

Haslingden High School & Sixth Form  
**School Improvement Plan 2019-20**

<b>Curriculum Planning</b>				
<b>Objective</b> <i>What do you want to achieve?</i>				
1. To review current provision to ensure there is a clear rationale underpinning the content within each subject area and this is delivered in a clear and logically sequenced manner ensuring students acquire the identified knowledge and skills				
<b>Success Criteria</b> <i>How will you know it has had a beneficial impact?</i>				
There is a shared understanding of curriculum content and delivery within each subject area. Subject rationale in place for all subjects and key stages with adjustments to SoL where appropriate. Elements of the subject rationale evident during lesson observation and work scrutiny processes				
Review 1:				
Review 2:				
Review 3:				
<b>Actions</b> <i>What are you going to do?</i>	<b>Milestones (If appropriate)</b> <i>How will you know you're on track?</i>	<b>Timescale</b>	<b>Staff resp.</b>	<b>Action and Impact / RAG</b>
<b>SLs to complete their rationale documents showing clear and logical sequencing of knowledge and skills</b>	KS3 rationale documents received and on school website	September 2019	EED	Review 1:

	KS4/5 rationale documents received	October half 2019		Review 2:
<b>SLs to review and amend SoL in line with curriculum rationale</b>	SoL available in the school domain and discussed with SLT link	April 2020	EED	Review 1:
				Review 2:
<b>Review QA processes to ensure there is a detailed review of two subject areas</b>	Two detailed curriculum reviews completed in second from willing faculty areas	April 2020	EED / KPO	Review 1:
				Review 2:

## Curriculum Planning

### Objective

*What do you want to achieve?*

**2. Review the rationale for our options process with particular regard to the length of KS3/4 and the provision of an appropriate curriculum that meets the needs of each individual learner**

### Success Criteria

*How will you know it has had a beneficial impact?*

Decisions taken regarding curriculum development for 2020/21 and 2021/2022

Review 1:

Review 2:

Review 3:

### Actions

*What are you going to do?*

### Milestones (If appropriate)

*How will you know you're on track?*

### Timescale

**Staff resp.**

### Action and Impact / RAG

<b>Explore opportunities to encourage more students to consider the benefits of the EBacc combination</b>	Options focus on Christmas edition of Highlights, to include a write-up from SJO, CHA and RKI about the benefits of their subjects	December 2019	EED	Review 1:
	Jake Berry/Tony Holt invited to provide careers information to all students regarding the benefits of a modern foreign language	January 2020		
	Review curriculum structure for a pathways model enabling students to access additional option choice	January 2019		Review 2:
	Continue to review the evidence regarding career choice and the importance of subject choice at GCSE and A Level e.g. the impact of the Informed Choices website	January 2019		
<b>KS3/4 student voice activity to gauge students' views on options/EBacc</b>	KS4 Student voice completed	November 2019	EED	Review 1:
	KS3 Student voice completed	January 2020		Review 2:
<b>Parent consultation and student voice activity re. opting in Year 8</b>	KS4 Student voice completed	November 2019	EED	Review 1:

	KS3 Student voice completed	January 2020		Review 2:
--	-----------------------------	--------------	--	-----------

<b>Teaching and Learning</b>
------------------------------

**Objective***What do you want to achieve?***3. To ensure that the standard of teaching and learning across school remains high and that staff are given further opportunities to develop their practice through relevant CPD and access to academic research****Success Criteria***How will you know it has had a beneficial impact?*

Evidence from work scrutiny, lesson observations and student voice activities continue to demonstrate high standards of teaching and learning over time, leading to positive outcomes for all student groups.

Range of CPD opportunities available to staff, including opportunities to engage with academic research, which enhance both awareness and expertise in the classroom as well as support personal career aspirations within the teaching profession. This will be evidenced through feedback following CPD sessions and increased confidence in the classroom in terms of supporting the most vulnerable students

Review 1:

Review 2:

Review 3:

<b>Actions</b> <i>What are you going to do?</i>	<b>Milestones (If appropriate)</b> <i>How will you know you're on track?</i>	<b>Timescale</b>	<b>Staff resp.</b>	<b>Action and Impact / RAG</b>
<b>Work scrutiny and lesson observation records collated and reviewed to inform strengths and areas for development across each faculty.</b>	All records to be centrally completed and held on Sisra Observe. Staff informed and shown how to access the relevant forms online	September onwards	KPO	Review 1:
				Review 2:

<p><b>Calendared work scrutiny/best practice slots within faculty/subject areas to focus on student work and progression rather than the marking itself</b></p>	<p>Work scrutiny/best practice slots identified on calendar</p> <p>CL/SLs to determine how these sessions are conducted to meet specific needs in subject/curriculum areas. Discussion prompts to be provided</p> <p>Brief feedback given to KPO following each slot which will also inform areas for development in each area</p> <p>Shift in emphasis seen in terms of focusing on work rather than marking during these sessions to ensure all staff have the opportunity to regularly discuss the work seen, identify areas for development and gain a greater understanding of the overall curriculum offer in each faculty/subject area</p>			<p>Review 1:</p> <hr/> <p>Review 2:</p>
<p><b>Create a CPD library in the training room with books and research journals available for staff to read or borrow. This will complement the T&amp;L blog. (See below)</b></p>	<p>Books/journals in place for Sep 19.</p> <p>Regular reminders given to staff linked to publications available</p> <p>Review of use carried out with further opportunities</p>	<p>September onwards</p>	<p>KPO</p>	<p>Review 1:</p> <hr/> <p>Review 2:</p>

	given to staff in terms of developing the library			
<p><b>Establish a T&amp;L blog with an initial T&amp;L group, which focuses on a regular piece of research designed to prompt discussion amongst staff without requiring additional meeting time.</b></p> <p><b>Individual research communities established as part of the CPD programme</b></p>	<p>T&amp;L Blog established</p> <p>Research articles/signposts to relevant books published regularly with discussion points highlighted</p> <p>Gradual increase in the number of staff engaged with these discussions</p> <p>Evidence of research based pedagogy seen in observations/work scrutiny/appraisal process</p>	<p>September onwards</p>	<p>KPO/ PRI/ BWO</p>	<p>Review 1:</p>
				<p>Review 2:</p>
<p><b>Increase the range of CPD opportunities in place for staff ensuring that core knowledge required for effective classroom practice is delivered in September. This will include 'Need to Know' sessions informing teaching staff of the pastoral needs of individual students as well as offering more career focused CPD in house eg stepping up to Subject Leader</b></p>	<p>Need to know sessions completed in conjunction with the pastoral team in September in order to support staff in terms of dealing effectively with the most vulnerable students in each year group</p> <p>Feedback taken following CPD sessions to judge impact</p> <p>Two opportunities given for staff to opt into relevant CPD which reflects their current role or preparation for the 'next step'</p> <p>CPD evaluation following each session with improved</p>	<p>September</p> <p>October/ November</p> <p>March onwards</p>	<p>KPO/ KGI</p>	<p>Review 1:</p>
				<p>Review 2:</p>

	<p>practice seen</p> <p>CPD communities to run in the Spring/Summer as per feedback 18-19</p>			
<p><b>Implement a more focused and ongoing staff induction programme designed to support all new staff</b></p>	<p>Regular and focused short induction meetings held to cover important aspects of school routines, processes and systems</p> <p>Increased opportunities for new staff to meet and develop wider connections within the school community, particularly important given the number of new staff</p> <p>Opportunity given for all new staff to observe other staff within the first through lesson cover</p>	<p>September onwards</p>	<p>KPO/SFI</p>	<p>Review 1:</p>
				<p>Review 2:</p>
<p><b>Raise the profile of homework within school amongst staff and students through a weekly showcase of excellent homework on Facebook as well as establish a system of badges to acknowledge the 'Homework High Fliers'.</b></p>	<p>Increased emphasis on the positives of homework completion to be highlighted to both staff and students in September through Inset and assemblies</p> <p>Weekly staff nominations for homework excellence including photographs to be showcased on social media. Nominations will lead to students achieving badges at the end of each block</p>	<p>September onwards</p>	<p>KPO</p>	<p>Review 1:</p>
				<p>Review 2:</p>

	<p>depending upon the number of nominations received. HWK to be celebrated in assemblies and coffee mornings</p> <p>Involve Sixth Form students with supporting students in KS3 &amp; KS4 with homework</p>			
<p><b>Following the homework review carried out in Spring 2019 faculties/departments to submit plans for homework at KS3 potentially with a view to an alternative approach to homework at KS3 being implemented from Sep 2020.</b></p>	<p>Faculties/departments to submit plans for homework at KS3 in line with agreed whole school expectations as to the nature, role and purpose of homework eg focus on knowledge retrieval/study skills</p> <p>Submissions reviewed by SLT</p> <p>Feedback given to faculties/departments</p> <p>Decision on future homework at KS3 taken during Spring in order to provide faculties/departments with the time to put in place their approach/write policy</p> <p>Changes communicated to parents if required</p> <p>Overall school policy amended to reflect changes for Sep 2020</p>	<p>December 19</p> <p>February 20</p> <p>March 20</p> <p>July 20</p>	<p>SLT</p>	<p>Review 1:</p> <p>Review 2:</p>

<p><b>Establish a coherent study skills programme across all year groups, which focuses on developing the techniques required to support knowledge retention, retrieval, revision and metacognition</b></p>	<p>September Inset T&amp;L slot to introduce staff to the basic principles of metacognition, particularly metacognitive talk</p>	<p>November onwards</p>	<p>SFI KPO KSH</p>	<p>Review 1:</p>
	<p>Launch CPD provided to all staff by Tim Milner</p> <p>Strategies 'adopted' by faculties who make a commitment to include these approaches within their areas to reinforce the skills required to support independent study skills and knowledge retention</p> <p>Student/staff voice activities carried out to determine the impact of these activities</p> <p>Identification of these strategies in both lesson observations and work scrutiny will also take place</p>	<p>November 2019</p>		<p>Review 2:</p>

