School Improvement Plan 2023-2024

Plashet's School Improvement Plan (SIP) is designed to communicate a coherent vision for the development work that will improve our school this academic year. Each pastoral & subject team has their own improvement plan that aligns with the overall SIP.

Plashet is a school where students are accepted for who they are whilst growing to be the best version of themselves. We are a school where academic habits are embedded early on. We are a school where the rules are clear & everyone knows them. We are a school with mature systems. We aim to ensure our students are happy & successful whilst at Plashet. This means developing resilience, high levels of self-esteem & a sense of being empowered to think critically & make decisions. We strive to ensure that students leave us able to be healthy, economically independent adults who enjoy learning & who can make a positive contribution to society. We have determined at Plashet that, for our students, 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 & 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 & how of teaching'.

Our motto:
- Working together to promote & celebrate achievement for all.

Our vision:
- The development of confident, kind, hopeful & hardworking young people.
- To realise the potential in every student through an excellent curriculum, expert teaching & personalised support.
- To provide a rich range of learning opportunities & experiences to support all students to thrive at school & beyond.
- To be the most expert teachers & professionals that we can be through continuous improvements in our practice within a professional environment that is focused on maintaining staff wellbeing through manageable teaching time, meeting, assessment & reporting cycles.
- To deliver excellent financial management that underpins & enables the school's work ensuring value for money in all areas, without compromising the quality of support for & well-being of our school community.

Plashet School Self-Review Cycle 2023-24

September/October	Summer 2023 results analysis & DfE accountability data received.
	SIP 2023-24 published.
	Completion of PERAP, DIP/PIP, Curriculum Map & Assessment Overview docs.
	Update Self-Evaluation Document (SED).
	Monitoring, Evaluation & Review Cycle & process (MER) published for 2023-24 & autumn term activities commence.
	Appraisal cycle ends & begins again.
	Year 7 KS2 SATs analysis.
	Year 7 reading & spelling age testing & analysis.
	Year 7 English & Maths baseline testing.
	Year 11 Report 1 produced & shared with students/parents/carers.
	Year 11 initial forecast grades generated.
November/December	Year 11 Mock GCSE exams 1st series.
	Years 8, 9 & 10 summative exams & associated results analysis.
	Year 7 baseline Cognitive Ability Testing.
	Year 9 Cognitive Ability Testing (Post-Covid).
	Years 7, 8, 9 & 10 Report 1 produced & shared with students/parents/carers.
	LT MER with CL/SL/YCs & reporting back.
	Headteacher's Autumn report to the Governing Board.
January-March	Year 11 Report 2 produced & shared at parent/teacher meeting.
	Year 11 forecast grades reviewed & interventions put in place.
	Years 7, 8, 9 & 10 parents/teacher meetings held.
	Parental Questionnaires distributed at in person meetings & feedback analysed.
	Whole school planning in terms of finance, staffing, timetable & calendar.
	LT MER with CL/SL/YCs & reporting back.
	Subject Curricular changes discussed & planned as necessary.
	Budget-setting for financial year 2024-25 & 2-year future forecasting 2025-27
	Headteacher's Spring report to the Governing Board.
April - June	Year 11 forecast grades reviewed & final interventions put in place.
	Timetable 2023-24 writing & recruitment as necessary.
	Year 11 GCSE summer series.
	Years 7, 8, 9 & 10 summative exams & associated results analysis.
	LT MER with CL/SL/YCs & reporting back.
July	SIP 2024-25 drafted.
	Years 7, 8, 9 & 10 report 2 produced & shared with students/parents/carers.
	Attainment data & progress quadrants for Y10, 9, 8 & 7 ready for September 2024.
	Headteacher's summer report to the Governing Board.

Key Outcomes:

Progress: P8 ≥ +1.0 with no progress gaps based on prior attainment, SEND, or disadvantage.

Attendance: ≥ 97%.

Exclusions: No permanent exclusions & no more than 2% suspensions (based on girls with one or more suspensions in the academic year).

Conduct: Everyone (staff, students & parents/carers) is respectful, resilient & responsible.

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 both on & off-site extra curricular activities during the school year.

Staff development & wellbeing: High staff morale, low staff absence & low staff turnover; all staff engaged in professional development & learning opportunities. Every person is supported to be the best they can be.

