

Improvement Plan 2023-24

People Quality Achievement

Students

Prepared

Engaged

Respectful

Kind

Staff

Professional

Expertise

Responsible

Kind



- Leadership & Management
- Behaviour & Attitudes
- Quality of Education
- Personal Development
- 6th Form Provision

A great trusted teacher in every classroom

	Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development	Sixth Form Provision
Vision	Effective leadership at all levels of the school with clear succession paths and staff development	Excellent, reflective and continuously improving teaching and learning with a challenging, knowledge and culturally rich curriculum, leading to positive progress for all pupils	Consistent application of the behaviour policy and pastoral support, leading to disruption free classrooms, high attendance and minimised exclusions	Kind, respectful and culturally and socially aware pupils who regularly engage in enriching activities	Excellent Post 16 provision to ensure that Lipson is an 11-18 School in every way. All expectations with regard to the EIF sections are relevant at Key Stage 5
Key Priorities 2023-24	<p>L1. Introduce the 'Lipson Leader' model</p> <p>L2. Develop structured Quality Assurance processes that hold all staff to account.</p> <p>L3. SLT to ensure high standards of behaviour and attitudes</p> <p>L4. Maintain an emphasis on improving staff wellbeing and reducing staff workload</p> <p>L5. Strengthen governance at Lipson</p>	<p>Q1. Improve the progress and attainment of all learners including EBACC</p> <p>Q2. Further develop and refine the Lipson coaching model</p> <p>Q3. Curriculum development and implementation within EBACC subjects</p> <p>Q4. Ensure the literacy strategy is at the centre of our learning model</p> <p>Q5. Bring the Lipson assessment cycle in line with the Trust assessment cycle</p>	<p>B1. Continue to develop strategies to improve the attendance of all students.</p> <p>B2. Develop actively positive behaviours including improving levels of engagement.</p> <p>B3. Develop the provision for SEND/DLs to support better behaviour from these groups.</p>	<p>P1. Improve Year 11 tutor programme with a more rigorous approach that supports core subjects</p> <p>P2. Increase profile of Careers Ed at Lipson</p> <p>P3. Improve PSHE programme through Trust collaboration</p>	<p>S1. Improve the progress and attainment of all learners in all subjects</p> <p>S2. Maintain the quality and success in relation to the Gatsby benchmarks around vocational provision</p>

LEADERSHIP AND MANAGEMENT

Vision for Leadership and Management: Effective leadership at all levels of the school with clear succession paths and staff development

Priority: L1. Introduce the 'Lipson Leader' model

Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
L1.1	Develop bespoke support dependant on need	SLT		Increased scrutiny and accountability	MB / Line Manager	L&M 2			
L1.2	Define expectations / actions at each level	SLT, Aug/Sept		Increase accountability Personal / professional development opportunities	MB / Line Manager	L&M 2			
L1.3	Review and monitor through Line Management	SLT		Improve Line Management	MB	L&M 2			

Priority: L2 Develop structured Quality Assurance processes that hold all staff to account.

Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
L2.1	Development of QA cycle / calendar	SLT		Increased accountability leading to improved results	SLT	QE 1, 4			
L2.2	More focused Line Management meetings			Increased accountability leading to improved results	MB / SLT	QE 1,4			
L2.3	Stronger Leadership of departments			Increased accountability leading to improved results	Line Managers	QE 1,4			

Priority: L3 SLT to ensure high standards of behaviour and attitudes

Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
L3.1 L3.2	Develop tighter Line Management of Year Heads Maintain a highly visible presence in and out of the classroom	SLT		Develop Heads of Year and hold them to account Support and challenge of staff	MB	B&A 1			

Priority: L4. Maintain an emphasis on improving staff wellbeing and reducing staff workload

Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
L4.1	Develop a Staff Wellbeing Champion			Raise the profile of wellbeing	SLT	L&M 5			
L4.2	Kind practices stay at the heart of our culture	All		Maintain Lipson's identity	All	L&M 5			

Priority: L5. Strengthen governance at Lipson

Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
L5.1	We need to recruit a Chair, a clerk and a strong team of governors with a wide range of skills and experiences			Strong governance at all levels	TWMAT	L&M 6			

