



# **School Improvement Plan 2023-28**

## **(Year 1 – 2023/24)**

### Key Performance Indicators

<b>Mission Statement: All students will be able to access higher education and participate fully in our democratic society</b>	
<b>KPI 1</b>	<b>High Expectations – All stakeholders believe that young people can succeed and achieve our mission statement</b>
<b>KPI 2</b>	<b>Academic Curriculum – All young people receive a high-quality curriculum that challenges and supports them so that they can compete locally, nationally and internationally</b>
<b>KPI 3</b>	<b>Excellent Teaching – All teaching is responsive and adaptive to the individual needs of young people. Teachers understand what excellent teaching is because they engage with research and embrace professional development</b>
<b>KPI 4</b>	<b>Quality Enrichment – Young people develop their cultural capital and confidence through a structured programme of personal development and high-quality enrichment activities</b>
<b>KPI 5</b>	<b>Every Child is Known – Young people flourish through early intervention, personalised support and warm, compassionate relationships with adults.</b>
<b>KPI 6</b>	<b>Exemplary Behaviour – Young people are proud of, and grateful for themselves, their school and their community. They are compassionate to others in the school and their community.</b>

### Milestones – Year 1

By the end of the Autumn Term 2023		By the end of the Spring Term 2024		By the end of the Summer Term 2024	
<b>KPI 1 High Expectations – All stakeholders believe that young people can succeed and achieve our mission statement</b>					
<b>LRO SLT 1.1</b>	Core language is developed and repeatedly explained to all key stakeholders at key events/training/meetings throughout the Autumn Term.		Core language is starting to be built into whole school practices and procedures e.g. QA process, interview & induction processes, website, policies and publications		QA processes (including lesson visits, book looks, curriculum reviews & stakeholder voice) show that staff have high expectations of students and students are starting to respond to this. Areas for development are also identified.
<b>KPI 2 Academic Curriculum – All young people receive a high-quality curriculum that challenges and supports them so that they can compete locally, nationally and internationally</b>					
<b>LRO JBA 2.1</b>	Y6 to Y7 transition review completed and a plan for 2024 transition plan completed.		Y9 Options process has been redesigned. This allows students to select an appropriate curriculum that will allow to them to compete locally, nationally and internationally		QA & data (internal & external processes) shows that students receive a high-quality curriculum and highlights areas for improvement.
<b>LRO 2.2</b>	Autumn term KS3 MTP have been created		Spring term MTPs have been created		All KS3 units have MTP plans in core subjects and most units have been completed in foundation subjects. Staff reflect on MTP and review for 24-25 curriculum

<b>KPI 3 Excellent Teaching – All teaching is responsive and adaptive to the individual needs of young people. Teachers understand what excellent teaching is because they engage with research and embrace professional development</b>						
<b>LRO</b> (lead ) <b>LSH</b> <b>JBA</b> <b>JMO</b> <b>3.1</b>	All teaching staff receive Rosenshine training on the principles that need developing within the faculties they teach and have a shared understanding of the active ingredients. Teaching staff set appraisal targets based on the training,		Identified strategies from the faculty implementation plans can be seen in lessons across the school. There is some evidence of adaptive teaching.		QA (internal & external processes) show that staff are confidently using the identified strategies in their identified class to support and stretch the students. Implementation plan created for '24-'25	
<b>JBA</b> <b>LRO</b> <b>3.2</b>	GL assessment data from summer term 2023 and September 2023 is analysed. Core subjects have created actions plans to address the identified gaps in knowledge. This work has commenced.		Core subjects have adapted their curriculum and teaching practice to fill in the gaps identified in GL assessments.		GL assessment data from summer term 2024 shows the gap between the school % answering the question correctly and national % has reduced.	
<b>JMO</b> <b>3.3</b>	New vocabulary review completed. Implementation plan created and shared with key staff. Oracy training for identified champions completed. Implementation plan created.		Personalised, faculty led CPD is delivered with the support of the literacy team and oracy champions.		Strategies from CPD sessions are starting to be seen in identified lessons and lesson planning. Plan created for '24-'25.	
<b>KPI 4 Quality Enrichment – Young people develop their cultural capital and confidence through a structured programme of personal development and high-quality enrichment activities</b>						
<b>4.1</b> <b>GFL</b> <b>IDA</b> <b>CTO</b>	Pupils at risk of disaffection from school identified for targeted programmes to re-engage with school and learning		Target cohort show improvement in attendance and engagement in lessons		Target cohort attendance in line or above national. Behaviour data shows improvement in engagement with learning Pupils meet or exceed their subject targets	
<b>4.2</b> <b>JBA</b> <b>UIS</b> <b>JMO</b>	Review the PDWB curriculum to ensure it is meeting needs of pupils in the areas of: <ul style="list-style-type: none"> <li>Year 8 RSE</li> <li>Careers</li> <li>E-safety</li> </ul>		Staff and pupil voice gathered, QA of curriculum and delivery of programmes and resources to inform planning New resources and lessons identified, and quality assured by RSE/careers team		Key Stages 3-5 PDWB and Careers programmes will be statutorily compliant and personalised to needs of the school.	