<p><b>Establish links between faculty/subject areas in school with local feeder primary schools eg Haslingden Primary</b></p> <p><b>Initial focus on Maths including transition project identified in terms of increasing knowledge and understanding across key stages in order to aid transition from a T&amp;L perspective. Focus on both what is taught and how.</b></p>	<p>Link established with Maths lead at Haslingden Primary School who is taking the lead on cross phase transition</p> <p>Transition champion identified in Maths at HHS</p> <p>Identify Maths lead at main feeder schools and establish contact with a view towards initiating a collaborative project to support transition in Maths.</p> <p>Focus of project identified and steps planned</p> <p>Opportunities for KS2/KS3 staff to visit schools, observe lessons, team teach, share best practice established</p> <p>Steps of project carried out, reviewed and impact measured</p> <p>Next steps identified to ensure longer collaboration in Maths but also in other subject areas</p>	<p>September onwards</p>	<p>KPO AMA?</p>	<p>Review 1:</p> <hr/> <p>Review 2:</p>
<p><b>Review and rewrite the pre observation questions to ensure a greater focus on curriculum and pedagogy in light of the new EIF. Feedback to mirror more closely the pre observation questions</b></p>	<p>Pre observation questions reconsidered and reworded</p> <p>Questions reviewed</p>	<p>September 19</p> <p>November</p>	<p>KPO</p>	<p>Review 1:</p>

	following first round of SLT observations	19		Review 2:
--	---	----	--	-----------

<b>Curriculum Outcomes</b>
----------------------------

**Objective***What do you want to achieve?***4. To ensure that students from all contextual groups and key stages progress well from their different starting points and achieve or exceed the standards expected of them in all subject areas****Success Criteria***How will you know it has had a beneficial impact?*

Year 13 – Positive value added score for A Level and tech. qualifications.

Year 12 – Predictions to show positive value added score for A Level and tech. qualifications.

Year 11 - Positive progress 8 score at KS4. The disadvantaged gap will narrow.

Years 10 &amp; 9 – Predictions to show a positive progress 8 score at KS4. The disadvantaged gap will narrow.

Years 8 &amp; 7 – 75% of students on track to meet targets in 12 or more subjects, particularly in the vulnerable groups

Review 1:

Review 2:

Review 3:

**Actions***What are you going to do?***Milestones (If appropriate)***How will you know you're on track?***Timescale****Staff resp.****Action and Impact / RAG****Ensure that guidance is in place to allow subject teams to identify students across all year groups where progress is not in line with expectations and to intervene accordingly**

Subject progress reviews for all years calendared during faculty meeting slots

Ongoing  
(All data collection blocks)

TGO

Review 1:

	<p>Subject and curriculum leaders review the progress of students and intervene as appropriate. This will be evidenced in discussion logs and in QA link meetings</p> <p>Percentage of students on target in identified groups increases</p>			Review 2:
<p><b>Introduce subject feedback as a regular SLT agenda item ensuring that progress, including at individual student level, remains a priority for the senior team</b></p>	<p>SLT colleagues to feedback on a rota basis at SLT meetings sharing identified student/groups and intervention strategies across all year groups from their link faculties</p>	Ongoing	SLT	Review 1:
				Review 2:
<p><b>Remove the specific barriers to learning for disadvantaged students to ensure that these students can access the curriculum and make appropriate progress</b></p>	<p>Learning mentor appointed to work with KS4 and 5 students identifying needs and removing barriers to learning</p> <p>Identified students accessing work and meeting deadlines. Less sanctions and more rewards issued to these students. Reward and sanction data collected each half term</p>	September 2019	LMA	Review 1:
		Ongoing		Review 2:
<p><b>Provide regular feedback detailing progress of all year groups including disadvantaged students to the senior leadership and governors through the</b></p>	<p>Detailed year group reports produced for all year groups and shared with SLT</p>	Ongoing (All data collection)	TGO/KP O/RCL	Review 1:

development of the triannual year group reports	and governors	blocks)		Review 2:
<b>Improve parental engagement in curriculum and pastoral events by coordinating communications to ensure a clear and consistent message is received</b>	Review the use of Edulink to replace the current parent communication app  Create an SLT and office link to review all messages sent to all parents  Send parentmail reminders for ALL school events	Ongoing	SLT/SRI	Review 1:
				Review 2:
<b>Gather student voice by year group and extra curricular attendance data to assess the HHS student experience and respond as appropriate</b>	Student voice and extra curricular attendance data collected  Collated data discussed on SLT agenda and responded as appropriate	Year 11 - HT1 Year 10 - HT2 Year 9 - HT3 Year 8 - HT4 Year 7 - HT5	TGO	Review 1:
				Review 2:

## Sixth Form

### Objective

*What do you want to achieve?*

**5. To maximise recruitment in the sixth form and to ensure that all post-16 students achieve or exceed academic expectations**

### Success Criteria

*How will you know it has had a beneficial impact?*

140 students recruited for September 2020  
Positive value added scores for A level and tech. qualifications  
Value added scores for disadvantaged students to be higher than -0.5  
Attendance in line with main school

Review 1:

Review 2:

Review 3:

### Actions

*What are you going to do?*

### Milestones (If appropriate)

*How will you know you're on track?*

### Timescale

**Staff resp.**

### Action and Impact / RAG

**Explore a range of strategies to maximise recruitment in the sixth form**

140 students recruited for 2020  
Year 10 early applications processed

Ongoing

LMA

Review 1:

	<p>Sixth form prospectus and website updated</p> <p>Displays promoting sixth form in main school</p> <p>Assemblies for years 9, 10 and 11 fronted by the sixth form management team</p> <p>Sixth form management team meetings have a standing agenda item for marketing involvement</p> <p>Social media for sixth form established</p>			Review 2:
<p><b>Review the curriculum offer and monitor students progress to ensure that the quality of education in the sixth form continues to improve</b></p>	<p>Curriculum offer reviewed - additional courses which could broaden our offer investigated</p> <p>Progress mentor works with disadvantaged students in sixth form</p> <p>First career pathway established and linked to enrichment</p> <p>Evaluative round of sixth form observations planned and calendared</p> <p>ALPS blue subjects move to neutral and ALPS neutral move to red</p> <p>Close tracking of disadvantaged students and high ability</p>	Ongoing	LMA KPO	Review 1:
				Review 2:
<p><b>To improve attendance and reduce any gaps within key contextual groups</b></p>	<p>Close monitoring of rates of attendance</p>	September 2019 - ongoing	LMA	Review 1:

	Intervention strategies in place for students below 95% attendance			Review 2:
<b>To foster a culture of independence and ambition underpinned by self-reflection</b>	<p>The first subject study groups established for trial and review</p> <p>PSHEE implemented which focuses on A level mindset and independent study skills using the VESPA model</p> <p>Intervention documentation for underachievement completed following assessment blocks and reassessed following subsequent blocks</p> <p>Free periods removed for students causing the greatest concern - directed by DoSF</p>	October 2019	LMA	Review 1:
				Review 2:

## Behaviour and Attitudes

### Objective

*What do you want to achieve?*

**6. To ensure there is excellent behaviour and attitude to learning in lessons enabling all students to make good progress in their learning**

### Success Criteria

*How will you know it has had a beneficial impact?*

There is a range of data available to evidence standards of behaviour across the school. Year group reports will provide a useful summary of key information and are provided on a termly basis.

Review 1:

Review 2:

Review 3:

### Actions

*What are you going to do?*

### Milestones (If appropriate)

*How will you know you're on track?*

### Timescale

### Staff resp.

### Action and Impact / RAG

**Review the existing Behaviour for Learning Policy to ensure it considers best practice**

Behaviour for Learning Policy updated considering EEF guidance (Improving Behaviour in Schools - June

November 2019

RCL

Review 1:

	2019) and LCC Behaviour Policy Guidance for Schools - September 2018 and all relevant stakeholders consulted			Review 2:
<b>Senior leaders provide targeted behaviour support for identified students and classes</b>	JSH to produce a 'fluid' HT timetable and seek requests from colleagues	September 2019 - July 2020	RCL / JSH	Review 1:
	Senior leaders attend lessons and teaching staff report positively on the impact			Review 2:
<b>Ensure all staff are fully informed with the needs of individual students to enable them to resolve issues appropriately</b>	HOY and SENCO to deliver a session to all relevant staff, discussing key students	September 2019	HOY / SENC O / HOS / DHT	Review 1:
	Continue to run joint curriculum / pastoral briefings on a termly basis and ensure key messages are shared confidentially			Review 2:
<b>Ensure students are fully equipped to access learning in lessons</b>	Student equipment checks to take place each half	HT	SLT	Review 1:
	SLT monitoring to follow form tutor checks. Sanctions to be awarded as required and equipment checked again to ensure issues are resolved			Review 2:
<b>To provide the pastoral staff, SLT and the Governing body with a pastoral overview through completion of the Year Group Reports</b>	Year Group Reports completed termly	Termly (Nov, April, July)	HOY / TGO / Supp	Review 1:

	Analysis to take place to identify patterns and trends and actions put in place in response		ort Staff	Review 2:
<b>Roll out edulink to all students and parents</b>	JRO to 'push out' to all students/parents. Parents to be informed and to regularly engage with its content	October 2019	JRO	Review 1:
				Review 2:
<b>Review the existing rewards structure and revise as appropriate</b>	Rewards will have been reviewed following discussions with year and school council. Rewards will consider all views across school and the house systems profile will be raised. Housepoints will be applied with greater consistency across all teaching staff. Students and parents will be able to access this information via EduLink	September 2019	LDI / RCL	Review 1:
				Review 2:
<b>Respect agenda assignments to be issued to students to ensure they reflect on poor choices they have made and provide an effective sanction to further discourage poor behaviour</b>	The respect agenda will continue to underpin the support system. All staff to be clear on how support and the respect agenda work. The essays act as a deterrent for those displaying negative behaviours and as a form of reflection for those who receive a support call. Parents will be made aware	September 2019		Review 1:
				Review 2:

