

School Improvement Priorities 2022/23

Using the following: Inspection Data Summary Report (ASP), Ofsted Report, SLT discussions, SIP visits and internal intelligence, the improvement priorities for the 2022/23 academic year are as follows:

Quality of Education:

- a) Ensure all departments have an ambitious and knowledge rich, well sequenced curriculum which provides challenge and progression
- b) Ensure all students have access to high quality assessment and actionable feedback
- c) Continue to improve the teaching of reading, writing and communication in every subject
- d) Ensure all subject areas have consistent, appropriate, and meaningful home learning so that students can embed and practice knowledge and skills
- e) Evidence-driven identification of **closing the gap** students and actioning of tailored support to improve learning
- f) Ensure systems that support delivery of quality of education are effective. (Including in terms of staff workload)
- g) Continue to improve progress for ALL students (Grades 7+, Girl/Boy Split, LoE, Disadvantaged and SEND)
- h) Continue to increase the number of students who has access to the EBACC suite of qualifications

Behaviour & Attitudes

- a) Drive our Values Driven Expectations policy to further improve standards and consistency
- b) Ensure safeguarding of students and staff is exemplary
- c) Continue to implement our zero tolerance of bullying ethos, in which harassment, discrimination, prejudice and violence are never tolerated
- d) Improve attendance & punctuality of all groups of students, with a particular focus on disadvantaged
- e) Ensure all staff have autonomy and accountability for their classrooms, departments and corridors
- f) Successfully embed a restorative approach to supporting students with their behaviours

Personal Development

- a) There is a clear map of how and where the school consistently promotes the extensive personal development of students
- b) Act upon the Government's findings on sexual violence and harassment between children – staff to have confidence to challenge and educate our students
- c) Continue to celebrate equality and diversity
- d) PGS will prepare students for future success in education, employment, and training
- i) Ensure all students have access to a first-class careers, enrichment, and visit/trips provision. (Cultural Capital).
- j) Attendance continues to improve in all key categories, in particular PP students.

Leadership and management

- a) Leaders to model and uphold the highest of standards for all members of the learning community
- b) Ensure staff and student well-being underpins every decision we make
- c) Continue to create a culture of leadership including our students, teachers and associate staff.
- d) Strategy evaluates the impact of additional budget spend of school improvement
- e) Governors know the school well and effectively hold leaders to account for delivery of the vision.
- f) Staff will receive highly effective professional development.
- g) Strategically ensure the school budget is in a healthy position by 2023/24



Quality of Education: Overarching Principles

a) Ensure all departments have an ambitious and knowledge rich, well sequenced curriculum which provides challenge and progression
b) Ensure all students have access to high quality assessment and actionable feedback
c) Ensure all subject areas have consistent, appropriate, and meaningful home learning so that students can embed and practice knowledge and skills
d) Improving the teaching of reading, writing and communication in every subject
e) Ensure all students have access to a first-class careers, enrichment and visit/trips provision. (Cultural Capital)
f) Evidence-driven identification of closing the gap students and actioning of tailored support to improve learning
g) Ensure systems that support delivery of quality of education are effective. (Including in terms of staff workload)
h) Significantly improve progress for ALL students (Grades 7+, HoE, LoE, Disadvantaged and SEND)

How will we ensure quality, consistency, and impact?

Statements of Success		2022/23 Cycle RAG		
1.	f) g) – is used by all teachers to plan and tailor support for ‘closing the gaps’ with the use of student profile and assessment review point data leading to improve progress for those identified			
2.	c) Home learning in all years is mapped and achieves our HL guiding principles			
3.	a) b) d) Quality Assurance and enquiry visits indicate the quality of the design, teaching and assessment of the curriculum in all subjects is improving in effectiveness and consistency since the previous enquiry visit			
4.	h) ARP data indicates that class of 2023 outcomes will be overall P8 score above +0.4, HoE +0.4, disadvantaged and SEND achieve positive P8 scores respectively and attainment in English and maths is in line with 2022 outcomes			
5.	e) All departments offer enrichment opportunities			
6.	b) Quality assurance, enquiry visits evidence that students receive meaningful high impact assessment and feedback within the classroom in line with department policy			



Behaviour and Attitude: Overarching Principles

a) Collective, collaborative, consistent approach to whole school ethos via our values driven education policy
b) Inclusive & shared principles of positive reinforcement to continue our approach to creating and maintaining strong relationships
c) Understanding of whole school profile and reasonable adjustments are made in recognition of individuals and whole groups of students
d) Further improve punctuality to lessons, meet and greet, lesson changeover and swift lesson starts.

How will we ensure consistency, effectiveness and impact?