4.3 LSH GFL IDA CTO	Develop termly strategy to allow for short term rewards focussed on improving attendance, punctuality and engagement.		School council agree rewards trips and criteria for each year group. This is shared with all stakeholders.		More pupils meet thresholds for rewards trip than 2022-23. Improvement in lateness to lessons and reduction in behaviour detentions and on-calls compared to 2022-23	
4.4 LSH	Identify cohort across Key Stage 3 pupils who will be invited to join "The Challenge Club" Year 12 pupils paired with faculties based on their curriculum choices to be aligned to the Challenge club		All faculty areas to run at least one co-curricular activity that targets this group and allows them to have access to challenging experiences that build cultural capital. Year 12 pupils lead the activities with teachers		Key Stage 3 pupils to present their portfolio of experiences that evidences the skills and knowledge accrued through the Challenge club year. Staff and student QA show year 12 pupils have developed and demonstrated leadership qualities	
<b>KPI 5 Every Child is Known – Young people flourish through early intervention, personalised support and warm, compassionate relationships with adults.</b>						
5.1 GFL	School to join the LCC ex-service personnel mentoring programme		Mentoring cohort identified and programmes of support underway with clear targets for pupil attainments, attendance, behaviour and engagement		Pupils fulfil all criteria and reach or exceed individual target leading to improvement in attendance, behaviour and engagements	
5.2 UIS JMI GFL	QA the use, implementation and impact of SEND support strategies for pupils across school, including the use of one-page profiles, external professional reports and internal pupil attainment /interventions data.		SEND team to develop systems that allow timely feedback on pupil progress. Systems will allow for immediate information sharing of amendments to support programmes for SEND cohorts that allow for fluid quality first interventions and support.		SEND pupils make progress in line with national data Engagement and behaviour of SEND pupils shows improvement on previous years data	
5.3 UIS JBA	Form tutors to use data sources to provide early attendance, behaviour and engagement intervention and mentoring for pupils through high quality discussions		Form tutors proactively identify and develop strategies that will improve the engagement, attendance and behaviour of identified pupils in their forms		Attendance, behaviour and exclusion data show an improving trend compared to 2022-23	
5.4 UIS GFL	Pastoral teams to uses 2022-23 data to identify the SAP cohort for the academic year		Cohort baselined via PASS / SAP and programmes selected according to need. Timetabled delivery of weekly programme by Pastoral staff		Attendance, behaviour and exclusion data show an improving trend compared to 2022-23. PASS survey shows improvement in scores	
5.5 UIS	Action plan produced to introduce and embed a new evidence-based child		Deep dive audit of attendance strategy and interventions		A consistent whole school child centered approach results in attendance for all	

