

The School Improvement Plan: 2017 to 2020

I hope that you have arrived at this part of the website having read the ‘How good are we at Colmers?’ section because the two ought to be read side by side. Like humans, Colmers is imperfect. We are the sum of our parts and our strengths and weaknesses reflect my own, my colleagues, the students and you as the families. Every problem and every solution at this school can be understood or solved through a more sensible understanding that no child, no teacher, no parent or carer is ever simply to blame. We don’t like the word ‘blame’ at Colmers, we prefer words like ‘explanations’ or ‘reasons’ that get us away from feeling at fault or stigmatised and instead embrace a different way at looking at our shortfalls and mistakes. The School Improvement Plan is a massive document that spans three years and drives the day-to-day actions and decisions of all the employees at the school. However, it is possible to summarise that document for you, below, so that you can see the major themes we are working on between September 2017 and August 2020.

<h3 style="text-align: center;">Achieving Excellence</h3>		
Part One: The Lower School (Years 7 and 8)	Part Two: The Middle School (Years 9, 10 and 11)	Part Three: The Upper School (Years 12 and 13)
<p>We shall design and then implement a brand new curriculum and learner experience known as <i>The Bridge</i> with a significantly increased focus on establishing GCSE-ready skills in oracy, literacy and numeracy, whilst better addressing the social and emotional needs of young people as they move from primary to secondary school. We aim to create a curriculum that enables much more rapid progress in the first years of education at Colmers so that students are better prepared for the significantly more challenging GCSE and A-level examinations.</p>	<p>We shall embed a new three-year GCSE curriculum that gives all students more time to deepen and broaden their knowledge and skills in every GCSE course they follow. By maintaining a very broad and balanced curriculum we will continue to give all students genuine choices so that they can follow post-16 pathways of their own design. Students will make more progress and attain higher grades than ever before as a result of more time to prepare for those examinations, but also enthusiastically engaged in a full range of interventions and boosters that support a student when they are falling behind and enable them to achieve high GCSE grades that are always better than similar students in other schools.</p>	<p>We shall firmly establish our relatively new sixth form by continuing to raise levels of attainment and progress and therefore sending increasing numbers of students to universities and higher-level apprenticeships. By carefully broadening our curriculum offer, we shall appeal to a greater proportion of Colmers and local students and become the sixth form of choice for local students wishing to attend university and / or enjoy a highly rewarding professional career. Upper School students will enjoy the very best teaching and learning experiences locally and receive unparalleled support and intervention when there is a risk of underachieving, or when the social and emotional pressures affect their self-confidence and self-esteem.</p>
<p><i>For more information please contact my senior colleague, Mrs Emma Wilks (Deputy Headteacher and Head of Lower School).</i></p>	<p><i>For more information please contact my senior colleague, Mr Steve Morris (Deputy Headteacher and Head of Middle School).</i></p>	<p><i>For more information please contact my senior colleague, Mr Tom Charlett (Assistant Headteacher and Head of Upper School).</i></p>

Belonging Together

Part One: Behavioural Inclusion	Part Two: Academic Inclusion	Part Three: Social and Emotional Inclusion
<p>We will continue to reduce the number and impact of serious misbehaviour at the school whilst being more effective at ending incidents of low-level disruption that irritates students and teachers alike. Through a mixture of inspirational teaching that fosters rapport with every child, combined with a clear and popular rewards system, we will make our school and our lessons a place where every child wants to behave because they are happy, feel safe, enjoy their learning and at the end of every day feel that bit smarter and more confident than the day before. Where students are unwilling to behave and consider the impact of their choices on others we shall be more effective in mentoring them and working with their families to eradicate anti-social behaviour and enable them to become more mature and considerate of others.</p>	<p>We shall refine existing interventions and introduce new strategies to enable every child with an academic disadvantage to make more rapid progress and overcome conditions that can hold them back from realising their potential. Through a mixture of improving one-to-one and small group interventions <i>and</i> better quality differentiated teaching, we will be ever more sensitive and responsive to individual needs. Consequently, we shall hold and extend our reputation for embracing students of all abilities and disadvantages - whilst challenging them to be increasingly ambitious and determined.</p>	<p>We shall significantly advance our social and emotional interventions, expertise and specialised staffing to accommodate the growing number of students who are unable to make sufficient progress at school because they are burdened by social and emotional hardships that makes their lives more difficult than others. By being a more emotionally intelligent, increasingly compassionate and empathic school, we shall ensure that every child whose self-esteem and self-confidence is damaged feels that they belong at Colmers and that they will receive never-ending compassion and support at all times.</p>
<p><i>For more information please contact my senior colleague, Mrs Linda Wilcox (Assistant Headteacher and Head of Behavioural Inclusion).</i></p>	<p><i>For more information please contact my senior colleague, Mrs Ruth Bennett (Assistant Headteacher and Head of Academic Inclusion).</i></p>	<p><i>For more information please contact my senior colleague, Mrs Sarah Finch (Assistant Headteacher and Head of Social and Emotional Inclusion).</i></p>

Challenging Mind-sets

Part One: Enrichment	Part Two: Staff Development	Part Three: School Site and Financial Stability
<p>We will introduce and then embed an enrichment programme for students in Years 7, 8 and 9 that enables them to immerse themselves in new skills and experiences within the five fields of performing arts, personal development, the natural world, design & making and health & fitness. Ultimately, the goal of this rigorous and vigorous programme must be to deepen and broaden students' exposure to learning and the development of those soft skills that form the basic skills of every successful learner and citizen.</p> <p>These soft-skills are summarised under the acronym of TARDIS: team worker, adventurous, resilient, discussion, imagination and social skills.</p>	<p>We shall continue to invest in one of the most precious resources the school possesses – the expertise and talents of its teaching and associate staff. In an era of very rapid change and growing demands on the profession, all members of staff risk being overwhelmed by the pace of change and the escalating expectations placed on them to enable all young people to leave Colmers with the very best grades, experiences and overall outcomes. Developing all staff takes many forms and is not simply about becoming better teachers but reflects the broader need to be ever more inclusive and responsive to the full range of academic, behavioural, social and emotional needs and demands of all young people in our care.</p>	<p>Colmers will not stand still in its provision of first class facilities for its students and the wider community. On top of its established annual programme of refurbishments and improvements, we shall deliver radical improvements to the site, most notably the reconstruction of West as our new Lower School and along with that create brand new specialist facilities and basic facilities like toilets and changing rooms to accommodate a growing number of students and ensure we remain the most modern and attractive school site in the region. Meanwhile, we shall be ever creative in finding cost efficiencies and therefore maximising the use of school income to ensure class sizes and educational experiences never suffer and instead we ensure our best days always lie ahead.</p>
<p><i>For more information please contact my senior colleague, Mr Craig Boardman (Assistant Headteacher and Head of Enrichment).</i></p>	<p><i>For more information please contact my senior colleagues, Mrs Teresa Shortland (HR Manager) and Mr Martin Brookes (Assistant Headteacher and DSL).</i></p>	<p><i>For more information please contact my senior colleague, Mr Kevin Tranter (School Business Manager).</i></p>