

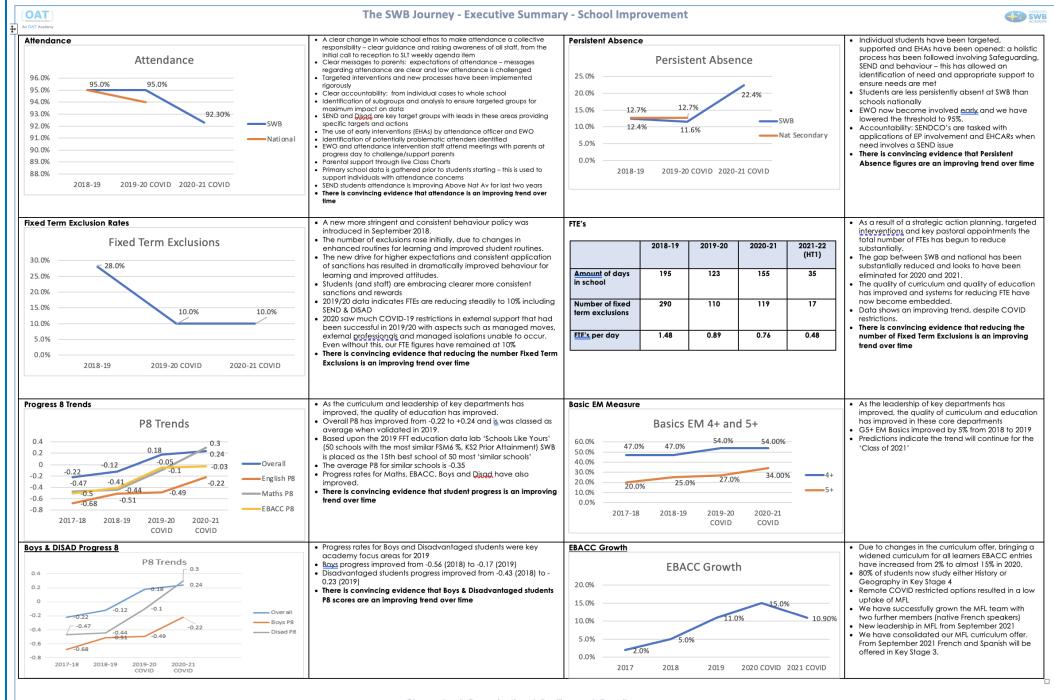
## SWB School Improvement Journey - Impact Summary since January 2017 Ofsted Inspection