	centred attendance framework to improve attendance.				group to be in line or above national averages.	
<b>5.6</b> <b>JMO</b> <b>GFL</b> <b>JAM</b>	Align New Accelerated maths programme to the established literacy interventions and baseline targeted cohort		Interventions programme commenced and delivered to cohort		Pupils on target to make progress towards the expected standard	
<b>KPI 6 Exemplary Behaviour – Young people are proud of, and grateful for themselves, their school and their community. They are compassionate to others in the school and their community.</b>						
<b>6.1</b> <b>JBA</b>	All pupils complete PASS survey as baseline for interventions across school		PASS survey used to identify needs and allocate interventions for each pupil		All pupils show improvement across all areas of the PASS in the summer term check	
<b>6.2</b> <b>UIS</b>	“We are Moor Park” strategy to be launched with pupils and staff. QA and observe the use of non-verbal cues and the language of positive reinforcement. Staff and pupil voice used to identify the skills, qualities and values pupils need to “be Moor Park”		All staff using the language of Moor Park throughout lessons and contact with pupils. The Moor Park Mantra is used regularly across school. Review the tutor time programme to align with the “we are Moor Park” strategy and allow pupils to develop and demonstrate the skills, qualities and values of the school.		PASS survey shows improvement in pupil sense of self and relationships in school across all cohorts. Using PiXL resources and support a school personalised LORIC programme is ready for delivery via tutor time in 2024-5	
<b>6.3</b>	Merit and badge system to be reviewed considering the previous year pilot. All pupils to receive their badges via form tutors in September		5% of Key Stage 3 to attain the aspirational merit score/ badges		10% of Key Stage 3 to attain aspirational merit scores/badges	
<b>6.4</b>	Use behaviour and attendance data to identify hard to reach families cohort. Meetings held and expectations and standards to be clearly explained		Programmes and EHAs in place for this cohort and their families. Regular structured conversations taking place		Increased and positive parental engagement with school improves behaviour, attendance and engagement outcomes for pupils	
<b>6.5</b> <b>JBA</b> <b>UIS</b> <b>LRO</b>	Review the curriculum content and delivery for a targeted cohort of pupils for whom cognitive overload is a barrier to learning		Proposals for a new curriculum fully costed and staffed presented to headteacher and governors. School signed up to and ready to deliver PiXL EDGE programme for this cohort		Curriculum planned and timetabled. Pupils begin the apprentice level of the Edge qualification	
<b>6.6</b> <b>JMO</b>	Share alumni information with stakeholders and via school social media to identify alumni		Develop a section of school website with alumni portfolios of success,		Alumni invited to take part in school and community events including assemblies	

			creating careers links for students in Key Stage 4 and 5		and prize giving to showcase pride and gratitude	
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### Position Statements

	Autumn	Spring	Summer
1	<p>1.1 Moor Park affirmation is said at the start of each form time, assembly, Headteachers Friday message and at key events e.g Prize giving.</p> <p>Transition events, open evening and faculty handbooks all promote the language of Moor Park. The School mission statement is within student and staff planners.</p>	<p>1.1 Although the core language of the school is built into formalised policies and practices and therefore evident in all areas of school life, there is inconsistency in its daily delivery across the school. QA (internal and external) shows there are areas of good practice and consistency however is not apparent in all classrooms and the areas of the school. The school has started to address this using the findings from the attendance audit; staff training has taken place, new systems introduced, and monitoring processes established.</p> <p>Faculty Leader QA is seeing consistency in Faculty Handbook language and procedures.</p>	<p>1.1 Staff have high expectations of students with regards to behaviour and the quality and presentation of work, as evidenced in whole school and dept book looks. The GCSE progress 8 figure (-0.19) is an improvement from the previous year and, along with GL assessments, highlight the high expectation staff have to push students academically.</p> <p>A working party of student engagement has been established and targets built into the Y2 SIP to further develop core language and school engagement. Work with a minority of students who do not buy into the high expectations of the school needs to be carried out.</p>

