLA, girls on CP/CIN plans & Disadvantaged.

Focus for Development	Intended Impact
<p>Subject evidence informed frameworks.</p> <p>Teaching everyone & teaching them all better.</p>	<p>Teachers have a common understanding of the problems and solutions that form the basis of their professional discourse.</p> <p>All subjects address the pedagogical challenges of whole class teaching - teachers have a mindset of “is anyone unsure?”. Subject teams have developed more inclusive questioning and check-for-understanding routines and are more precise about finding out what each student can and can’t do and respond accordingly.</p>
<p>Review our curriculum mapping in light of interrupted learning.</p> <p>Enhance our assessment policy and practice to ensure robust and accurate teacher assessment</p>	<p>Schemes of Learning integrate waypoints and end points intelligently, ensuring assessment is coherent and connected as part of the knowledge-based curriculum.</p> <p>Subject teams have in place robust information/diagnosis about learning decay and their curricular mapping is designed to address this over time. This informs Plashet’s Interrupted Learning Plan which is fully implemented making use of the National Tutoring Programme from January 2022 and Lesson 6 for Years 10 & 11 from September 2021, supporting curricular aims and resulting in high impact and value for money.</p>
<p>Further enhance our use of Google Classroom, GCSEPod & Tassomai for home study.</p>	<p>Google Classroom, GCSE Pod and Tassomai maximises meaningful assessment opportunities and reduces teacher workload.</p>
<p>Continue to use SchoolCloud for parental engagement. ParentMail for weekly communication. Introduce Cashless Catering & ParentPay</p>	<p>Ensure that engagement with parents/carers is at least as energetic and nimble as usual and to ensure that pastoral care is of high quality in this context.</p>

To further support our curriculum, we will develop a school-wide Technology Plan in partnership with our managed service provider Joskos, focused on how best to apply technology to Plashet’s curriculum, teaching and learning as well as school operations. The plan will:

1. Establish well-defined goals for the school community’s use of technology.
2. Identify the skills needed for students, staff and parents/carers to achieve these goals, acknowledging differences in skills needed.
3. Develop training courses and professional development for students, staff and parents/carers to meet these goals, as well as advanced learning opportunities for those who seek to be leaders in the use of technology.
4. Ensure that our infrastructure, hardware and software allow for easy access to technology and standardisation of equipment.

Strategic Theme 2: Behaviour & Attitudes – Pastoral, Safeguarding and Family Engagement

- As students move around the school again between lessons and during social time, re-establish positive and consistent behaviour expectations and approaches to support a cohesive community.
- Explicitly teach, notice and reward positive learning and social behaviours.
- Re-establish positive and consistent classroom learning routines across the school.
- Further develop and teach effective study routines and approaches both in school and at home.
- Reset attendance & punctuality expectations & systems; Enhance our focus on returning children from abroad & reintegrating those allocated to us by LBN from inadequate EHE.

Focus for Development	Intended Impact
Maximise our existing outstanding safeguarding provision to support our young women’s mental and physical wellbeing, resulting in them being more confident and empowered to make the right decisions.	KCSIE 2021 is fully implemented Persistently absent and other vulnerable students are supported to reintegrate back into school resulting in sustained attendance and participation. Students demonstrate they have the knowledge and tools to keep themselves safe online and to understand the impact of possible over-use of online platforms on both their physical and mental health. Parents/carers are confident about how to safeguard their daughter’s activity online.
Update Behaviour Policy & re-establish associated systems/practices that focus on students’ individual and collective responsibilities in contributing to Plashet’s culture.	Staff, student and parental understanding of our Behaviour Policy and associated systems result in fewer incidences of poor behaviour, internal isolation and fixed term-exclusion. Google & Go Behaviour used to enhance our monitoring of student conduct. Our new praise and reward system sees girls and their parents/carers regularly updated on achievements and involved in routine school celebration.
Re-establish our student leadership programme.	Active year group & school councils, Student Leadership Team (SLT), prefect coordinators & prefects.
Continue to develop our COVID-19 attendance tracking system to support our drive for the highest possible attendance for each student. Implement systems that focus upon returning students who have been abroad for lengthy periods of time and those who are reluctant to return to school.	Purchase of Big Red COVID-Tracker enabling DfE daily return to be completed accurately. Persistent absentees monitored and action taken with support of Newham AMS. Plashet compares favorably against national attendance rates as schools learn to live with COVID-19 and the continued disruption it may cause.

Strategic Theme 3: Personal Development – Enriching the Quality of Education

- Appoint a Senior Mental Health Lead, a Wellbeing Mentor for each year group, an additional Safeguarding Officer and additional School Counsellor.
- Develop and launch a school wellbeing strategy to encourage and support ongoing positive mental and physical health.
- Inline with KCSiE 2021 update our Online Safety Policy and develop a new Girls Safety in the Community Policy that address the lived experience of girls.
- Write & consult upon our Equality Policy, to ensure we tackle racism, inequality & disproportionality. Ensure these themes are linked to other policies and systems.
- Reestablish our pastoral curriculum with more opportunities for spiritual, moral, social and cultural reflection including racism & inequality.
- Monitor and evaluate the implementation of our new RHSE curriculum and policy.
- Create more enrichment activities for students, opportunities for them to become role models and collaborate across year groups in the school community as the school returns to normal operation.
- Further prepare students for future success Post-16, through in-person & online career-based opportunities and ensure we continue to meet the Gatsby benchmarks.

