

# Chase High School

## School Improvement Plan on a page 2021/22



Academy Priorities 2021/22:	Key Performance Indicators (KPIs):		
<b>Priority 1 – Curriculum Recovery:</b> Chase High will <b>'pursue excellence'</b> by delivering its ambitious curriculum, and ensure recovery from the COVID pandemic by providing the necessary support so that all pupils, especially SEND and disadvantaged, are fully prepared for the next stage of their learning.	<b>1. Curriculum Review (Intent):</b> <ul style="list-style-type: none"> <li>The percentage of pupils taking the EBacc is at least 60% for Yr10 in September 2022.</li> </ul>	<b>2. Impact for GCSEs summer 2022:</b> <ul style="list-style-type: none"> <li>Progress 8 of -0.03</li> <li>Attainment 8 all: 42</li> <li>Attainment 8 Disadvantaged: 40</li> <li>% Basics all: 33%</li> <li>% Basics disadvantaged: 30%</li> </ul>	<b>3. Impact for 6th Form summer 2022:</b> <ul style="list-style-type: none"> <li>Average Result: C –</li> <li>Valued added: 0.00</li> </ul>
<b>Priority 2 – High Quality Teaching and Learning:</b> Chase High will ensure that all teaching is at least good as the result of <b>'pursuing excellence'</b> in terms of staff knowledge, pedagogy and the expectations of pupils' learning.	<b>1. Quality of teaching and learning (Implement):</b> <ul style="list-style-type: none"> <li>100% of teaching is judged good or better</li> <li>30% of teaching is judged outstanding</li> </ul>		<b>2. Quality of work in books (Impact):</b> <ul style="list-style-type: none"> <li>90% of books graded good or better with no discernible difference between disadvantaged and other pupils</li> </ul>
<b>Priority 3 – Excellent behaviour &amp; attitudes:</b> Chase High will create a safe, calm, orderly and positive environment to ensure that all pupils develop a positive commitment to learning, especially disadvantaged, as demonstrated through their excellent behaviour, readiness to learn and positive attendance.	<b>1. Reducing fixed term exclusions:</b> <ul style="list-style-type: none"> <li>70% reduction in annual fixed term exclusions</li> </ul>	<b>2. Reducing in-class disruption:</b> <ul style="list-style-type: none"> <li>50% reduction in annual de-classing (removals from class)</li> </ul>	<b>3. Improving attendance:</b> <ul style="list-style-type: none"> <li>Attendance all: 95.0%</li> <li>Attendance disadvantaged: 95.0%</li> <li>Persistent absence all: 14%</li> <li>Persistent absence disadvantaged: 14%</li> </ul>
<b>Priority 4 – Outstanding Leadership and Management:</b> Chase High will continue to <b>'pursue excellence'</b> in terms of our expectations and ambition (intent) to rapidly improve outcomes (impact) and drive up standards of teaching and learning (implementation) across the curriculum.	<b>1. Securing a Good Overall Effectiveness SEF grading:</b> By the end of the academic year, as a result of achieving the KPIs in the SIP, the school's externally verified SEF grade will be judged Good.		
<b>Priority 5 – Outstanding Personal Development:</b> The curriculum will extend beyond the academic, vocational and technical by ensuring all pupils, especially SEND and disadvantaged, receive excellent personal development to fully prepare them to live highly successful adult lives.	<b>1. SEND &amp; disadvantaged participation in enrichment activities:</b> <ul style="list-style-type: none"> <li>70% of SEND &amp; disadvantaged pupils have participated in at least one enrichment activity by year end</li> </ul>	<b>2. Character education:</b> <ul style="list-style-type: none"> <li>LORIC will be fully embedded in the curriculum with LORIC evident in 90% of lessons and form time by year end</li> </ul>	<b>3. Careers education:</b> <ul style="list-style-type: none"> <li>Gatsby benchmark is achieved by the end of the academic year</li> </ul>
<b>Priority 6 – Excellent Literacy Skills:</b> In order to provide a strong foundation for academic progress, Chase High will embed high standards of literacy across the curriculum, with a specific focus on improving disciplinary literacy.	<b>1. Prioritise "disciplinary literacy" for writing across the curriculum:</b> <ul style="list-style-type: none"> <li>100% of work scrutiny's show high quality extended writing and redrafting using tier 2 and 3 words with personal SPAG monitoring evident.</li> </ul>	<b>2. Literacy intervention:</b> <ul style="list-style-type: none"> <li>Pupils reaching AR reading targets to be above national average and all pupils to achieve national average SS results in star testing.</li> </ul>	<b>3. Instilling a love of reading:</b> <ul style="list-style-type: none"> <li>60% increase in books being taken out of the library in July compared to Sept.</li> <li>July 22 pupil surveys show an improved love of reading compared to Sept survey.</li> </ul>