



# The Romsey School – Your Gateway to Success



2015-2016

## Success Criteria

- All leaders are able to impact on learning as demonstrated by Sig + results
- We attract ITT students to shortage depts who are ready for teaching
- PM process leads to raised standards with fair pay awards in line with performance and outcomes
- Raised achievement across the school due to high levels of engagement with the 'Habits of Mind' programme leading to increased rates of progress in both key stages

## Effectiveness of Leadership

Key Priority "To empower all leaders to create world class learning"

### Objectives

- 1 Ensure that professional development for leaders enhances all aspects of achievement and learning
- 2 Ensure ITT programmes are fit for purpose and meet future needs
- 3 Ensure the PM process is rigorous and supports the leadership role
- 4 Adapt curriculum in the light of changes to KS4. Implement 'Habits of Mind' into everyday teaching.

## Resilience

## Self-management

## Collaboration



## Personal Dev., behaviour & welfare

Key Priority "Students make life choices which keep them safe, happy and successful"

### Objectives

- 1 Improve attendance and punctuality
- 2 To ensure that the stepped approach to behaviour management is shared and seen as a whole school responsibility
- 3 Develop leadership skills of pupils to extend their 'Habits of Mind' and 'British Values', improving their life chances and avoiding radicalisation
- 4 Close the gap in pastoral outcomes between pupil sub groups against the main cohort

## Success Criteria

- Attendance above 95% for all sub groups
- Reduced recording of incidents and exclusion, with a focus on bullying, racism and homophobia
- Students stepping down from behaviour levels with CLs resolving incidents with positive outcomes recorded
- Increase in the number of reported credits for pupil intervention
- Greater use of students leading school events ex parents' evening, art exhibition
- School council as a lead vehicle in promoting learning and 'Habits of Mind'.
- Decrease in recorded behaviours ex LLD, missed homework
- Improved average levels of attitude and attainment per pupil with disadvantaged pupils at least the same level as non-disadvantaged pupils

## Ethos and values:

*Our ethos is inclusive where all young people succeed  
 Students are supported and happy, with staff who go that extra mile  
 Students achieve outstanding results through inspirational teaching  
 Learning has no boundaries within and beyond the classroom  
 The school is at the heart of the community*

## Success Criteria

- Learning behaviours will become more proactive and teachers will use Habits of Mind as shown by subject reviews, learning walks/ bright spots
- External reviews indicate 'Habits of Mind' are embedded and qualitative data demonstrates high levels of student engagement
- Overtime, students' engagement in learning and results will improve and NEETs will be eradicated
- Quality assurance demonstrates impact of teachers' creativity leading to improved outcomes
- All students receive bespoke feedback from each department leading to improved ownership of their learning
- All teachers collaborate in their planning and observation

## Quality of Teaching, Learning & Assess

Key Priority "Create a life long learning culture for everyone"

### Objectives

- 1 Embed a common language for learning and incorporate 'Habits of Mind' into every learners' practice.
- 2 To transform the pedagogical culture to focus on personal reflection and a common department approach eg. pupil feedback
- 3 To provide on-going and supportive review of learning which will ensure that CPD is effective

## Reflection

## Creativity

## Curiosity

## Empathy



## Outcomes for Children and Learners

Key Priority "For teachers and students to have high aspirations and expectations."

### Objectives

- 1 Eradicate the impact of disadvantage on the achievement of students' life choices and outcomes
- 2 Raise standards of literacy in order that all students can access learning
- 3 Intervene quickly where underperformance is recognised
- 4 Evolve the reporting system

## Success Criteria

- 2016 GCSE results - Disadvantage students to make at least or greater progress than non-disadvantaged students from similar starting points, both within our school and nationally
- Progress 8 measure to be positive and recognised as Sig + in RAISE, 72% EM, Ebacc 30%
- Value added for all sub groups to be positive and Sig + for larger sub group, in all Ebacc subjects
- All KS3 students active in the AR programme leading to reading ages at least in line with chronological age
- Clear evidence at data points that interventions are implemented swiftly leading to few students falling behind in progress
- Teachers and students use formative comments in Y11 reports
- attainment per pupil with disadvantaged pupils at least the same level as non-disadvantaged pupils