

# Trafalgar School Improvement Plan – 2022/23

## Quality of Education

The new three-year KS3 curriculum model builds on prior learning and prepares students for the demands of KS4 and beyond

Assessment models support metacognition, enabling students to clearly articulate next steps

Dialogic classrooms are enhanced through the explicit teaching of oracy across the curriculum.

Reading strategies enhance students' comprehension.

## Leadership and Management

Outreach work further strengthens middle and senior leadership

The digital strategy is developed through personalised and subject specific CPD to enhance learning

Staff are supported to develop ambitious curriculums which explicitly teach and celebrate diversity and inclusion

Wellbeing at all levels continues to be prioritised to support a positive work life balance.

## Personal Development

An extensive extracurricular programme enhances both the cultural and social capital of our students

A clear post 16 transition strategy supports students ongoing success in their aspirational destinations #teamtrafalgarforlife

Students are well informed and understand how to keep themselves safe: physically, mentally and online

Effective engagement with the local community leads to increased opportunities for all students.

## Behaviour & Attitudes

Attendance figures for disadvantaged students improve rapidly

Relational practice permeates all aspects of school life to support positive behaviour for living

Student leadership increases awareness and supports positive and respectful relationships

Trafalgar School is recognised locally and nationally for its outstanding commitment to inclusion.

Learning today, leading tomorrow

**Priority 1: Quality of Education (John Luke SSLT Lead)**

- Reading strategies to enhance students' comprehension.

Object ive	Lead	Tasks	Review	Success Criteria
Engaging students in reading	JL- SSLT	<ul style="list-style-type: none"><li>• Target interests of books and understanding of how to use the library and E-library.</li><li>• Promote areas of weaknesses after surveys</li><li>• Promote reading on Trafalgar social media, through recorded reading sessions - staff and students.</li><li>• Celebrate world book day- prefects and staff dress as their favourite book character.</li><li>• Prefects to visit feeder primary schools to support reading during world book week.</li><li>• Help to advertise reading leaders, SSLT linked with reading to attend meetings.</li><li>• Promote reading on student newsletter</li><li>• Student voice feedback on implementation of Trafalgar 7 reading strategies.</li></ul>	Termly	<ul style="list-style-type: none"><li>• 50% of staff photographed or recorded reading by the end of the year.</li><li>• 100% student leadership to be recorded reading by the end of the term</li></ul>
Reaching national average for reading	JL- SSLT	<ul style="list-style-type: none"><li>• Get data for levels of reading.</li><li>• Meet with SSW and CSE about getting data.</li><li>• Meet with Mr Smith to create plan for for prefect teams guided reading sessions lower school and feeder schools</li></ul>	Termly	<ul style="list-style-type: none"><li>• KS3 students reading levels improve</li></ul>

**Priority 2: Leadership and management (Kyla SSLT Lead)**

- Staff are supported to develop ambitious curriculums which explicitly teach and celebrate diversity and inclusion.

Objecti ve	Lead Staff	Tasks	Review	Success Criteria
Develop awareness of different cultures and enrich knowledge of inclusion	KF- SSLT	<ul style="list-style-type: none"><li>• Meet with LCL to discuss PD days, attend PD planning meetings for key areas such as inclusion</li><li>• Deliver some PD sessions to lower school students</li></ul>	Termly	<ul style="list-style-type: none"><li>• Getting feedback from students and teachers about development of awareness</li><li>• Students learning from older students have a greater impact</li></ul>
Trafalgar months to celebrate differences	KF- SSLT	<ul style="list-style-type: none"><li>• Using TV's to advertise work closely with LPA</li><li>• PSHE - Mrs Hudson-Roberts, Mr Gronow, Speak about diversity and where it is discussed in lessons</li><li>• Oct. Black History Month - Mrs Argyle (assemblies, tutor discussions, house comps) Mar. Women's History Month - Mrs Hudson-Roberts (assemblies, tutor discussions, house comps), May Mental Health Awareness (assemblies, tutor discussions, house comps CSE, RFO), Jun. Pride (assemblies, tutor discussions, house comps PDU)</li><li>• Displays, Advertising, Involve the prefect teams</li></ul>	Termly	<ul style="list-style-type: none"><li>• All students know what the focus month is and get involved in the activities</li><li>• Students understand importance of celebrating differences</li></ul>
Implement range of food options in the canteen	KF- SSLT	<ul style="list-style-type: none"><li>• Include a range of food for different dietary requirements based on religious criteria</li><li>• Meeting with caterlink - first half term after surveying students</li><li>• Share honest feedback from students to caterlink</li></ul>	Termly	<ul style="list-style-type: none"><li>• Canteen becoming more inclusive and more aware of different religious needs</li></ul>

