Caldew School – Action Plan Summary 2021-22

To ensure every student has the knowledge, understanding and skills to be successful today and prepared for tomorrow.

Aspire   Believe   Achieve

An Effective Curriculum	Effective Leadership	Creating a Positive Culture	Raising Achievement of Key Groups	Sixth Form
Key Issues	**Key Issues**	**Key Issues**	**Key Issues**	**Key Issues**
- Disruption to students learning due to the pandemic has caused gaps in knowledge, understanding and skills. - For some students, especially those who are disadvantaged, numeracy skills have not developed as fast as they normally would. - For some students, especially those who are disadvantaged, vocabulary and reading skills have regressed. - There is an attainment gap on entry. Boys and disadvantaged students have significantly lower starting points and the pandemic has further widened the gap. - There is in-school variation in the achievement of HPA and LPA students across subjects. - Aspirations of some students, in particular disadvantaged and HPA/MPA boys need to be raised.	- Governors need development to ensure they have the skills and knowledge so they can effectively challenge - SLT can become too involved in day-to-day issues which results in the micro management of Middle Leaders. - Leadership development of Middle Leaders to develop the ambition, confidence, skills and drive needed to raise achievement - Ensuring staff feel supported in their development and there is a culture of continuous improvement - Insisting leaders routinely monitor, evaluate and refine improvements plans so impact gathers pace. - Ensuring staff are not overwhelmed by initiatives causing workload issues	- Attendance and engagement of some disadvantaged students is lower than their peers, partly due to lower aspirations and external barriers to learning. - 39% of SEND students are disadvantaged and 63% of these have below 93% attendance. One third of SEND support students are disadvantaged and 58% of these have below 93% attendance. These students have barriers to learning inside and outside school. - Some families find it more difficult to engage with school to improve their child's attendance, behaviour and achievement. - Current Pastoral structure is overstretched Some students physical and mental wellbeing has been affected by the pandemic - Address the views of a small group of students who believe bullying is not dealt with consistently - Some of the SMRC curriculum has not been delivered effectively due to the pandemic resulting in gaps in knowledge and skills - Need to raise awareness of the unacceptability of peer on peer abuse	- Boys and disadvantaged students have significantly lower starting points on entry - Attendance and engagement of some disadvantaged students is lower than their peers - Students have lost learning due to the pandemic. Existing gaps have widened - Some families find it more difficult to engage with school in order to improve their child's attendance, behaviour and achievement. - Some HPA/MPS boys, especially those who are disadvantaged students have lower aspirations - Some SEND support students do not make fast enough progress. There is a cross over between the students in this group and those who are disadvantaged and male - There is in-school variation in the achievement of HPA and LPA students.	- Low aspirations in some disadvantaged students and MPA/HPA boys - Disruption to students learning caused by the pandemic has created some gaps in knowledge and skills - Some students especially some disadvantaged students, boys and LPA do not have the independent learning skills they need to achieve their potential - Students personal development has been affected as they have had less experiences of the wider world due to the pandemic. - None of the students in Y12 or 13 have experience of sitting external exams - Students do less well in some subjects
Actions	**Actions**	**Actions**	**Actions**	**Actions**
- Adapt curriculum intent to ensure students have learned key knowledge and skills and there is a Learning Recovery Plan for all year groups. - Embed the whole school literacy strategy including talk for learning, the vocabulary gap and reading Improve the whole school numeracy strategy. - Ensure assessment for learning is effective in identifying gaps in individual students' knowledge and skills so these can be fixed. - Insist High Prior Attaining students are routinely set work to stretch and challenge their thinking, so they consistently attain the high levels they should. - Ensure Low Prior Attaining students are consistently supported and challenged to make good progress. - Improve the quality of teaching and learning so that it is consistently effective in ensuring students make good progress.	- Implement a robust Governors training and induction plan that includes open days and site visits - Develop individual Governors in specialist roles - Leadership development for SLT and Middle Leaders - Line management meetings to be focussed on the SDP priorities. - Use of Development Plans and RAPs in line management meetings to monitor impact of improvement plans. - Line management to ensure self evaluation is effective and to model good monitoring and evaluation - Review of appraisal processes. - Early Careers Teacher CPD and support programme - Ensuring CPD, including coaching, supports teachers and teaching assistant to develop skills so that all	- Further develop the attendance and catch up strategy - Review and improves the Pastoral and Student Support Systems to ensure it is delivering high quality support to all - Develop strategies for improving parental engagement including the effective use of Early Help plans. - Embed clear, high expectations underpinned by strong behaviour management system - CPD on behaviour management for staff, including individual training for identified staff - Further develop ways to recognise and reward students and staff - Develop tutor and assembly programme that compliments the SMRC curriculum - Ensure that bullying and Peer on Peer abuse is not tolerated by embedding an understanding of the Caldew values	- Deliver a Catch Up Programme to help recover lost learning and close the attainment gaps - Develop strategies to ensure disadvantaged students, including those who are HPA, close the attainment gap - Develop strategies to raise the achievement of boys, including those who are HPA - Year 7 Numeracy Catch Up programme reviewed and improved - Implement SEND Support Strategy to improve attendance and raise achievement - Establish Y7 Nurture group to ensure the curriculum and teaching and learning meet the needs of these students and challenge them to achieve	- Adapt our curriculum intent to ensure students have learned key knowledge and skills in each subject and there is a Learning Recovery Plan for all year groups. - Ensure assessment for learning is effective in identifying any gaps in individual students' knowledge and skills so that these can be fixed - Increase number of boys choosing to stay on in the Sixth Form - Develop the Pastoral programme to prepare students for when they leave school and to broaden their experiences of the wider world - Review and improve Pastoral support to ensure high quality support to all students. - Development of CEIAG in the Sixth Form to raise students' aspirations

- Strengthen the school's CEIAG programme to ensure students in Y7-11 are aware of their next steps in their education and careers.	teaching is at least good and leads to all students making progress - Implement Staff Wellbeing Charter			- Improved transition to Sixth Form including information sharing with Y12 teachers