	of a respect agenda assignments being issued and all students will meaningfully complete them			
<b>Continue to raise the profile of the respect agenda</b>	The respect agenda will play a central role in the day to day life in school	October 2019	RCL / HIN	Review 1:
	Respect displays to be created for each faculty. Students will be acutely aware of the expectations in terms of respect			Review 2:
<b>The respect agenda is an integral part of conversations between students and staff when the school's expectations have not been met</b>	All staff will refer to the Eight Expectations where a student is failing to meet them. Conversations at the door/corridor will refer to them and consistently serve as a reminder for students who are making poor choices	September 2019	RCL / All staff	Review 1:
	Discussed in September CPD and regular reminders through bulletin and briefing(s)			Review 2:
<b>Continue to develop the use of educational assignments for issues such as truancy, racism, bullying, violence and theft</b>	The responsibility for these behaviours and choices will be placed on the students and parents will engage in this process.	September 2019	RCL / HOS / RAL	Review 1:
				Review 2:

<b>Strengthen provision of lunchtime supervision</b>	There will be a high percentage of staff who volunteer to supervise during lunch times and this will be supported by a number of sixth form students	September 2019	RCL / LMA / All staff	Review 1:
				Review 2:
<b>The pastoral forum topics will dovetail with the SIP and ensure the pastoral team have the ability to input into each section</b>	Pastoral Forum agenda items will include: <ol style="list-style-type: none"> <li>1. 400 word respect agenda assignments</li> <li>2. Mental Health / Wellbeing</li> <li>3. Attendance initiatives</li> <li>4. The use of Stage 2 / Wellbeing garden</li> <li>5. The Rewards offer in school</li> <li>6. Year group reports</li> <li>7. Identified classes in need of support</li> <li>8. House System</li> </ol>	September 2019 - June 2020	RCL	Review 1:
				Review 2:

<b>Behaviour and Attitudes</b>
<b>Objective</b> <i>What do you want to achieve?</i>

## 7. To further improve rates of attendance and reduce any gaps within key contextual groups

### Success Criteria

*How will you know it has had a beneficial impact?*

Attendance above 96% for the whole school

Attendance above 94% for the disadvantaged cohort

Gap between disadvantaged and other students no more than 2.8%

Review 1:

Review 2:

Review 3:

<b>Actions</b> <i>What are you going to do?</i>	<b>Milestones (If appropriate)</b> <i>How will you know you're on track?</i>	<b>Timescale</b>	<b>Staff resp.</b>	<b>Action and Impact / RAG</b>
<b>Closely scrutinise the causes for absence and identify the main reason(s)</b>	Comparison of weekly cumulative percentages will take place. Patterns and trends will be made clear and associated actions will seek to address them	Weekly from September 2019	RCL / KTA / AST	Review 1:  Review 2:
<b>Identify the period(s) where the lowest rates of attendance are evident and implement initiatives</b>	Implement appropriate actions to address identified	November 2019	RCL / KTA /	Review 1:

<b>to reduce this negative impact</b>	areas where improvement is needed		AST / HOY / HOS	Review 2:
<b>Develop the use of rewards to improve attendance</b>	Rewards will positively reinforce high rates of attendance, both cumulatively or for an identified period of time	November 2019	RCL / LDI / AST	Review 1:
				Review 2:

## Behaviour and Attitudes

### Objective

*What do you want to achieve?*

**8. To further develop the wellbeing support systems in school and increase its profile with all stakeholders**

### Success Criteria

*How will you know it has had a beneficial impact?*

Develop further opportunities to support students' wellbeing  
Develop further opportunities to support staff wellbeing

Review 1:

Review 2:

Review 3:

### Actions

*What are you going to do?*

### Milestones (If appropriate)

*How will you know you're on track?*

### Timescale

**Staff resp.**

### Action and Impact / RAG

**Y9 Well-being project implemented in school to raise the profile of mental health across school**

The wellbeing project launched and student group created. The group to liaise

November 2019

KSH

Review 1:

	with the school body and the SLT.			Review 2:
<b>Mindfulness provision implemented during form time</b>	Mindfulness will be delivered during form time throughout the year	September 2019	RCL / LCO	Review 1:
	Students will be aware of strategies available to them and will feel increased confidence to talk to an adult if they are experiencing difficulties			Review 2:
<b>Mental Health Policy implemented</b>	A policy will be drawn up with agreed principles and approaches. It will be understood by all staff. Draft policy will form the basis of the pastoral forum discussion	January 2020	RCL	Review 1:
				Review 2:
<b>Introduce Kooth to Year 7-11</b>	All students will be aware of the support available and how to access it  Students have access to immediate support from trained counsellors. The service is anonymous and students will be able to share any worries or concerns	September 2019	RCL / Kooth representative	Review 1:
				Review 2:
<b>Launch a whole school wellbeing week</b>	The wellbeing week will establish a foundation to build upon. Every faculty will be involved in the	October 2019	RCL / All staff	Review 1:

	wellbeing offer throughout the week. Students will reflect positively on the experience			Review 2:
<b>Students to complete a wellbeing questionnaire</b>	Two wellbeing questionnaires to be conducted. One in September and one at the conclusion of the wellbeing week in November	September November 2019	RCL	Review 1:
				Review 2:
<b>Email etiquette for students and parents revisited and reshared</b>	<p>Students and parents reminded of the expectations regarding emails. Parents will know that this is not an immediate service and will be aware of other means of resolving/raising concerns.</p> <p>Students emails will start and end appropriately and will demonstrate the same respect offered in conversations. Parents will be aware of how emails will be responded to and the associated timescales</p>	October 2019	SLT	Review 1:
				Review 2:
<b>To investigate the completion of the Positive Workplace Survey by the Education Support Partnership</b>	<p>Investigate cost for whole school survey</p> <p>Staff to complete survey</p> <p>Review feedback and implement recommended strategies</p>	Ongoing	KPO	Review 1:
				Review 2:

<p><b>Continue to explore strategies to further enhance staff well-being</b></p>	<p>Well-being group meet regularly to review strategies implemented in 2019/20 and amend as appropriate</p>	<p>Ongoing</p>	<p>KPO</p>	<p>Review 1:</p>
	<p>Staff voice collected to evaluate well-being and inform future activities</p>	<p>Oct 2019</p>		<p>Review 2:</p>
	<p>Consider the practical advice and tools in the Workload reduction toolkit for school leaders and teachers to help review and reduce workload and implement as appropriate</p>	<p>Oct 2019</p>		
	<p>Staff voice collected to evaluate the impact of workload and address as appropriate</p>	<p>July 2019</p>		

## CEIAG

### Objective

*What do you want to achieve?*

**9. To ensure students have access to a high quality CEIAG programme that prepares them for the next phase of their education/employment and beyond.**

### Success Criteria

*How will you know it has had a beneficial impact?*

The CEIAG programme meets the standards set out in the Gatsby Benchmarks supporting students in achieving well and making successful transitions. Termly reports will be provided showing progress against identified benchmarks.

Review 1:

Review 2:

Review 3:

### Actions

*What are you going to do?*

### Milestones (If appropriate)

*How will you know you're on track?*

### Timescale

### Staff resp.

### Action and Impact / RAG

**Complete *Compass Careers Benchmark Tool* to plan, record and evaluate our careers programme. (Benchmark 1)**

Tracker completed and discussed at half termly meetings with Stuart Graham (School Enterprise

September 2019 - half termly

SFI

Review 1:

	Adviser) KSH and KHU.  The whole school careers programme is updated on the school website.			Review 2:
<b>Identify and support the needs of individual students with a particular focus on SEND/PP/AGT (Benchmark 3,8)</b>	Student questionnaire completed to identify individual needs.  1:1 Independent Advice and Guidance appointments for identified students to ensure they have suitable plans in place at transition points.	September 2019  Ongoing	SFI	Review 1:
	Targeted support to include careers workshops e.g preparing for mock interviews for SEND/PP and speakers for AGT.	Summer term		Review 2:
<b>Link curriculum learning with careers <i>with a particular focus on STEM subjects</i> (Benchmark 4)</b>	Meeting with science, maths and DT to investigate opportunities with STEM. Plan a programme of careers activities to highlight the relevance of STEM subjects for a wide range of future career paths.	October 2019  Ongoing	SFI KIS	Review 1:
	Faculty/department QA identifies opportunities where teachers link curriculum learning with careers.			Review 2:

<p><b>Improve opportunities for students to have encounters with employers, employees, further and higher education. (Benchmarks 5,7)</b></p>	<p>Publish schedule for breakfast meetings for sector based careers talks each half term.</p>	<p>September 2019</p>	<p>SFI KHU</p>	<p>Review 1:</p>
	<p>Careers workshops/talks for sixth form are planned and delivered with a particular focus on the non-UCAS students</p>			<p>Review 2:</p>

## Literacy

### Objective

*What do you want to achieve?*

**10. To develop literacy levels of students at all key stages.**

### Success Criteria

*How will you know it has had a beneficial impact?*

80% of students in years 7-9 have a reading age on or above their actual age  
 LRC borrowing rates continue to improve  
 95% of year 7 and 8 students achieve at least the LRC bronze award with 100% for disadvantaged students  
 Evidence in student voice that pupils find the vocabulary focus has had a beneficial impact on their progress

Review 1:

Review 2:

Review 3:

<b>Actions</b> <i>What are you going to do?</i>	<b>Milestones (If appropriate)</b> <i>How will you know you're on track?</i>	<b>Timescale</b>	<b>Staff resp.</b>	<b>Action and Impact / RAG</b>
<b>Implement the next phase of a whole school focus on closing the vocabulary gap</b>	<b>At subject level:</b> Subject vocabulary plans reviewed and strategies evaluated All subject leaders to include	Ongoing -	<b>LMA</b> <b>KPO</b> <b>CBR</b> <b>SMO</b>	Review 1:

	<p>vocabulary instruction and the implementation of bespoke approaches in FIPs          Calendared best practice agenda item on explicit vocabulary instruction for all faculties          Explicit vocabulary instruction added as a focus in the pre-observation questions and work scrutiny feedback form  <b>Whole school:</b>          Root word of the week in briefing/assemblies and added to students' iPad home screens          Weekly word exploration included in form time activities for years 7-9 using Book Widgets          Literacy coordinator to monitor form time          Parents informed about the whole school vocabulary focus and encouraged to support students          Academic word lists and tier 2 vocabulary added to the website          Vocabulary instruction a specific focus for a CPD learning community</p>			Review 2:
<p><b>Raise the profile of reading for pleasure</b></p>	<p>Literacy Evening for parents/carers calendared          CRC Library World implemented and students trained how to use it          New rewards system introduced and linked to simplified reading for pleasure measure          Book reviews and non-fiction leaflets via the Eclipse system fully implemented after the success of last year's trial.          16 before 16 relaunched with year</p>	September 2019	CBR SMO SBA FRI	<p>Review 1:</p> <hr/> <p>Review 2:</p>

	<p>9 as well as a yearly reading challenge</p> <p>Tiered prizes linked to rewards scheme</p> <p>One competition per year per planned and introduced</p>			
<b>Narrow the literacy gap for KS3 disadvantaged students</b>	<p>KS3 PP students identified and paired with literacy leaders for morning sessions</p> <p>Attendance rates for the sessions above 90%</p> <p>Students' reading ages improved from starting points</p> <p>Literacy team provided with training - strategies for low ability readers</p>	September 2019	SJE CBR SMO	Review 1:
				Review 2:
<b>Support faculties with longer exam answers using QLA</b>	<p>Subject areas' literacy CPD needs identified through audit</p> <p>Separate subject exam analyses completed and diagnostic analysis used to inform subsequent improvement</p> <p>Termly support meetings with identified subjects with low marks in key literacy questions</p>	September 2019	CBR SMO	Review 1:
				Review 2:
<b>Review and update the whole school literacy policy based on a 3 year plan and rationale</b>	<p>Policy updated to include the school's current literacy focuses and development plans for the next 3 years</p> <p>Policy approved by governors and added to the school website</p> <p>Staff informed of policy review and strategies implemented</p>	October 2019	LMA	Review 1:
				Review 2:
<b>To hold an HHS Literacy Evening for parents to promote the school's focus on vocabulary and reading for pleasure</b>	<p>Literacy evening added to the school calendar and information shared with parents</p>	TBC	LMA KGI MM	Review 1:

	Literacy evening planned and organised in terms of focus and invitees Stakeholder voice conducted after the evening to evaluate success		C CBR SMO SBA FRI	Review 2:
<b>To ensure that the literacy catch up sessions are informed by KS2 QLA and planned and delivered under the guidance of the CL for English</b>	Scheme of work produced for catch up sessions Tracking system implemented to measure students' start and end points Work scrutiny for catch up sessions planned and calendared	September 2019	KGI MFL HHI	Review 1:
				Review 2:

**ANNEXE: Sixth Form improvement plan**

Objective

*What do you want to achieve?*

**11. To ensure that Sixth Form students from all contextual groups progress well from their different starting points and achieve/exceed the standards expected of them in all subject areas.**

Success Criteria

*How will you know it has had a beneficial impact?*

- Improvement in quality indicator score of 7 - aiming for at least 5
- Positive value added scores for A level and tech. qualifications – (to be higher than -0.1 for all students)
- Positive value added scores for disadvantaged students (to be higher than -0.5)
- Improvement in all attainment measures - (A\*A higher than 11%; A\*B higher than 28%; A\*E higher than 92%)

Review 1:

Review 2:

Review 3:

<b>Actions</b> <i>What are you going to do?</i>	Milestones (If appropriate) <i>How will you know you're on track?</i>	Timescale	Staff resp.	Action and Impact / RAG
<b>Make good progress in improving ALPS blue subjects to at least neutral and ALPS neutral subjects to red</b>	A reduction in final U grades - these will have been predicted so intervention can overcome identified barriers to learning	Aug 20	LMA	Review 1:
	Clear action plans put in place for underperforming subject	Oct 19	MKA AKI	Review 2:

	<p>areas (review progress towards targets in QA meetings) Attendance at exam board CPD for ALPS blue subjects</p> <p>KS5 to be a standing agenda item for all subject team meetings</p> <p>The 26 most able students targeted as part of in-house mentoring</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>RKI PSH</p> <p>LMA</p> <p>LMA MNE</p>	
<p><b>Formalise systems for monitoring the performance of KS5 students following block assessments</b></p>	<p>QA assessments for KS5 - predictions based on block assessments will provide an accurate picture of students' progress</p> <p>Predictions will be consistent across faculties</p> <p>Subject predictions will inform next steps for intervention and support</p> <p>Guidelines for predicted grades formalised</p>	<p>Ongoing</p> <p>Oct 19</p>	<p>LMA/ SLT</p> <p>CLs</p> <p>LMA TGO</p>	<p>Review 1:</p>
				<p>Review 2:</p>
<p><b>Develop a tracking system to improve the impact of intervention on outcomes</b></p>	<p>Tracking system includes ATL and attendance</p>	<p>Oct 19</p>	<p>LMA</p>	
	<p>Separate analysis for key contextual groups - PP and high ability students</p>	<p>Ongoing</p>	<p>SLs</p>	