Priority 3: Personal development (Millie SSLT Lead)				
<ul style="list-style-type: none"> <li>Ensure students are well informed and understand how to keep themselves safe.</li> </ul>				
Objective	Lead Staff	Tasks	Review	Success Criteria
Importance of mental health and wellbeing	MF-SSLT	<ul style="list-style-type: none"> <li>Jan.Healthy Body Healthy Mind, work with team PE to plan month</li> <li>Working with RFO and PSC to advertise - prefects promote mental health month May</li> <li>Students and teachers sharing experiences via trafilgar TV/ assembly</li> <li>Student led extracurricular activities - sports leaders</li> <li>Organise break and lunch activities for students</li> <li>Specific sections and quiet areas for pupils</li> </ul>	Termly	<ul style="list-style-type: none"> <li>Students have a better understanding of mental health and well being</li> </ul>
Keeping students away from danger outside of school	MF-SSLT	<ul style="list-style-type: none"> <li>Highlight the danger that activities such as Tombstoning bring. Advertise the consequences in a video with prefects</li> <li>Safety messages for travelling to and from school</li> </ul>	Termly	<ul style="list-style-type: none"> <li>Students understand how to keep themselves safe outside of school, particularly understanding risks of living by the sea</li> </ul>
Safety online	MF-SSLT	<ul style="list-style-type: none"> <li>Feb. Online well-being month</li> <li>Meet with Mr Murphy, Mr Dudley</li> <li>Online safety section in website review</li> <li>Half termly student newsletter updates for online safety in each one</li> </ul>	Termly	<ul style="list-style-type: none"> <li>Half termly newsletter created</li> <li>Students understanding of online safety improves</li> </ul>

#### Priority 4 : Behaviour and attitudes. (Jake SSLT Lead)

- Increase awareness and support positive and respectful relationships.

Objective	Lead	Tasks	Review	Success Criteria
Improving awareness about how to restore relationships with peers independently	JB- SSLT	<ul style="list-style-type: none"> <li>● Add to the half termly newsletter for students including restorative activities</li> <li>● Encourage independent practices through Trafalgar TV, assemblies and newsletter</li> <li>● Anonymous box for people to say what helped them get past an issue (talking, teacher assistance) Launched November (Anti bullying month)</li> <li>● Make people aware of the power they have independently and how they can restore relationships on their own through trafalgar TV</li> </ul>	Termly	<ul style="list-style-type: none"> <li>● 100 inputs to the box by the end of each term</li> </ul>
Increasing support from teachers about encouraging restorative sessions	Restorative team CAR, JB, SSLT	<ul style="list-style-type: none"> <li>● Increasing awareness about the restorative team and who to go to if independent restoratives are ineffective</li> <li>● Surveys to analyse how often the restorative team is needed and how much of an impact they make</li> </ul>	Termly surveys	<ul style="list-style-type: none"> <li>● Get 80% positive feedback by end of summer term 2023</li> <li>● Create plans to improve results if feedback is negative</li> </ul>
Reward good behaviour more often to demonstrate good outcomes from positive behaviour	JB- SSLT	<ul style="list-style-type: none"> <li>● Fast pass for attendance</li> <li>● Praise points rewarded more frequently by staff, SSLT to give out rewards to some students</li> <li>● Rewards video record and shared in first week</li> <li>● SSLT giving rewards shared on Trafalgar TV</li> <li>● Award mainstream students on good behaviour the same as compass centre pupils</li> </ul>	Weekly during tutor	<ul style="list-style-type: none"> <li>● Rewards video shared in the first week</li> <li>● Students spending points on class charts</li> </ul>

