

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

Curriculum Planning

Objective

What do you want to achieve?

- 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**

Link Governor: DTI
SLT Link EED:

Success Criteria

How will you know it has had a beneficial impact?

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: Rationale documents are now in place and ready to be referenced during the first faculty review. SLT links familiar with their faculty area's rationales.

Review 2:

Review 3:

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

Link Governor: DTI
SLT Link: EED

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: Steps taken to improve the school EBacc take-up. Early discussions have taken place re. switching to a two year KS4.

Review 2:

Review 3:

Teaching and Learning

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

Link Governor: MSM
SLT Link: KPO

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: Evidence from recent work scrutiny, student voice and lesson observations demonstrate that the standard of T&L across the school is high. Greater focus has been given to the standard of T&L in the Sixth Form through work scrutiny and lesson observations. Staff have access to a wide range of academic research in our newly established CPD library, half termly Top Tips as well as ongoing CPD opportunities both in school, and with external providers. Feedback from the initial CPD carried out has been very positive and will feed into the learning communities scheduled for this term.

Review 2:

Review 3:

Curriculum Outcomes

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

Link Governor: DBE

SLT Link: TGO

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 & 9 – Predictions to show a positive progress 8 score at KS4. The disadvantaged gap will narrow.
Years 8 & 7 – 75% of students on track to meet targets in 12 or more subjects, particularly in the vulnerable groups

Review 1: Year 13 – Awaiting value added predictions from ready reckoner
Year 12 – Awaiting value added predictions from ready reckoner
Year 11 - Progress 8 predictions for the full cohort indicate a score of 0.09. The 'gap' prediction remains at 0.62.
Years 10 & 9 – Progress 8 predictions are not yet available due to the release of new KS2 scores in 2015. In Y10, 74% of students are on target in 75% of their subjects. Predictions are not collected in block A for Y9.
Years 8 & 7 – In Y7, 94% of students are on target in 12 or more subjects, with 92% of disadvantaged students on target in 12 or more. In truth this seems unreasonably high. In Y8, 77% of students are on target in 12 or more subjects, with 67% of disadvantaged students on target in 12 or more.

Review 2:

Review 3:

Sixth Form

Objective

What do you want to achieve?

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

Link Governor: LRO
SLT Link: LMA

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 inline with main school

Review 1: Although awaiting value added predictions from ready reckoner for year 12 and 13, results are predicted to improve compared to the 2019 results - 8 ALPS red subjects (compared to 2 in 2019) and 7 ALPS blue subjects (compared to 13 in 2019.) 22 students have been targeted for weekly intervention to close the gap further.

Review 2:

Review 3:

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

Link Governor: JDA

SLT Link: RCL

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: The range of data, including Stage 2 log, year group reports, exclusions, ATL grades and support calls, evidences that the behaviour and attitudes across the school are at least good.

Review 2:

Review 3:

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

Link Governor: JDA

SLT Link: RCL

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: The whole school attendance for the first term is 93.8%. (96.0% last year). Last year the whole school attendance was in the top 20% nationally. Our autumn term has seen an increase in absence due to illness and this has been supported by communication from NHS professionals. (Pupil Premium 90.9%)
The gap between the two is 3.9%.

Review 2:

Review 3:

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

Link Governor: MSM
SLT Link: RCL

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: Year 9 Wellbeing project was launched and a group of volunteers now exists in the year group. The wellbeing week is being planned by a specific group of staff and it seeks to create a week that promotes mindfulness and positive mental health, with a view that this will continue beyond its delivery in February 2020.

Review 2:

Review 3:

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.

Link Governor: T&L vice chair

SLT Link: SFI

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: Progress made towards benchmarks 1, 4 (particularly with science)
no careers interviews undertaken due to continued absence of careers advisor (benchmark 8)
planning underway for career activities for spring/summer terms (benchmarks 5,7)

Review 2:

Review 3:

Literacy

Objective

What do you want to achieve?

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

Link Governor: MSM
SLT Link: LMA

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: Year 7 not yet tested

- 71% of year 8 students have a reading age on or above their actual age
- 68% of year 9 students have a reading age on or above their actual age

AR STAR tests have also been used but the data is not viable

Review 2:

Review 3:

Sixth Form Outcomes

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: