**Hope High School Improvement Plan September 2017 - July 2018**

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| **Ofsted Inspection January 2015 the school was judged to be Good in all areas.**  *The school is not yet an outstanding school because:*   1. *A minority of students, mainly in Year 11, have not had the same high expectations and support offered to them for long enough to impact positively on improving their progress and attainment; their achievement is not as good as that found in other year groups.* 2. A small minority of students do not have a deep enough knowledge and understanding of the diversity of modern Britain to help them further develop respect and tolerance towards others. 3. *Information provided to parents on the school’s website does not accurately reflect the work of the school.* |

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| 1. **Effectiveness of Leadership and Management** | | | | | | |
| **Objective** | **Action** | **Staff Lead** | **Time scale** | **Monitoring and evaluation** | **Resources/ costing** | **Intended outcome/Impact**  **RAG** |
| * 1. To embed and develop the SLT team with clear roles and responsibilities. | 1. All SLT members to have clear roles and responsibilities. 2. SLT to report to governors on their areas of responsibility. 3. To have a yearly calendar for SLT meetings | HD, DH  Governors | September 2017  September 2017 -Planned SLT meetings every Monday | SLT meetings – minutes to be distributed from the meetings to provide actions and impact.  Governing body meetings - minutes to be distributed from the meetings to provide actions and impact.  Meetings to take place every two weeks with COG.  Pupil/ staff/ parent questionnaires | SLT/ Governors meeting  SLT meetings  Staffing to allow SLT meetings on a Monday | * Clear accountability and line management structure to support the school moving forward. * Senior leaders to demonstrate impact within their roles and responsibilities by feeding back at SLT meetings. Actions and impacts to be discussed at the meetings and minutes used to record further actions of the meetings. * All members of the school’s governing body will have a link with senior leader to discuss, support and hold accountable for school improvement. |
| 1.2 To take over delegated transport budget. Transport to be in place September 2018 | 1. SBM to take responsibility for transport delegated budget 2. Review/recruit admin staff to provide SBM with the time to plan/organise transport 3. SBM to liaise with LA to build a building on site to store all mini buses | JB  HD/DH | Planning to start October 2018  September 2018 | Transport meetings with LA  Visit to Elm Tree to see transport in action | SBM, HT DHT, Admin time for planning | * To save the LA money on the transport system. * To improve attendance and communication with parents. * To enable more community and off premises curriculum activities during the school day. * Transport to become part of the school day with staffing etc. |
| * 1. To increase pupil numbers to full capacity. | 1. To increase pupil numbers to 56 and above. 2. To improve the admissions policy and robust transition into Hope High School 3. Admin staff to create a robust recording system to record visits and outcomes. | HD, DH  LOK,  Pastoral team  KT | September 2017 (56)  September 2018 – (64) | Admissions policy  Meetings with SEND team  Visits to feeder schools  Home Visits after WPV  SLT meetings minutes | Meeting time with SEND/SLT  Time for staff to visit schools | * To have the school at full capacity * To improve finances for the school to improve staffing resources. * To be meeting the needs of the pupils SEMH * Develop strong home/school relationships at start of transition process – wrap around provision |
| 1.4 To have a rigorous appraisal cycle and to ensure that all staff are actively involved within school improvement and their own professional development | 1. To develop a yearly monitoring cycle to monitor and evaluate performance management. Inform staff of the cycle dates through the MER calendar. 2. To develop a yearly CPD plan to impact on the teaching and learning across school. 3. All UPS teachers to have an area of whole school responsibility during appraisal cycle in line with their roles & responsibilities and pay scale within the school. 4. All teaching assistants/ Support staff to have an appraisal cycle with lesson observations in line with their roles and responsibilities and pay scale. | HD, DH  LOK, MT, JB  HLTA to carry out TA appraisal with AHT | September 2017 final lesson observation for teachers and review meetings to set new targets for the next academic cycle  Support Staff cycle to start in November 2017 | Appraisal/Mid Appraisal/ Lesson observations/ learning walks/ book scrutiny/ SLT and staff meetings. | CPD/  Appraisal  Meetings/ Lesson obs  arranged Termly through MER calendar  Visits to schools | * Teachers have a direct responsibility for school improvement, linked to their roles, responsibilities and pay. * Staff to be directly accountable for their own professional development. * Teaching and Learning to be consistently good to outstanding across the school. * Staff to be held to account re: outcomes for pupils. |
| 1.5 To make sure the school has a compliant and legal functioning website. | 1. Website to be up to date and have all relevant information. 2. To open a twitter account 3. To develop a new prospectus to promote the school. | DH | Autumn Term 2017 | SLT meetings  Governing body meeting | SLT time to update website | * The website to be compliant with DFE requirements. * The whole school community to be able to access up to date information about the school * Visitors will have access to a hard copy of a prospectus to take after their visit. |
