





School Improvement Plan 2018-19

Ratified by Governors:	Mr P Moody – Chair of Governors
Signature:	
Date:	2 November 2018

Ratified by SLT:	Dr R P Petrie - Headteacher
Signature:	
Date:	2 November 2018

Version	Date	Comments	Author
02	02.11.18	Introduction of OKRs	RPT
03			
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School Improvement Plan 2018-2019

Aim:

To improve the quality and consistency of teaching and learning for all students at Cockermouth School.

Rationale:

In the last couple of years, we have made tremendous progress in improving the outcomes for students by raising the quality of teaching throughout our school. This has been most evident in those subjects that have worked under a clear action plan over the last year; the overwhelming majority of whom improved by at least two Alps grades at A Level and by at least 10% in their A*-C percentage at GCSE. The most successful subjects were those that focused on improving what happened in the classroom: trying and evaluating new ideas, developing their teaching practice and embedding successful learning strategies so that students received a consistently high-quality learning experience. In 2016-17, we trialled a new Personal Professional Development programme that replaced the old Appraisal system. This allowed teachers to identify and develop an aspect of their practice through research, professional dialogue and mutual support. This year we will combine these two processes to produce a holistic approach to improving our teaching through supportive personal development that is clearly contextualised within a departmental Teaching and Learning Development Plan. Each department has identified its priorities for the forthcoming year in their Teaching and Learning Development Plan within the following six areas:

1. Leadership of the department
2. Marking and written feedback
3. Informed lesson planning
4. Responsive teaching
5. Effective behaviour management
6. Meaningful homework

To enable these to be progressed, every member of or teaching staff will engage in Personal Professional Development linked to one of these areas. As a whole school, we commit to the following:

1. As a school, we will give all teaching and support staff the time, structure and direction to support their Personal Professional Development (PPD) through CPD, INSET and the PPD cycle.
2. As a school, we will support and develop our Middle Leadership Team to enable them to improve their effectiveness as leaders, mentors and coaches so that they can successfully complete their departmental Teaching and Learning Development Plans and support colleagues' Personal Professional Development.
3. We will develop the effectiveness and consistency of the Senior Leadership Team to improve the quality of our SLT link work and our communication and interactions with staff.

There will inevitably be other projects that will run throughout this year but we must maintain a focus on our core business: improving the quality and consistency of teaching and learning for all our students.

Supporting documents:

Departmental Teaching and Learning Development Plans, Personal Professional Development Policy, Personal Professional Development Plans and logs, Teaching and Learning Policy, INSET programme, Middle Leader Development meetings, SLT link meeting agendas and minutes.

Introduction to Objectives and Key Results (OKR):

Continuing on from the excellent progress made last year, the School Improvement Plan maintains a focus on improving the quality of teaching and learning for all students. We have also identified a number of areas of the school that must be developed and to each of these, we have identified an Objective and several Key Results (OKRs). These OKRs span a wide range of areas from finance to parental engagement and are deliberately highly aspirational; this follows the methodology used by Andy Grove and John Doerr at Intel and subsequently introduced by Doerr to Google where they remain the basis of their quarterly improvement plans. We have developed a series of OKRs and their underpinning metrics (where possible) such that, if we achieve the standard 0.6 - 0.7 success rate, would lead to huge improvements in our school. The objectives align well with the Governors' committee structure allowing there to be clear lines of accountability up to the Governing Body. In addition, each OKR has a Governor responsible for oversight of progress against the objective and updates and challenge are provided through the committee meetings.

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