<p><b>2</b></p>	<p>2.1 Y6 to Y7 transition review completed including student questionnaire, student focus group, staff voice and data analysis. Key development points regarding induction day and first day of school have been built into an action plan. Applicaa software commissioned to facilitate the administrative processes for admissions.</p> <p>2.2 Autumn term KS3 MTP have been created in all faculties and distributed to relevant teaching staff, line managers and LSAs. Science MTPS were seen by LA T&amp;L advisor and viewed as good practice.</p>	<p>2.1 Options process has been redesigned giving students 3 options choices and the ability to personalise their KS4 pathway. This has been launched with all stakeholders and resources reflect the changes. Options was a FGM agenda item in the Spring term.</p> <p>2.2 MTPs have been created in all faculties and teams are on track for meeting the deadlines set. Staff feedback from the MTPs is positive especially for those teaching outside their specialism.</p>	<p>2.1 Data analysis has allowed a refinement of KS4 curriculum options to address concern regarding progress in BTEC subjects: H&amp;S and Creative lmedia have been removed and a shift towards GCSE specifications in existing and new KS4 courses.</p> <p>MTPs are in place in all KS3 subjects and LTPs have been reviewed. reviewed</p> <p>To address concerns in the science KS3 curriculum, the ARK science curriculum has been introduced fully in the Key Stage. LA and ARK QA visits show this to be having a positive impact.</p> <p>Internal QA reports have been created for all faculties during the year; this feeds into '24-'25 FIP to aim faculty improvement.</p> <p>A strategic plan to look at the English Language curriculum is being devised following GCSE examination results.</p> <p>Stakeholder voice (parents, students and staff) highlight the curriculum as a strength of the school.</p> <p>GL assessment data is being used in core to QA the impact of the curriculum and identify areas for development.</p> <p>2.2 All KS3 units have MTP plans in core subjects and most units have been completed in foundation subjects.</p>
<p><b>3</b></p>	<p>3.1 Sep '23: all staff CPD on Rosenshine principles. All staff received implementation plan regarding the focus within their faculty.</p> <p>Sep'23 - December '23: 8 hours of faculty led CPD including collaboration and joint planning given to develop a shared understanding of Rosenshine and what it looks like in their classroom.</p>	<p>3.1 QA (internal and external) through lesson drop ins, staff voice, student voice and observations shows that staff are implementing the identified strategies from the faculty implementation plans in lessons. There is some evidence of adaptive teaching across the school. All staff need to continue with implementation in order to make the strategies instinctive/daily habits. This</p>	<p>3.1 QA (internal &amp; external processes) show that staff are using Rosenshine strategies in their identified class to support and stretch the students. However, these are not yet fully embedded across all lessons – this is to be a focus for '24-'25</p>

	<p>Oct '23 Teaching staff have an appraisal target based on Rosenshine.</p> <p>3.2 Meetings with FL held regarding GL data. Key subject areas (strengths and weaknesses) have been identified from the data and used to update the medium-term plans. Starters in maths reflect now reflect areas of weakness and the English curriculum has been adapted with grammar, punctuation and complex inference incorporated from Year 7.</p> <p>3.3 Literacy implementation plan complete and long-term vision shared with SLT. Oracy training for champions booked via Voice21. Faculty champions have completed a baseline assessment with staff. Vocabulary review with HMA is planned for Spring term and links to faculty leaders' work on Rosenshine.</p>	<p>target required most development is in Spanish due to staffing changes. Long-term stable staffing from June'24 should allow development in this area.</p> <p>3.2 English have redesigned their curriculum in order to address the concerns raised. CPD also taken place on weaker areas, joint observations and QA. Improved teaching practice is evident. Maths have introduced AI hwk which will address individual student concerns. F.L has worked with staff members on deficit areas identified in the data. Science have received training on the deficit areas in Faculty time. The teaching element of Teacher of Science Interview focussed on the deficit areas in order to see different practice and starting points for those appointed/joining teaching. Ark is being used as a tool to roll out improved practice using their CPD and teaching resources. Gaps to be filled will be seen in Summer Term testing.</p> <p>3.3 Oracy champions have attended 2 x sessions with Voice 21 and learning has begun to filter through into faculty CPD time. Hums and APT have made good progress and using Voice 21 strategies to support questioning. HMA has focussed on the implementation of the Moor Park morpheme of the week, which form tutors have responded to positively.</p>	<p>3.2 GL assessment data from summer term 2024:</p> <p>Maths - the Y7 cohort ('23-'24) are achieving better than the national average in the GL assessment. Y8 cohort are overall under the national average but progressing well as they were less able upon intake; there is a large group of average ability students now within the cohort. Y10 are above National average on the assessment and have made good progress. Areas to address: geometry Science Y8- there are gaps between the school and national average particularly at the top end. To address this, the Ark curriculum has now been implemented in KS3 and CPD is in place. English - GL results show that at the end of Y7 students fall down compared to national average and by the end of Y8 the gap is closing; this is the result of a spiral curriculum. SPAG is an area of the curriculum that needs addressing.</p> <p>3.3 Oracy strategies were evident during QA of oracy champions and training delivered as part of faculty CPD time. Decision made as part of the literacy strategy to review the teaching of key vocabulary as this is not yet evident within lessons.</p>
<p><b>4</b></p>	<p>4.1 Behaviour Managers have cohorts of children they are supporting and monitoring. These include children who are PA, SEMH. The Psychotherapist team are working</p>	<p>4.1 Pastoral team have been used to provide targeted support for the identified cohorts at risk of PA. this involved one-to-one interventions with the pupils and</p>	<p><b>4.1:</b> The cohesive strategy around improving the outcomes for this cohort has started to show progress, attendance improved and was</p>