Collaboration: Plashet continues to train a cohort of beginner & early career teachers. Plashet has collaborative partnerships with other schools, Universities, charities & organisations.

Finance: Plashet continues to be financially secure & improves facilities & resources to support the provision of an excellent education.

Governance: The Governing Board continues to offer effective & impactful challenge & support for all aspects of the school.

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

Focus for Development (What we will do)		Intended Impact (Why we will do it)
Curriculum stories & journeys	1. Refine ambitious subject curricula that effectively sequence substantive & disciplinary knowledge in hierarchical & cumulative subjects. 2. Develop Schemes of Learning so they integrate waypoints & end points intelligently, ensuring assessment is coherent & connected as part of our knowledge-based curriculum.	1. Our curriculum promotes progress in every subject over 5 years & provides students with the knowledge, understanding, skills & cultural capital needed to succeed in their next stage. 2. Student agency & motivation is developed. Retrieval routines support the embedding of learning in the long-term memory. 3. To address learning decay or gaps in knowledge in identified students & minimise cumulative dysfluency.
Reading & speaking	1. Establish reading strategies, such as recall, prediction & questioning in all subjects. 2. Embed challenging non-fiction texts in all subjects & 'scholarly reading extracts' to be used in lessons and for home study. 3. Develop tier 2 & 3 vocabulary. 4. Develop a Plashet dialogue scaffold that is modeled, rehearsed, practiced & over time removed. The model employs full sentences, step-up vocabulary, sequencing of ideas, expression of opinion & comparison & analysis.	1. & 2. Enhanced reading is key to learning across all subjects & reading & scholarly inquiry deepen students' understanding of concepts & ideas. Written words have greater lexical depth than the spoken word. Using extracts from non-fiction books to tell subject stories will give students the big picture, enrich their vocabulary, improve students' understanding & fill in gaps in core knowledge. 3. To significantly increase our students' exposure to words through reading & talking about specific words. Students will encounter more words – & more difficult words – through reading a text & discussing specific words than they're ever likely to hear in everyday speech. Routine use of tier 3 words helps students commit complex words to memory. This effectively reduces the cognitive load required for them to decode longer sentences, allowing them to read more confidently & fluently without having to slow down. This leads to automaticity. 4. This approach is commonly deployed with written tasks but can make a big impact on student talk too. Students will benefit from the scaffold as it helps them to organise their ideas during discussions & question & answer sessions, producing more sophisticated responses than they would otherwise.
Mathematical literacy	1. Embed our Maths Active Citizen programme within the pastoral curriculum. 2. Continue departmental collaboration to tackle how students talk about their mathematical thinking; how students debate possible solutions to problems that involve numeracy; how all students are able to meet the complex demands of unpacking worded problems in Mathematics.	1. Maths is not denigrated but loved & celebrated throughout the school. 2. Students develop the "big picture" of mathematics that includes: competence in mathematical skills, substantive understanding of mathematical concepts, & the application of these skills & understandings in problem-solving situations.