Statements of Success		2022/23 Cycle RAG		
1.	Students feel safe and free from bullying, discrimination, sexual harassment, sexual abuse and sexual violence			
2.	100% of corridors, dining areas, department learning zones are calm, conducive to learning and safe for all students			
3.	Reduction in student numbers in ASD, SE and suspension			
4.	Student Voice indicates that 100% of students feel safe			
5.	Teaching staff have the strategies to implement to manage student behaviour with a particular focus on low level in class disruption where staff are rewarding positive behaviour. Staff also implement our reasonable adjustments policy			
6.	Significant reduction in bullying, homophobic, racism incident (incl comments) Ensure leaders are development and growing a culture of challenge, report and support			
7.	Ensure all Post 16 students follow our relaunched VDE policy, especially around the dress code, punctuality and use of mobile phones			



Personal Development: Overarching Principles

a) Statutory curriculum requirements extend beyond the RCS curriculum and opportunities for cross-curricular mapping is capitalised upon at every opportunity.
b) Enrichment (after school sessions/trips/visits/work experience) opportunities are available for all students regardless of context or starting point.
c) Empower and educate the staff, student and parent body to address the stigma associated with child-on-child abuse (including bullying and sexualised behaviour), racial prejudice, disability discrimination and mental health.
d) There is a clear map of how and where the school consistently promotes the extensive personal development of students.
e) Attendance continues to improve in all key categories, in particular PP students.

How will we ensure consistency, effectiveness and impact?

Statements of Success		2022/23 Cycle RAG		
1.	A clear map of personal development provision across the school is in place.			
2.	Road map of opportunities including enrichment, visits and extra-curricular opportunities, is in place by Term 1 and there is an incremental increase in the number of students accessing this across Terms 2 and Terms 3.			
3.	(Await outcome of student survey then agree measure for success)			
4.	School achieves all Gatsby benchmarks (effective use of the Compass+ tool)			
5.	NEETs and retention figures (0% NEETs) – 100% of students access an appropriate level of course post-16			
6.	Attendance improved in all categories in comparison to 2021-22 figures. In particular, the gap from PP to all reduced from 4.3% to 3.5%.			
7.	Reduction in the number of students referred for internal or external formal support for mental health at the end of 2022-23 academic year, when compared to 2021-22 figures.			
8.	Promotion of the purpose of the House system and associated activities with parents/carers to improve engagement. As a result, students receiving merits for engagement in House activities increases incrementally across Term 1, 2 and 3.			



Leadership: Overarching Principles

1. Ensure the Quality of Education is excellent in all subject areas and for all groups of students
2. All leaders follow PGS leadership behaviours at all times, including dress code
3. CPD, Appraisal and Quality Assurance are built around ensuring there is a consistent and high-quality teaching and learning experience which supports our students.
4. Senior leaders and middle leaders implement whole school policies and live by the school Core Values, bringing them to life in day to day conversations
5. Continue to research and discuss with governors the 'positioning of the school'

How will we ensure consistency, effectiveness and impact?

Statements of Success		2022/23 Cycle RAG		
1.	Students can progress to their next stage of learning and outcomes are benchmarked against the top 10% of schools nationally for both GCSE and A level outcomes			
2.	Disadvantaged spend is measurable with clear impact. Disadvantaged students at PGS achieve better than the national comparison.			
3.	Staff and student voice demonstrates that the school takes account of the pressures on them and support them in managing their workload.			
4.	There is absolute clarity around the school's systems and consistency in the application of this and enquiry visits, SLW, duty leads will give necessary evidence			
5.	School leaders will ensure the school budget is strategically spent in the school improvement priority areas and evaluate the impact of spend on increased staffing			
6.	The principal, senior leaders and governance will continue to research, investigate and discuss the future positioning of the school status			



Post-16 Provision: Overarching Principles

1. Maintain recruitment and increase Year 12 & 13 retention at Post 16.
2. Maintain excellent outcomes for Post 16 students.
3. Improve values driven standards at Post 16.
4. Improve Post 16 attendance and punctuality to at least pre-covid levels.

How will we ensure consistency, effectiveness and impact?

Statements of Success		2022/23 Cycle RAG		
1	Numbers in Post 16 are 150 for September 2023 (a-i)			
2	Retention of students from Year 12 into Year 13 is above national average (~94% in 2020/21) (j-l)			
3	Retain 50% of PGS students from Year 11 into Year 12 (a-h)			
4	Significant positive L3VA score / ALPS score of a 2 (top 10% nationally) (a-f) (Not in use for 2022/23 due to issues with progress measures)			
5	Positive headline attainment figures: APS \geq 38 and Average Grade of \geq B- (a-f)			
6	Number of students who attend top third most selective institutions is significantly above national average (~18% 2020/21) and \geq 50% (g-i)			
7	Number of students who attend Russell Group universities is above national average (~16% 2020/21) and \geq 50% (g-i)			
8	100% of eligible Post 16 students participate in rewards events (a-c)			
9	Students follow Post 16 expectations: decrease in behaviour logs recorded by staff (compared to 2019 when we last collected this data) (d-j)			
10	<1% of lates for Post 16 students (a-c)			
11	>95% Attendance for Post 16 students (a-c)			