QUALITY OF EDUCATION									
Vision for Quality of Education: Excellent, reflective and continuously improving teaching and learning of a challenging, knowledge and culturally rich curriculum with well-structured and ordered content, leading to positive progress for all pupils.									
Priority: Q1. Improve the progress and attainment of all learners including EBACC									
Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
Q1.1	Implement robust QA system	SLT/MLs /HoYs		Identify any inconsistencies early and take quick, decisive action to address these.	SLT	QE1			
Q1.2	Implement clear Line Management systems across all departments with additional support for EBACC leaders.	SLT/MLs		Ensure subject leads are able to correctly identify actions needed in order to improve outcomes for all students.	SLT	QE1			
Q1.3	Build consistency in teaching and learning across all departments	SLT/VCN		Ensure the quality of teaching and learning is consistent for all learners in all departments.	SLT	QE1			
Priority: Q2. Further develop and refine the Lipson coaching model									
Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
Q2.1	Reduce coaching team to 3 (CJS, CHN, VCN) Learning model streamlined through Stages of Lessons with all action steps linked to stages. Implement tighter deliberate practise within coaching feedback sessions	CJS/CHN /VCN		Reduce inconsistencies within quality of coaching to improve teaching. Enactment of lesson structure to provide consistency across all classrooms for improved outcomes. Habits embedded to improve quality of teaching and improved outcomes.	CJS SLT	L&M 2, QE3			
Priority: Q3. Curriculum development and implementation within EBACC subjects									
Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
Q3	New booklet curriculum for EBACC subject areas Y7-9	CJS EBACC Middle Leaders		Improve curriculum enactment across EBACC for improved bucket 2 outcomes.	CJS SLT	QE 1			
Priority: Q4. Ensure the literacy strategy is at the centre of our learning model									

Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
Q4	<p>Increased literacy curriculum hours for Y7-9</p> <p>Framer model implemented across booklet curriculum</p> <p>Improved literacy interventions for Y7-9 through Learning Mentors</p>	<p>TGN</p> <p>CJS</p>		<p>Increased standards of literacy to improve outcomes across all subject areas.</p> <p>Reduced knowledge and literacy gaps for students who require additional support, leading to better outcomes for all students.</p> <p>Improved stamina with challenging texts to secure better outcomes across all subject areas.</p>	TGN/CJS SLT	QE 5			
Priority: Q5. Bring the Lipson assessment cycle in line with the Trust assessment cycle									
Point	Key actions	Who When	Budget/ costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
Q5	Move calendar into three cycles to mirror Trust assessment cycle	CHN		Timely comparison across Trust will allow for greater integrity of data analysis to improve teaching for better outcomes.	CHN SLT	QE 4			

BEHAVIOUR AND ATTITUDES

Vision for Behaviour and Attitudes: Consistent application of the behaviour policy and pastoral support, leading to disruption free classrooms, high attendance and minimised exclusions

Priority: B1. Continue to develop strategies to improve the attendance of all students.

Point	Key actions	Who When	Budget/costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
B1.1	Ensure all actions against Ted Wragg "Consistent Core - Musts" for attendance are rated Green (Firmly In Place)	BTR Pastoral and Inclusion Teams	Nil	Improve rates of attendance to above national averages	BTR MBK AML	BA 4			
B1.2	Ensure all actions against Ted Wragg "Enabling Excellence - Should's" have been considered and actioned where appropriate	BTR Pastoral and Inclusion Teams	Unsure	Improve rates of attendance to above national averages	BTR MBK AML	BA 4			
B1.3	Review staffing of attendance intervention and allocated roles of all relevant members of staff to ensure consistency of provision is	BTR Pastoral and Inclusion Teams AML	Unsure	Ensure continuity of provision and intervention to address attendance concerns	BTR MBK AML	BA 4			

	in place following change in Local Authority EWS structure	PCC IAWS							
Priority: B2. Develop actively positive behaviours including improving levels of engagement.									
Point	Key actions	Who When	Budget/costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
B2.1	<p>Improve the incremental coaching model as the vehicle for improvement of Teaching and Learning with a specific focus on engagement in the classroom through a high expectations module from trust wide work.</p> <p>Inclusion of a behaviour coach for teachers who need improvement in the fundamental aspects of the behaviour curriculum.</p>	<p>CJS TGN Coaches All teachers Teaching Assistants Middle Leaders</p>		<p>A great trusted teacher in all classrooms Disruption free classrooms Improved engagement in lessons Reduction in BRC referrals</p>	CJS/TGN	BA 1,2,3			
B2.2	<p>Corridor to classroom. Establish cultural norms for how students behave around the school, outside of lesson time.</p>	<p>TGN lead All staff</p>		<p>Reduce incidents of poor behaviour at breaktime/movement times</p>	TGN	BA 1,2,3			
B2.3	<p>Continue to develop rewards system, developing the badge system to include other rewards and additional experiences and opportunities to reward positive behaviours</p> <p>Work with other schools within the trust and the Inclusion network to ensure that rewards systems and approaches are in line with trust expectations.</p> <p>Make celebrations for involvement in enrichment activities the “norm” at Lipson, building on successful model of celebration day</p>	<p>Inclusion On-going</p>		<p>Improve student engagement through additional opportunities and experiences. Greater involvement in additional academic opportunities & improved outcomes. Develop whole school culture</p>	EGN/HoY	BA 1,2,3			
Priority: B3. Develop the provision for SEND/DLs to support better behaviour from these groups.									
Point	Key actions	Who When	Budget/costs	Intended Impact	Monitor and Evaluation by	SEF	Progress		
B2.1	<p>Disadvantaged Learners</p> <p>To continue to secure high-quality teaching through the high expectations module in all</p>			<p>Close the gap in outcomes between disadvantaged students</p>		BA 1,2,3			