Teaching everyone & teaching them all better	All teachers apply the following aspects of the Plashet teaching methodology: 1. Recall - using spaced retrieval practices. 2. Concise learning objectives that are not differentiated. 3. An awareness of cognitive load 4. Teach to Mastery 5. Interleaving 6. Deliberate Practice 7. Desirable difficulties 8. Regular formative assessment 9. Corrective feedback 10. Thinking culture driven by high expectations	1. There is much research on the positive effects of distributed practice & study. While mass practice can support short term performance (i.e. cramming for exams), the consensus is that spacing practice supports long term retention due to the intrinsic difficulty created by recalling information from the long term memory. 2. Planning lessons with the expectation that all students will learn everything you plan for. Differentiated learning Objectives fix students' beliefs about their ability (or perceived lack thereof) ensuring low expectation & fear of failure. 3. Our working memory comprises the attention we use to think. It is very limited & gets jammed as we attempt to get new information organised & into long-term memory. When teachers talk, their words disappear — they are transient. Students have to continually store spoken information in order to relate it to the current stream. This easily overloads. Using modeling such as worked examples & dual coding during deliberate practice whilst gradually removing support will lead to long-term memory gains. 4. Only 15% of the content in each session should be new. 85% is reviewed, built upon & applied to another context using intelligent variation of questions. 5. Blocking much like mass practice can create rapid gains in apparent performance, but produces minimal impacts in regards to sustained learning. Interleaving requires greater cognitive recall & strengthens memory. 6. Students are rarely given enough practice to master skills. Practice makes permanent & overtime perfect practice makes perfect. How students practice matters just as much as how much students practice. 7. Designing learning so that it is effective means it should involve struggle. Struggle helps build memory. The concept of desirable difficulties (Bjork, 1994) suggests that introducing certain difficulties into the learning process can greatly improve long-term retention of the learned material. So, if we get the learning design pitch right, both memory, retention, & performance is heightened. 8. Constant formative assessment through high frequency diagnostic questioning allows teachers to move learning forward appropriately & praise sincerely. 9. Scheduling & organising learning so that teachers provide feedback as quickly as possible as well as being specific & action focused means students become more capable of producing excellent work independently. This will be evident in students' work over time. 10. Creating an environment that is consistent with high expectations with a thinking culture where learning is active will eradicate compliant, passive students.

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

Focus for Development (What we will do)		Intended Impact (Why we will do it)
Conduct & behaviour	1. Ensure consistent use of a behaviour infractions procedure that all staff and students understand. 2. Explicitly & consistently teach, notice & reward positive learning & social behaviours. 3. Celebration & reward is used by all subject & pastoral teams consistently. 4. Work with Switch Futures to provide mentoring for a cohort of Year 11 students at most risk of underachieving due to their behaviour. 5. Through participation in the EEF Grassroots programme pastoral prefects & peer mediators support students in conflict to better understand one another, & come to a mutual agreement about how they want to handle their issues.	1. Students make positive choices, avoid distractions, control responses & persist when they face challenges. Behaviour & conduct is learning focused & convivial. Go4Behaviour is consistently used by all staff for all behaviour infractions. 2. Staff, student & parental understanding of our Behaviour Policy & associated systems result in fewer incidences of poor behaviour, consequence seclusion & suspension. The Go4Behaviour system is used consistently & extensively in all subjects & pastorally to monitor both positive & negative student conduct. 3. Rewards for students motivate them to become more productive. It creates a feeling of pride and achievement. 4. The Switch Futures cohort of Year 11 students develop skills which enable & support them to take positive steps to improve their academic outcomes & wellbeing. 5. Bullying & conflict are reduced and eer Mediators empowered to positively resolve conflict, impact peers' behaviour & support the convivial atmosphere of the school.
Attendance	1. Consistently promote the benefits of good attendance. Set a high expectation of 97% for all students. Communicate our expectations clearly & consistently to students & parents. 2. Inform parents a minimum of 3 times per year about their child's attendance & absence levels using both headline % & amount of days & lessons missed. 3. Systematically analyse attendance data (half-termly, termly & full yearly) to identify patterns to target improvement efforts & work effectively with LBN to overcome barriers to attendance. 4. Benchmark attendance data (at whole school, year group & student group level) against local, regional & national levels to identify areas of focus for improvement.	Poor attendance is habitual therefore prevention & early intervention is crucial. Plashet has good rates of attendance that are above national & London averages but does suffer from a significant number of holidays being taken in term-time either directly before or after designated school holidays. Our work this year will be focused on making clear the educational impacts of absence to students & families.
Mental fitness & wellbeing	1. Write & consult upon our Mental fitness & wellbeing strategy & policy to encourage & support ongoing positive mental & physical health. 2. Develop strategies to diminish the correlation between mental health issues & persistent (missing 10%) or severe (missing 50%) absence. 3. Develop our use of the adverse childhood experiences index to quantify the spectrum of needs of our underserved students &	Students are resilient to setbacks, confident, physically & mentally healthy. Staff expertise is developed through Plashet's collaboration with Newham's Mental Health Support Team, as well as our Mental Health Lead's training with Leeds Beckett University & UEL Master's in Wellbeing that will enable in-house training.