Focus for Development	Intended Impact
Develop and launch our Wellbeing Strategy	Parents/carers are confident about how to support their daughter’s mental wellbeing.
Development of our Tutor Time pastoral curriculum: Reading Aloud, SMSCD theme of the week, Word Consciousness.	To enhance our curriculum delivery and unleash our students’ imagination thereby broadening their literacy, confidence and life chances. Reading strategies, such as recall, prediction and questioning are established in all subjects seeking to improve students’ understanding and fill in gaps in core knowledge resulting from the disruption in lockdown. Enhanced reading is key to learning across all subjects and all staff are focused on promoting reading and scholarly inquiry aiming to deepen students’ understanding of concepts and ideas via SoL. Whole school reading promotion indicates positive promotion of literature by people of colour resulting in positive feedback from students, staff and parents.
Diversify the curriculum - expanding the universe by ensuring girls are exposed to cultures and ideas beyond the Western-European tradition. Develop display’s of women of colour. Develop an extra-curricular social advocacy and activism programme including Equalities & Human Rights Champions.	Whole school focus on removing curricular misrepresentation and under-representation of Black, Asian and ethnically diverse communities. Opportunities designed and enacted to develop student understanding on racial and social empowerment and the importance of positive signposting via SoL and pastoral activities. Plaset girls develop a deep knowledge of international citizenship and are able to advocate for equality, diversity & inclusion. Plaset girls understand their own heritage so that they are equipped with confidence and the ability to respect and appreciate those who are different from themselves.

Strategic Theme 4: Leadership & Management – Enhancing workplace culture, Governance and Professional Learning

- Fully re-establish our school values and distinct ethos in order to promote excellent behaviours and strong moral values across the school.
- Review and re-implement systems, procedures, policies and our daily work throughout the year to support our school community in light of changing needs.
- Further enhance our shared understanding and knowledge of our diverse communities by implementing training to enable staff to discuss matters of race, faith and identity and to eradicate unconscious bias.
- Continue to implement strategies to recruit and retain the highest quality teaching and support staff, including encouraging a healthy work life and personal life balance.
- Review expenditure to ensure financial stability, directing funding to support the particular needs of our school community at the current time and further improve our resources and facilities.
- Further develop the impact of the Governing Board.
- Re-establish outward facing partnerships to further contribute to system-wide school improvement.

Focus for Development	Intended Impact
<p>Embark on our exciting technological journey and digitalisation strategy, consolidating all our current good practice whilst extending ourselves for a new educational world post-Covid.</p>	<p>All students have access to digital technology that enables effective remote learning using all available funding streams. All staff have access to the digital technology they need to deliver their role & new ways of working. Training for Active Panels, visualisers, Live Lessons, GSuite delivered and all teachers have a minimum level of competency to teach both in the classroom and remotely.</p>
<p>Staff wellbeing in light of the pandemic and Plashet new ways of working.</p>	<p>Happy and resilient staff who continue to have a positive view of their working life.</p>
<p>Ensure our physical site and logistical management of systems are managed safely and transformed where possible in order to support students and staff to maximise academic and personal development.</p>	<p>Regular Health & Safety risk assessments of site and educational provision within it. Feedback from students, staff, governors and LBN results is positive. Adaptation of our disparate and aging site to enable the best physical delivery of our curriculum as well as break/lunchtime social time.</p>
<p>To sustain a knowledge rich curriculum, we will establish a more intentional program of support for our subject teams, ensuring that Plashet’s teachers be they BT, ECT, RQT or even the most experienced and long serving among them—have the resources they need to continue to learn and grow as educators. This kind of professional development is intended to nurture our current Specialist teams and cultivate the next generation of teachers who will carry the excellence of Plashet forward. Professional development is critical to achieving our curricular goals, and we know from our staff that these needs differ among early, mid and late-career teachers. Therefore, we will</p>	<p>Our teachers, representing a range of experience, will be dedicated to educating the whole girl and will continue to spark in their students a joy of learning and adventurous intellect. Audit of staff satisfaction with professional development and career aspirations results in continued positive trend of professional development. Investigation into middle leader accreditation/training opportunities to develop confidence and expertise further.</p>

<p>tailor the opportunities for ongoing development, within Plashet, to each career stage and include specific goals connected to teacher appraisal foci & CPD projects (<i>e.g.</i> curriculum content, subject specific pedagogy, Primary and Post-16 transition, use of technology, interdisciplinary learning, retrieval practice, formative and summative assessment and mental health and wellbeing).</p>	<p>High percentage of beginner and early career teachers feel fully supported with initial career development with positive feedback on mentoring programme including the Early Careers Framework initiative.</p> <p>Safeguarding and Pastoral Leaders TAC meetings continue to allow more direct input to training and cascading of practice resulting in positive feedback and improved delivery.</p>
<p>Develop a programme of governor visits ensuring that each governor is booked to visit on-site at least once as Covid cases allows.</p> <p>Develop a bespoke training programme (online & where possible in-person) for each governor aligned to their link governor role(s) and committee on which they sit.</p>	<p>Increased numbers of governors make visits in-person or virtually to the school so that they are more involved with school life and informed about the key improvements staff are making.</p> <p>Governors attend more training, resulting in deeper understanding and the inclusion of all governors in strategic planning.</p> <p>Governors are ambassadors for the school within the local community and enjoy their roles.</p>