<p>with a small number of these pupils to provide targeted support for wider issues that impact on attendance and learning. 60% of LCC mentor cohort are these pupils. The dovetailed approach has been focussing on person centered approach to build positive relationships as opposed to attending specific enrichment</p> <p>4.2: The Year 8 RSE curriculum has been reviewed and new topics have been added; consent and sexting. These will be delivered to Year 8 when the programme starts in February. Careers programme in PDWB continues to be statutorily compliant and in line with the Gatsby Benchmarks. Specific E-safety lessons (Cyber Navigators) and presentations from external providers (Lancs police cyber crime unit) have been added to the KS3 PDWB programme, this allows pupils to be empowered and make choices that keep them safe and secure online. Safer Internet day lessons will also be delivered via APT lessons in February There is also a monthly e-safety newsletter that is shared with parents and carers giving them advice and guidance on current issues such as monitoring use of social media etc. the school has also been awarded a Bronze Cyberfirst Schools award from the National Cyber Security centre.</p> <p>4.3: Enrichment opportunities have been available across school from September. PE and music are particularly well attended. The merit system allows for teachers to reward weekly and long-term attendance. This now is part of the merit strategy as above</p> <p>4.4 A cohort across Year 7 and Year 8 has been identified and invited to join "The Challenge Club." The initial</p>	<p>parents/carers. End of spring term PA was internally calculated to be 21% against a national of 26%</p> <p>4.2: New resources identified for RSE and programme changed to reflect this. New Yr8 RSE curriculum was delivered to Year 8 successfully. The feedback from staff was positive overall. Tutor team meetings have been calendared for summer term and staff/pupil voice will be gathered in May 2024 New ICT component identified for inclusion in KS4</p> <p>4.3 Meeting held with school council; pupils wanted an enrichment trip at the end of the year, however, did not feel it was fair to charge as not all pupils could afford to go. Pupils suggested the cinema, and this was agreed. It was agreed on the end of year trip being to a cinema</p> <p>4.4 A range of co-curricular activities are available, however, not every area is currently represented. Access to challenging experiences is available although these can be found within a narrower field than originally anticipated. Year 12 mentors have been paired with Year 7 members and support meetings have been arranged for this term.</p>	<p>better than national average for all the cohort. Behaviour and engagement have shown signs of improvement.. Repeat suspensions remain a concern and will be the focus for the work in the next academic year.</p> <p><b>4.2:</b> PDWB remains compliant with statutory requirements. New ICT component for year 11 is planned and resourced. The programme and sequence of delivery has been amended following staff feedback to ensure RSE and SEMH are given more time.</p> <p>4.3 More Year 9 and year 10 pupils met the threshold for the rewards trips. For Year 7 and Year 8, fewer pupils met the threshold, however.</p> <p>4.4 Year 12 mentors did meet with Year 7 and some progress was made towards completing the presentations. With KS5 exam periods etc, taking precedence, the cycle was not fully</p>
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	<p>meeting introductory meeting has taken place and the plan for Term 2 and 3 shared with pupils. Title submission date has been set.</p> <p>Once final numbers have been ascertained, Year 12 pupils will be paired with participants.</p>		<p>completed. Meetings are to continue November 24.</p>