	inform our decision making around the services & expertise we put around them.	Parents/carers are confident about how to support their daughter's mental wellbeing.
Equality, diversity & inclusion	1. Update the information on how we are complying with the equality duty & publish new equality objectives. 2. Break the EDI Action Plan 2023-27 down into annual plans & allocate responsibilities. 3. Within the policy cycle review all policies to ensure we embed EDI in all other policies & systems. 4. Participate in The Girls' Schools Association & ImpactEd investigation to understand how students perceive equality for women & girls.	1 & 2. Staff & students improve their appreciation & understanding of appreciate & understand of the protected characteristics as defined by law. 3. Those allocated specific responsibility have a shared understanding of the vision of the EDI Action Plan, the timeline in which actions will be undertaken & monitoring of this. 4. Plashet receives a formal written evaluation summarising the research findings which allow us to plan follow-up as necessary.
Parental engagement	1. Develop communication with parents about attendance, subject curricula, assessment, online safety, mental fitness, curricular & extra-curricular opportunities via the website, mailshots & in-person meetings. 2. Survey parents during the spring term on a range of aspects of school including uniform.	1. Parents/carers understand what their daughter is learning & when as well as what they should be doing at home & how they can support. They also understand how we assess & why & feel the reports they receive & parent/teacher meetings they attend are useful. Parents are also aware of the enrichment opportunities Plashet offers. 2. Survey feedback helps Plashet understand parent opinions, perspectives, attitudes, & perceptions towards the school in order to improve what we do &/or how we do it.
Safeguarding	1. Deliver Safeguarding Training for all Governors that includes online safety, Part 2 - local arrangements (in particular the local criteria for action, & the local protocol for assessment) & the particular risk factors & arrangements in school. 2. Review the school's recruitment documentation to include its approach to online/social media searches. 3. Update the school's privacy notices to reflect the approach to online/social media searching. 4. Consider what information will be searched for, & who will carry out these searches. 5. Consider what information will be recorded, & how long it will be retained. 6. Review the reporting mechanism for low-level concerns & consider what guidance we can offer to staff who are unsure whether a concern is a true low-level concern, or whether it is an allegation that may meet the harm threshold. 7. Student digital champions lead information campaign about online safety for the student body & families.	1. 2. 3. 4. 5. & 6. Fully implement the key changes to KCSiE 2023 7. Students demonstrate they have the knowledge & tools to keep themselves safe online & to understand the impact of possible over-use of online platforms on both their physical & mental health. Parents/carers are confident about how to safeguard their daughter's activity online.

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

Focus for Development (What we will do)		Intended Impact (Why we will do it)
Extra curricular & enrichment experiences.	1. Develop the range of lunchtime enrichment activities & visits across all subject areas. 2. Develop the analysis & monitoring of enrichment activities. 3. Develop our Duke of Edinburgh award programme.	Additional participation generates greater academic success, greater character development (especially in the areas of time-management & leadership skills), more positive social development & a sense of belonging. Enrichment brings subjects to life, increases motivation & broadens horizons.
Student voice, leadership & participation.	1. Consolidate prior work of Digital Champions in leading the online safety messaging to their peers - a targeted campaign each term. 2. Student Leadership Team, prefects & coordinators lead year & school councils focus on the school environment, developing links with POSA, leading surveys/focus groups to investigate how to deal with feelings of vulnerability, anxiety, uncertainty & create resources to help develop skills to deal with life's challenges. 3. Participate in the research project with ImpactEd & The Girls' Schools Association into perceptions of equality for women & girls.	1. Digital Champions help to foster a more interactive, collaborative & supportive environment as well as higher levels of engagement because students feel more comfortable sharing with peers than teachers. Digital Champions know what kind of technologies their peers are using most, & can tap into those technologies to educate each other. 2. Student leaders help to maintain an atmosphere of friendly cooperation, peace, discipline & unity at Plashet. Student leaders will inspire their peers to be better informed, participate & achieve more. Plashet alumni participate more in schools this academic year. 3. Plashet receives a formal written evaluation summarising the research findings which allow us to plan follow-up as necessary.

