

Strategic Aims from the School Improvement Plan

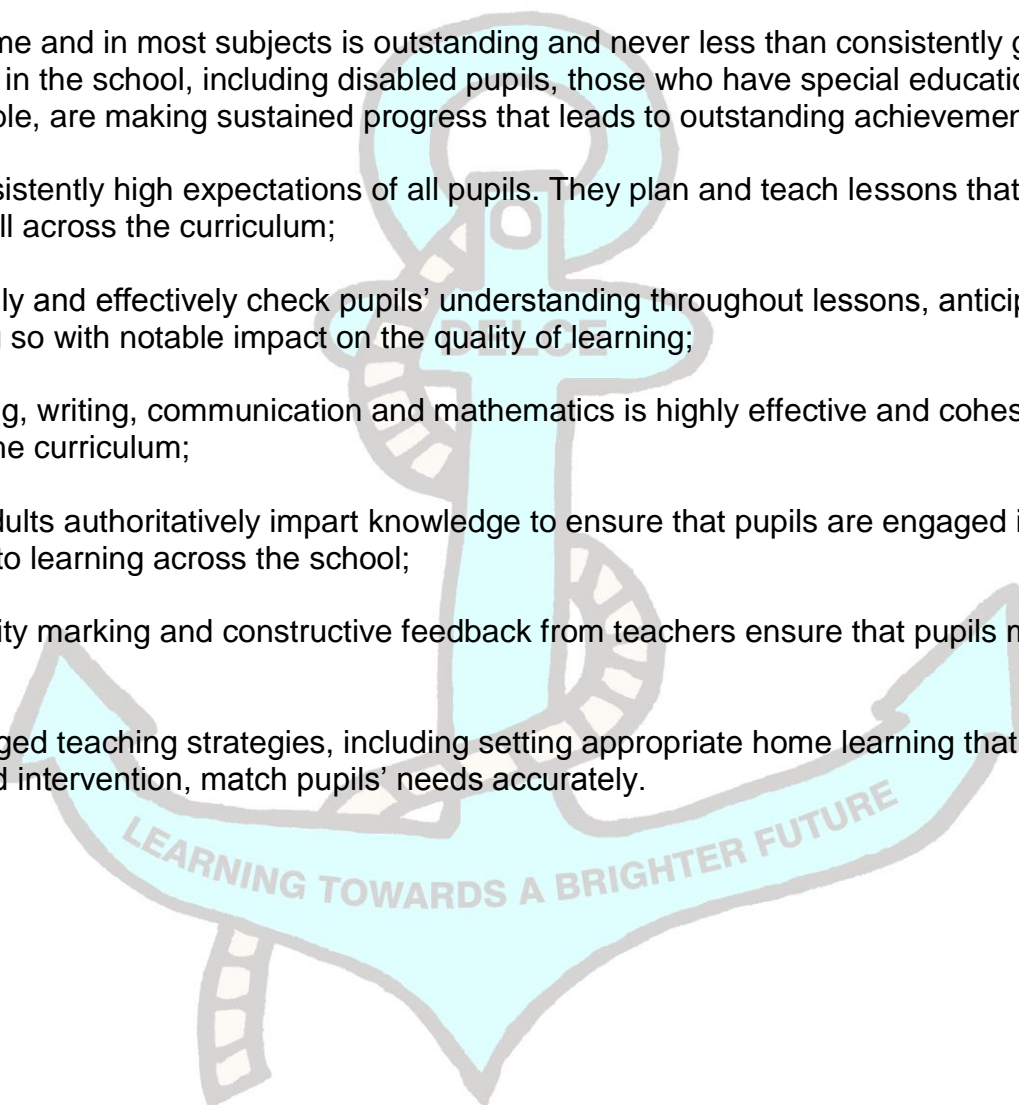
(2014-2015)

SIP 1: Achievement of all pupils, including SEN

- Pupils make substantial and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well;
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and mathematics are high compared with national figure. For disadvantaged pupils, the proportions are similar to, or are rapidly approaching for other pupils nationally and in the school;
- The attainment and progress of disadvantaged pupils at least match or are rapidly approaching those of pupils nationally and in the school;
- Pupils read widely and often across all subjects to a high standard;
- Pupils acquire knowledge and develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment;
- Pupils acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum;
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better;
- The standards of attainment of almost all groups are likely to be at least in line with national averages with many pupils attaining above this and/or the gap is closing rapidly, as shown by trends in a range of attainment indicators including reading.

SIP 2: Quality of Teaching

- Much teaching over time and in most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement;
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum;
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning;
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum;
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school;
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning;
- Teachers use well-judged teaching strategies, including setting appropriate home learning that, together with clearly directed and timely support and intervention, match pupils' needs accurately.



SIP 3: Behaviour and Safety

- Pupils consistently display a thirst for knowledge and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons;
- Pupils' attitudes to learning are of equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare;
- Parents, carers, staff and pupils are unreservedly positive about behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contributes to school life, adult life and work;
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality;
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively;
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs;
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety;
- Attendance is above average (School Target: 97%).

SIP 4: Leadership and Management

- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time;
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes;
- Governors stringently hold senior leaders to account for all aspects of the school's performance;
- Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy;
- Leaders focus relentlessly on improving teaching and learning and provide focussed professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving;
- The schools' curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development;
- The school's actions have secured improvements in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics;
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult;
- Senior leaders in the school work to promote improvement across the wider system;
- The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately. Staff model

professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others;

- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

Accreditation Marks/Awards:- Basic Skills QM (5th Award, 2014), Academy Financial Audit (2014), Active Mark, Healthy Schools, International Award (Full award, July 2014).

Local Initiatives: Lead school in Medway Teaching Schools Alliance, School Business Manager and Mathematics Senior Leader are nationally recognised SLEs.

SIP 5: Premises, Facilities and Community

- Outstanding school and classroom environments, including outside area;
- 21st century ICT innovatively used in learning;
- Effective partnership working to raise standards;
- Extensive learning and care provisions to support families;
- Eco-friendly, carbon-low school.