	key stages, which leads to better behaviour outcomes and learning environments To sharpen the monitoring, intervention and support for disadvantaged pupils at all key stages, so that it has maximum impact on their achievement			and those who are not disadvantaged. Disadvantaged learners progress on to suitable further academic study, apprenticeships or HE.					
B2.2	SEND Learners To ensure that staff receive precise guidance about how to meet the needs of, and raise standards for, specific pupils who have special educational needs and/or disabilities but do not have an education, health and care (EHC) plan (reasonable adjustments are well understood by class teachers and deployed effectively meeting individual's needs) To develop a breakfast club provision that focuses on literacy and positive relationships and behaviours for those not secondary school ready.			SEND learners are successfully taught within the classroom. K student outcomes are positive in terms of progress, behaviour and attendance SEND parents are positive about the provision and layers of support in place for their child(ren).	BA 1,2,3				

PERSONAL DEVELOPMENT

Vision for Personal Development: Kind, respectful and culturally and socially aware pupils who regularly engage in enriching activities

Priority

P1. Improve Year 11 tutor programme with a more rigorous approach that supports core subjects

Point	Key actions	Who When	Budget/costs	Intended Impact	Monitor and Evaluation by	SEF	Progress
P1.1	Targeted Maths and English intervention	Sept 23		Targeted support	CJS, CHN, PBS	P2	
P1.2	Creation of HPA tutor groups	Sept 23		Bespoke support at the top end	VCN, PBS	P2	

Priority

P2. Increase profile of Careers Ed at Lipson

Point	Key actions	Who When	Budget/costs	Intended Impact	Monitor and Evaluation by	SEF	Progress
P2.1	Increase the opportunities and profile of the Careers Ed leader	RL, EGN		To increase aspiration and communicate opportunities more overtly	EGN	P1	
P2.2	Ensure robust succession plan for Sept 24	EGN		Have a new Careers Ed leader in place by Sept 24	MBK, EGN	P1	

Priority

P3. Improve PSHE programme through Trust collaboration

Point	Key actions	Who When	Budget/costs	Intended Impact	Monitor and Evaluation by	SEF	Progress
P3.1	Support and develop new PSHE coordinator	Sept 23		To raise the profile of PSHE Ensure all statutory requirements are covered	EGN	P2, 4	
P3.2	Ensure attendance at Trust network events	Sept 23		To pick up best practice and develop network opportunities	EGN	P2,4	

SIXTH FORM PROVISION

Vision for Sixth Form Provision: Excellent Post 16 provision to ensure that Lipson is an 11-18 School in every way, students have the most appropriate & successful progression routes 16-19 and make outstanding progress.

Priority:

S1.Improve the progress and attainment of all learners in all subjects

Point	Key actions	Who When	Budget/costs	Intended Impact	Monitor and Evaluation	SEF	Progress		
S1.1	Reduce inconsistencies at subject level in progress and attainment	KME, LHD,PBS Sept 23		Improved outcomes in all areas	KME, PBS	S1,2,3, 4			
S1.2	Improve the quality of teaching in all subject areas through the coaching model	KME, LHD,PBS Sept 23		Improved outcomes in all areas	KME, PBS	S1,2,3, 4			
S1.3	Tighten QA and accountability procedures	KME, LHD,PBS Sept 23		Improved levels of accountability and scrutiny	KME, PBS	S1,2,3,4			
Priority:									
S2.Maintain the quality and success in relation to the Gatsby benchmarks around vocational provision									
Point	Key actions	Who When	Budget/costs	Intended Impact	Monitor and Evaluation	SEF	Progress		
S2.1	Maintaining high standards in this area and fulfilling all statutory requirements	KME, PBS Sept 23		100% positive destination data	KME, PBS	S6			

BRAG Guidance

BRAG should be completed on review dates.

Black: not in progress

Red: in progress behind schedule

Amber: in progress and on schedule

Green: complete - set up and ongoing