5	<p>5.1: LCC mentor has joined school, has established a cohort of pupils across KS3 &amp; 4 and has started to build trusting and productive relationships with pupils. This cohort was identified in conjunction with the pastoral and SEND teams. He is the key person that will encourage and facilitate this cohort taking part in wider school enrichment to engage them back into good attendance and learning</p> <p>5.2: All SEND information has transferred across to Synergy, allowing for teachers to access live up-to-date information about pupils they teach as well as being able to access the interventions pupils are involved in. individual provision maps are up and running for all SEND and Year 11 pupils. The SEND team have dropped into lessons and identified areas of focus for specific pupils and areas where support is needed, for example ECTs/new teachers. This focus has been mainly on Year 9 ASD boys. There is a programme ready for JMI &amp; GFL to drop into lesson to QA the use of strategies for SEND pupils across school. The team have met weekly to work on the standard operating procedures for SEND identification and interventions</p> <p>5.3: all Form tutors have been shown how to use synergy to find live data for their tutor groups attendance and</p>	<p>5.1: Well established cohort of mainly White British boys across KS3 &amp; 4. All pupils have been identified with input from staff. There has been an improvement in the attendance and behaviour of the cohort overall. Trusting relationships with pupils and their families have allowed for programmes of intervention to be started.</p> <p>As year 11 examinations start, more time will be allocated to working with identified Year 10 pupils</p> <p>5.2: Informal drop-ins and QA by GFL have shown that SEND pupil profiles are being used well in some areas and not so much in others. This shows that there is variability in the scaffolding of learning for SEND pupils. The new staff/trainees will need more support in this area as part of CPD in next academic year, particularly with supporting the ASD cohort</p> <p>Lack of TAs is not allowing for fluid support and there are pupils not receiving in-class support as part of interventions due to this</p> <p>The development of the standard operating procedures is on-going.</p> <p>5.3 &amp; 5.5 Attendance audit deep dive carried out in March 2024. Action plan and areas for improvement identified. The quality of tutor time and the development of strong relationships for children to raise attendance was</p>	<p><b>5.1:</b> All pupils in the LCC mentor cohort improved their attendance and engagement with school. The work completed with families has built trusting relationships which have allowed SEND and SEMH interventions to be put in place. Home visits have allowed additional CFWB support to be provided for these vulnerable families</p> <p><b>5.3</b> K cohort outcomes are in line with the rest of the school. SEND systems and approaches have been fine tuned to ensure timely interventions both in the curriculum and in applications for EHCPs.</p> <p>There has been a rigorous programme of TA recruitment to ensure that the high number of EHCP students arriving in Year 7 are supported.</p> <p>Suspension of SEND cohort remains well under national average and attendance of this key group is also much better than the national average.</p> <p>5.3-5.5 Attendance for 2023/24 was 90.4%, this is in line with National Average (NA). Persistent Absence ended on 21.8% compared to NA of</p>