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

Focus for Development (What we will do)		Intended Impact (Why we will do it)
Professional development of subject knowledge, skills & teaching practice.	1. Support middle & senior leaders to undertake & achieve National Professional Qualifications. 2. Develop teachers' use of their Chartered College membership & support teachers to undertake professional accreditation. 3. Develop our work with The Prince's Teaching Institute & support staff to undertake accreditations. 4. Develop our Monitoring, Evaluation & Review (MER) Cycle & processes. 5. Audit staff each term to understand their feelings & views about professional development; curriculum; safeguarding; behaviour & attitudes; leadership & management; contact time & contact frequency due to allocated curriculum time; meeting frequency & type; A,R & R workload.	1. High quality professional development nurtures the next generation of leaders who will carry the excellence of Plashet forward. 2. Individuals have the resources they need to continue to learn & grow as teachers. 3. In line with the DfE's 'Golden Thread' develop the confidence & expertise of Middle Leaders further & keep teachers engaged throughout their careers. 4. An increased focus on our MER activities identifies inconsistencies which feed into our staff learning & development work to ensure consistency in teacher's pedagogical and subject knowledge. 5. To measure the engagement level of staff as we know that when staff are satisfied with their jobs, they are much more likely to be happy & productive in their role.
Professional networking.	1. Curriculum & Subject Leaders are given time to attend PiXL, borough subject network conferences, PTI events & Exam Board conferences. 2. Develop our collaboration in the Education 4 Change network & investigate our use of the training modules. 3. Investigate working with The Kalisher Trust to increase diversity into the criminal bar. 4. Develop our collaboration with the Newham Partnership for Complementary Education (NPCE) to promote French language & culture learning. 5. University of Exeter Incubator Project with Exeter students of Modern Languages designing learning activities for Plashet students & Professor Francesco Goglia undertaking focus groups to support his research on onward migration from the EU. 6. Maths team participation in the London North East 'Developing Teaching for Mastery Working Group'.	1. Improve CLs/SLs skills & knowledge as well as work on generating solutions with like-minded peers. 2. To give teachers practical opportunities to discuss & challenge issues relating to race & racism; Equip teachers with the skills & confidence to have courageous conversations. 3. Enable students to express themselves with increasing assurance & to develop strong communication & advocacy skills. Students develop the confidence to take on significant leadership challenges & fulfill their potential. 4. To inspire & motivate students to consider & enhance their own, & the school community's, appreciation of bilingualism. 5. The project informs our understanding of the use of languages, what students think about them & how their use has changed from the EU to the UK. 6. KS3 Maths students have all the necessary foundational knowledge to grasp more advanced concepts in maths.
Finance.	1. Review & reduce expenditure where possible to mitigate increased staffing & energy costs. 2. To benchmark ourselves financially against comparable schools locally (London) & nationally.	1. To ensure financial stability so that we continue to support the particular needs of our school community during turbulent times (& possibly a recession) whilst where possible improving our resources & facilities.

		2. To deliver an SFVS that demonstrates the financial experience & expertise of the school & governing board.
Premises & infrastructure.	1. Complete the new CYPS annual internal monitoring health & safety checklist by standardising risk assessments, review by a new H&S board as well as revision when there are any changes in legislation, equipment or the site itself. 2. Ensure our physical site & logistical management of systems are managed safely & developed, where possible, in order to support students & staff to maximise academic progress & personal development.	1. Appropriate management systems & procedures are in place that provide greater assurance that health & safety risks are being appropriately managed. To also improve ownership of health & safety within our school in turn complying with our legal duty to monitor our safety management system's effectiveness. 2. Research shows that staff & students are more productive in schools that are committed to health & safety.
Governance.	1. Appoint two new governors. 2. Survey & implement a bespoke in-person training plan for each governor. 3. All non-staff governors undertake a link on-site visit this academic year. 4. Governors survey & hold parental engagement events with Year 7 (transition focus), Year 11 (Post-16 support focus) & Year 10 (Post Work Experience focus).	1. Through bringing their own unique skills, experience and connections, the two new parent governors will challenge and support Plashet to ensure that every student, regardless of their background, has the opportunity to succeed. 2 & 3. Governors are exposed to & more informed about the working life of the school as well as hear directly from & working with staff & students. 4. Provide the governing board with key insights into the school, ensure they demonstrate transparency around decision-making & work in partnership with parents to deliver the best educational outcomes for every student. Plashet becomes a more parents friendly school.