January 2017 – Ofsted Actions for Improvement	ACTIONS & IMPACT EXECUTIVE SUMMARY
This is a school that requires improvement	<ul> <li>Variability in teaching reduced, due to rigorous QA, new curriculum, specie</li> </ul>
upils' current progress in key stage 3 and 4 in English, mathematics, science and some other subjects is not consistently strong because	valiability in reacting reacced, ace to lighted at the concelent, speci-
	icachers and high quality of b
Standards in modern foreign languages remain low.	<ul> <li>New leaders and Lead Practitioners in place for English, Maths and Science</li> <li>New leadership, new curriculum, new specialist native speaking specialists</li> </ul>
he most able pupils, including those who were disadvantaged, left Year 11 in 2016 having made weak progress.	<ul> <li>New readership, new concolor, new specialist native speaking specialists</li> <li>2018 results and 2019 results show improving trend for HAT students</li> </ul>
At key stage 4, too few of the most able are on track to fulfil their potential.	
The work set for the most able pupils is often insufficiently challenging, so that they do not make the progress they should.	✓ New curriculum. 3 year Key Stage 3 in place
eachers' questioning often fails to establish how well pupils understand their work.	✓ New leadership of L&T. High quality CPD and learning routines now embed
eachers seldom encourage pupils to think really hard and deepen their understanding.	✓ New leadership of L&T. High quality CPD and learning routines now embed
feaching rarely requires pupils to reason and explain how to apply their mathematical knowledge to new situations.	✓ New leaders and Lead Practitioners in Maths. High quality CPD. New curric
What does the school need to do to improve further?	<ul> <li>New leadership of L&amp;T. High guality CPD and learning routines now embed</li> </ul>
mprove the quality of teaching and pupils' progress in key stages 3 and 4 by:	✓ Support from OAT
ensuring that teachers consistently set work for the most able pupils which provides an appropriately high level of challenge making sure	e that teachers probe
and deepen pupils' understanding, providing pupils with frequent opportunities to develop their abilities to reason mathematically.	
taise standards of achievement in modern foreign languages by ensuring that work set for pupils is based firmly on what they already u hem to make consistently strong progress.	nderstand and enables 🗸 New leadership, new curriculum, new specialist native speaking specialists
Further improve leadership and management by ensuring that all teachers have a full understanding of strategies to stretch the most at that teachers implement them effectively.	ole pupils, and checking 🗸 New leadership of L&T. High quality CPD and learning routines now embed
	IMPACT
EADERSHIP AT ALL LEVELS	LEADERSHIP AT ALL LEVELS
/ Significant changes in leadership at all levels	✓ Clear structure in place
<ul> <li>New Principal from September 2018</li> </ul>	✓ Consistent approaches
✓ Two VP's replaced for Learning & Teaching and Behaviour and Attitudes	<ul> <li>Increased accountability</li> </ul>
✓ Three AP's replaced	<ul> <li>Enhanced staffing profile</li> </ul>
<ul> <li>SENCO replaced with new AP Executive SENCO and two operational SENCO's in post</li> </ul>	<ul> <li>Better collaboration with all stakeholders</li> </ul>
<ul> <li>New Directors for English, Maths, ICT &amp; Business, MFL,</li> </ul>	
<ul> <li>New Heads of Subject in RE, History, Geography, Design &amp; Technology, Business and Health &amp; Social Care</li> </ul>	
<ul> <li>New Lead Practitioners in Literacy, Science, Humanities</li> </ul>	
✓ New attendance officer and key pastoral staff	
/ New L&T group in place embedding expectations and supporting curriculum delivery	
/ MLT and SLT have received training on data and the use of, including subgroup analysis and vulnerable groups	
/ Restructure of all SLT (and some MLT) roles to increase accountability through clearer understanding	
/ All staff, students, parents and governors involved in collaborative and inclusive approach to SWB 2020 - 2024 vision 'All SWB students v	<i>i</i> ll be respectful,
esponsible learners experiencing a first-class education'	
DEVELOPING THE CURRICULUM	
/ Removal of three year Key Stage 4	DEVELOPING THE CURRICULUM
/ Built a knowledge rich, spiral curriculum which maps essential knowledge & skills in a coherent and step-by-step sequence	✓ Fully rewritten QA'd 3-year Key Stage 3- and 2-year Key Stage 4 curriculum in place
/ Huge focus on developing the curriculum. Work with senior / middle leaders and all staff focusing on planning a 'first class' education	✓ Curriculum overviews and long-term plans are in place, ensuring requirements of nation
/ Comprehensive audit of schemes of learning against the National Curriculum with training and support for staff in development of the	curriculum are met
/ Within all department the curriculum has been codified through long, medium and short-term planning	and that teachers have high expectations of what pupils can achieve
<ul> <li>A Rigorous and constant training for all staff on curriculum expectations, including the importance of retrieval and recall activities to em</li> </ul>	hed key components
<ul> <li>Agging Curriculum Reviews across all subjects (internal and external)</li> </ul>	
<ul> <li>Chapting Contraction Reviews actions an adjects (international externation of the curriculum / Faculty Based CPD Programme – massively increasing co-planning the implementation of the curriculum</li> </ul>	
/ C.O.R.E. programme introduced, and this provides the intrinsic thread that runs through the SWB curriculum. Daily Personal Tutor sessio	ns dedicated weekly
C.O.R.E. programme incoduced, and mis provides the ministic mead indicates modify more start control to assist C.O.R.E. lessons and 5 drop down experience days all link to provide the C.O.R.E. rounded curriculum offer to provide opportunities	
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-	TEACHING AND LEARNING and QUALITY ASSURANCE
FACHING AND LEARNING and QUALITY ASSURANCE	<ul> <li>QA shows quality of teaching has improved as underperformance is tackled and weak</li> </ul>
/ Since January 2017 over 40 teachers have left the academy	teachers improve or leave
/ Support and training plans have been used to monitor underperformance	<ul> <li>Improved sharing of best practice, through co-planning</li> </ul>
/ Staff receive personalised CPD plans and individualised appraisal targets	<ul> <li>Progress data shows marked improvements</li> </ul>
/ Established clarity re expectations for teaching	across; English; Maths; EBacc and the open basket –
residuisied cluiny relexpectations for redching	
/ Programme of learning walks with live instructional coaching set up to ensure policy is followed and feedback / support given where	required Trend is an upward one.
	required Trend is an upward one.

Character | Organisation | Resilience | Excellence

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Action of the second of the	✓ Introduction of a more developmental QA programme – including instructional and live coaching	
<sup>1</sup> Jereson of fight points <sup>2</sup> Walks bit highly service in	✓ Raising Achievement Planning (RAP) meetings introduced to hold Directors and teaching staff directly accountable for their students and offer support	
<sup>1</sup> Jereson of fight points <sup>2</sup> Walks bit highly service in	ASSESSMENT	ACCESCALENT
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<ul> <li>Concision accession with include retering addition of the distance in the sequence in the requirement of the requi</li></ul>	$\checkmark$ Revised and relaunched Assessment and feedback policy to share expectations.	
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Answer of State	✓ Ongoing curriculum development work includes reviewing quality of the assessments at each key stage and revising to meet the requirements of the new 3	
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- Internal case behaviour poley means than and process through each does in     - Means de advectory poley, means and CPD     - Means de advectory poley, means and CPD     - Means de advectory poley, means and CPD     - Means de means and CPD		IMPROVING EXPECTATIONS & STUDENT ATTITUDES
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Character | Organisation | Resilience | Excellence