	<p>behaviour. Discussions are held with Year leads via briefings. Drop-ins show lack of consistency in the tutor approach.</p> <p>Attendance audit has identified the gaps in tutor interventions, the deep dive next term will provide further feedback</p> <p>5.4: cohorts are ready however, staff absence has meant that interventions were not able to be timetabled for all cohorts. Individual interventions for Year 8 pupils have been particularly strong.</p> <p>5.5: Attendance Network visited school and action plan was produced for improving post-covid attendance. School now has access to resources for interventions and training for tutors has been identified for spring term onwards. Deep dive next term will give feedback for key areas and will be shared with governors in due course.</p> <p>5.6: Maths intervention (using Accelerated Maths) has been aligned with the literacy intervention programme. Sessions are running weekly, and the interventions use the White Rose resources. The programme is responsive – using termly AM data to review and edit intervention groups.</p>	<p>identified, as was poor punctuality and internal truancy. SLT are now attached to a year group to support with the informal QA of tutor time, routines and also the punctuality of each year group. A new system to manage punctuality to lessons has been launched in Summer Term 1 to tackle the issue of lateness to lessons</p> <p>CPD for form tutors identified as an area for next academic year</p> <p>5.4: The targeted interventions have been focussed on reducing the PA cohort to ensure attendance improves. To this end the interventions have been focussed around attendance and one-to-one support for targeted pupils around this. Pastoral staff continue to deliver individual interventions as opposed to group work.</p> <p>5.6 Numeracy intervention sessions continue and are ongoing. Resources via White Rose Maths are being used to support pupil progress and pupils have been moved in and out of intervention groups as required. EMC has feedback the usefulness of these resources supporting a much smoother system for numeracy intervention.</p>	<p>28%. SEND, FSM, EAL cohorts are all better than the NA. Boys remain in line with NA. Girls remain below national average for attendance – 89% compared to 90%. Pastoral intervention in attendance has had positive impacts and this will be rolled onto the Form Tutors and teaching staff in the next academic year.</p> <p>Form tutors consulted about the approach to attendance and CPD elements identified</p> <p>The second Attendance Audit visit highlighted and identified the focus for the staff CPD. The punctuality to lessons strategy has had an immediate and successful impact in reducing both lateness to lessons and internal truancy.</p> <p>Interventions delivered by pastoral team have had a positive impact on attendance and engagement with school.</p> <p>5.6 Numeracy intervention sessions continue. Feedback is that these are much more purposeful with the new structure. Pupils who make good progress are moved off the intervention list and this is reviews termly by JAM.</p>
6	6.1:	6.1: PASS survey is now used as a tool to identify pupils who need particular support in certain areas – this is	6.1: Pass survey to be completed in autumn term 2025