	<p>Subject leads devise and implement action plans after each data point to focus on key students</p> <p>Further extend the focus on key groups in all accountability meetings via the QA calendar with impact reviewed at each data point</p>	Ongoing	LMA/ SLT	
<b>Support the most able in achieving their A*- A target grades</b>	Dedicated quiet study rooms established for year 13 use during free periods	Sept 19	LMA EED	
	Form tutor mentoring becomes part of the weekly form time programme	Sept 19	LMA KHU	
<b>Establish the role of progress mentor to ensure there is a planned wide range of pastoral and academic strategies targeted to the specific needs of individuals</b>	Mentoring programme established for identified year 12 & 13 students	Sept 19	MNE	
	<p>In collaboration with progress mentor, students devise SMART targets which are reviewed on a fortnightly basis</p> <p>Impact of intervention tracked so that success can be maximised</p> <p>Progress mentor creates personalised action plans in collaboration with targeted students</p>	Ongoing		

<b>Develop a coherent sixth form approach to independent study</b>	Transition support for year 12 students is based on progressive scaffolding to equip students with the skills to study effectively	Ongoing	LMA CLs	
	Study skills focuses included in PSHEE sessions for year 12 students - Cornell notes, Leitner method, Feynman technique	Sept 19	LMA FTs	
	Students are provided with an independent study book which is routinely checked by teachers and form tutors	Oct 19	SLs Form tutors	
	Staff action plans created for the improvement of directed independent study support following CPD carousel sessions	Sept 19	LMA	
	Reference library in S10 is supervised by year 13 student volunteers		BWO	
<b>Ensure that homework for KS5 students enhances learning and progress</b>	KS5 homework is monitored by SLs to ensure that it is consistent and of high quality (reviewed via QA calendar)	Ongoing	LMA SLs	
	SLs ensure that students can access resources using appropriate online platforms Guidelines for the setting of KS5 homework produced and shared with staff	Oct 19	LMA	
<b>Ensure that sixth form students receive high quality teaching in all</b>	SLs implement methods to maximise the use of time in lessons	Oct 19	LMA KPO CLs	

<p><b>lessons</b></p>	<p>SLs complete their rationale documents showing clear and logical sequencing of knowledge and skills</p> <p>Information retrieval strategies embedded into KS5 departmental SoL (to be referenced in FIPs)</p>		<p>SLs</p>	
<p><b>Evaluate the post-16 curriculum offer to ensure that it meets the needs of all students</b></p>	<p>Student options process for KS5 is reviewed and dropping 4th option date brought forward</p> <p>KS5 options process for year 11 cohort more rigorous</p> <p>Entry requirements reviewed for French and further maths</p> <p>KS5 curriculum reviewed to ensure that it meets the needs of all students</p> <p>Viability of offering T level qualifications reviewed</p>	<p>Oct 19</p> <p>Jan 20 onwards May 20</p> <p>Ongoing</p>	<p>LMA EED</p>	
<p><b>Improve the sixth form environment in light of increasing student numbers</b></p>	<p>Common room space is refurbished and fit for purpose</p> <p>Quiet study space established in the sixth form foyer</p> <p>Additional independent study venue supervised by LMA is established for targeted year 13 students</p>	<p>Nov 19</p> <p>Sept 19</p>	<p>LMA DDA</p>	

<p><b>Improve the provision to ensure that students are well-prepared for the next stage of their education, training or employment</b></p>	<p>The A level Mindset programme established twice weekly for year 12 students</p>	<p>Sept 19 Ongoing</p>	<p>LMA KHU MNE</p>	
	<p>Tutor time sessions are monitored to ensure time is used purposefully and consistently</p>			
	<p>The year 12 PSHEE programme includes HE lectures to address students' cultural and academic understanding</p>			
	<p>Form tutors deliver PSHEE study skills sessions post UCAS for year 12 (spring term onwards)</p>	<p>Jan 20</p>		
	<p>First career pathway established in partnership with Edge Hill University</p>	<p>Oct 19</p>		
	<p>Dedicated employment skills period timetabled on a weekly basis for students not wishing to apply for HE courses</p> <p>The management team create action plans to ensure that student voice informs improvements to students' experiences at sixth form</p>	<p>Sept 19  Sept 19</p>		
<p><b>Develop a clear and effective approach to addressing attitudes and behaviour in sixth form</b></p>	<p>KS5 reports include ATL scores to inform intervention</p>	<p>Nov 19</p>	<p>LMA KHU</p>	
	<p>Good start/poor start data collection calendared and inform intervention</p>	<p>Sept 19</p>		
	<p>Role of KS5 form tutors includes</p>	<p>Apr 20</p>		

	<p>mentoring and progress checks</p> <p>KS5 form tutor team is reviewed in preparation for the next academic year</p> <p>Clear sanctions for attendance, homework and behaviour finalised and shared with staff and students</p>	Nov 19		
<p><b>To improve attendance and reduce any gaps within key contextual groups</b></p>	<p>Attendance to improve from ____ to ____</p> <p>4 step sixth form attendance improvement plan established</p>	Ongoing	LMA KHU	