<p>All pupils have completed the Pass survey. Data shared with teams and groups are being identified in conjunction with attendance work</p> <p>6.2: Strategy launched, there is variability in KS4, however Year 7 tutors are using it consistently and this will build as time continues. School council have met the Headteacher regularly and this is a focus area for the further pupil voice work Non-verbal cues are used but it is not consistent practice, but this needs to remain high priority and staff need more reminders</p> <p>6.3: System has been reviewed and simplified, this was done in conjunction with pupil views. Pupils now need to achieve more merits before going up the system. Pupils received badges for autumn term and vast majority are wearing them with pride. Tutors and pastoral teams will need to take ownership of monitoring this.</p> <p>6.4: The daily debrief allows the use of data and information to be shared, decisions are made quickly and collaboratively with SEND and pastoral teams. Key members of team are identified as those who have established strong relationships with hard-to-reach families. Meeting and discussions held regularly using face to face, synergy, text and emails.</p> <p>6.5 The review process for the option blocks for the current Year 9 has begun. Pathways for different student profiles are starting to be created. This encompasses a pathway for those students who struggle to access the more academically challenging traditional subjects.</p>	<p>followed up with interventions via Learning Mentor, behaviour Managers, Counselling or EP assessment</p> <p>6.2: Year 7 tutors using the “we are Moor Park” consistently, there is variability on how this is used in lessons, there needs to be more work done on how pride, gratitude and kindness emanate across the curriculum and in the interactions between staff and students. Non-verbal cues will need constant re-enforcement and the Mantra will need embedding further into transition work from 6-7 and 7-8</p> <p>6.3: 88% of KS3 pupil have received at least one merit badge by Easter 2024. 33% of Year 7, 40% of Year 8 and 32% of year 9 have achieved 3 or more bronze badges. The focus is now to ensure all pupils wear their badges with pride and to encourage all stakeholders to celebrate positive behaviour, attendance and achievement as part of the “we are Moor Park” strategy</p> <p>6.4: Currently there are 10 EHAs open for pupils across school. For those who do not meet the CON thresholds, school have begun regular meetings and are signposting to the relevant agencies as part of the support for families in school.</p> <p>6.5 KS4 curriculum option changes were costed, staffed and taken to headteacher and governors for approval. KS3 changes to APT currently being designed, costed and will need approval; conversations with the Headteacher are taking place.</p>	<p><b>6.2-6.3:</b> Data is a strong indicator that our pupils are trying hard in all aspects of school life and demonstrating the values of pride and gratitude in their achievements. Whole school – 85% of pupils in school had earned at least 1 bronze badge. In year 7, 92% of pupils achieved one or more badges, and 18 pupils (15%) hit aspirational badges for the year. In year 8, 83% of pupils achieved one or more badges and 1 pupil achieved the aspirational badge for the year. PP – 82% of disadvantaged pupils had earned at least 1 bronze badge which almost is line with that of whole school. 94% of year 7 pupils achieved a least one bronze badge and 13% hit the aspirational badge for the year. In year 8 the picture is a little different in the 80% of pupils earned at least one bronze badge and no pupils hit the aspirational target. SEND – 70% of pupils on the SEND register achieved at least one bronze badge which is significantly lower than that of whole school. The highest earned was 2 Silver by 2 pupils. In year 7, 78% of SEND achieved a least one bronze badge, but no pupils achieved an aspirational badge. In year 8, only 62% of pupils on the SEND register achieved at least one bronze badge. The new tutor time programme based around kindness, respect and living without harm has been planned and resourced, ready for delivery in the next academic year.</p> <p>6.4:</p>
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	<p>6.6: Alumni tab removed from the school website – due to low uptake and varying quality of submissions. Alumni profile has been sent to leavers from 2017-2021 (Y11 and Y13) in preparation for a ‘where are they now?’ website section and a bank of alumni to support the school’s career programme</p>	<p>6.6 Small bank of alumni have been identified (more recent leavers) who are willing to support the careers programme. A series of subject based have been arranged, beginning on 30<sup>th</sup> April. ‘Where are they now’ section of the website being created ready for launch at the end of May.</p>	<p>Over the academic year there has been an increased use of EHA and links to external agencies for vulnerable families. There has been positive impact in attendance and engagement.</p> <p>Fixed Term Suspension rate is 19.64 which is lower than the NA rate of 19.80. However all groups are below NA for gender, FSM and SEND cohorts.</p> <p>Majority of suspensions due to verbal abuse to adult, persistent disruptive behaviour, physical abuse to pupils.</p> <p>56 pupils suspended 142 times</p> <ul style="list-style-type: none"> <li>• 34% are female - 19 girls suspended 45 times</li> <li>• 66% male - 37 boys suspended 97 times</li> <li>• 63% of excluded pupils are White British</li> <li>• 6% are Asian Heritage</li> <li>• 31% mixed or other heritage</li> <li>• 30% on SEND register - all white apart from 1 pupil</li> <li>• 75% FSM</li> <li>• <b>70% of suspensions are due to 19 pupils (12 boys &amp; 7 girls) &amp; 90% of these are White British</b></li> </ul> <p>Permanent Exclusion rate is 0.52, higher than the NA of 0.22. Boys remain in line with NA but girls is a rate of 0.75 compared to 0.6 nationally. SEN support rate is 3.08 compared to 0.71 Nationally. In summary five pupils, 4 girls and 1 boy were permanently excused in the academic year 2023/4. 80% of the permanent exclusions were for persistent disruptive behaviour.</p> <p>6.6. Alumni have been involved in subject specific sessions across the school (Law, Health and Social Care and Business so far).</p>
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			Website not yet updated. Further development of this work to done as part of the careers review next year.
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