| 1.6 The governing body to have clear links and focus attached to the SDP and challenge the SLT | 1. To develop a yearly monitoring cycle to monitor and evaluate school improvement. This will include visits to school on a termly basis 2. Clear committees, clear roles and responsibilities for all governors. 3. To complete a full skills audit to put a CPD calendar in place for the year. 4. A governor’s to be more visual in the school and complete a form after visit. 5. All governors to have a file with the relevant information in. | AC (COG)  HD  All governors | September 2017 | Governing body meetings every half term  Governors to arrange meetings with SLT | Governors time  Meeting time | * All school governors to have a full understanding of the priorities and improvements required within the school. * Governors to be visual in school, developing their knowledge and understanding of its daily routines so that they are able support and challenge the SLT. |
| 1.7 Leaders and governors to have a deep, accurate understanding of the school’s effectiveness informed by views of pupils, parents and staff | 1. Governing body to attend two courses on being an effective governing body. 2. To have a link governor to ensure all governors are getting the correct training. 3. SLT member to report to the governing body on their area of the SDP 4. To analysis all the questionnaires completed by parents, staff and pupils | All governors  SLT | Autumn term and summer term  September 2017 | Attendance at meeting  / Governors meetings  Skills audit to monitor training/ Minutes and reports from governing body meetings | Voluntary time from governors  Governors meeting time | * The school to have a full governing body that is highly skilled and understands the demands placed on the role of a governor within a BESD school. * Increase communication with senior leaders and governors so they can play a more active role in determining school improvement. * To gain views of all stakeholders’ that will influence school improvement priorities.   ***.*** |
| 1.8 To ensure that there is a broad and balanced curriculum that inspires pupils to learn, developing employability | 1. To complete a curriculum review/audit. 2. Pupils to gain a qualification in all subjects studying 3. All pupils to complete entry level/step up/ functional skills English and maths. 4. To introduce vocational BTEC in KS4 5. To create a foundation and academic pathway within the timetable. 6. Buy into a family liaison from West Lancs High School two days a week. 7. To complete Duke of Edinburgh 8. Forest School for KS3 9. Introduce Accelerated Reading scheme to improve access to high level learning across all year groups | DHT  Pastoral team  All staff | September 2017 | Observations/ attendance/engagement/ Quality assurance visits | SLT meetings  Governors meeting  Meeting with pupil’s parents | * To have a curriculum that reflects the needs of learners so they embed the skills needed to be successful after Hope High School. Pupils will focus on reading, English and maths. * Pupils to increase their understanding of different career pathways when leaving school to make informed choices. * Pathways personalised to suit each learner e.g. vocational, academic, with the life skills required to be a good citizen. * To reduce NEET figures * All pupils to gain entry level/step up English and maths, some pupils to gain functional skills English and maths. ighHigh |
| 1.9 Pupils spiritual, moral and social development and, within this fundamental British values are at the heart of the school work | 1. Introduce Personal Development as a lesson for all pupils looking at social, moral, cultural and spiritual issues. 2. Introduce Independent Living 3. Introduce Public Services BTEC 4. Introduce emotional literacy and topic work. 5. Invite speakers into school to speak to pupil and train staff in PREVENT/ HATE CRIME | HT  DHT  AHT  HLTA  All staff | September 2017 | Pupil & staff voice or questionnaires  HT/HLTA to monitor pupils within curricular and alternative curriculum provision | New SOW/ curriculum maps  Resources – books/text books  Cost of accreditation courses | * Pupils to be educated on British values, to enable them to demonstrate their knowledge and understanding within society by being a good citizen. * To educate pupils about the issues arising in the world today. |
| 1.10 To ensure  safeguarding is effective and leaders and managers have created a culture of vigilance were pupil’s welfare and safety are paramount | 1. Head of Safeguarding to complete the governor’s safeguarding audit. 2. To increase the number of DSL’s in school 3. Staff to complete E-safety 360. 4. Staff to lead on briefings to pupils and parents re: online-safety. 5. Invite outside agencies in to complete talks on CSE, radicalisation. 6. Every half term safe guarding 7 minute briefings and refreshers 7. To introduce safeguarding meeting with SLT every half term. 8. To introduce CPOMS as a recording system for Behaviour and Safeguarding. | HT  DHT  AHT  HLTA  Governors | September 2017  Autumn Term | Pupil questionnaires  Pupil’s attendance.  All staff to have full knowledge and understanding of procedures. | Training sessions  KCSiE emailed to staff | * Staff and pupils have a safe environment within school that has clear structures, procedures and systems in place. * Staff to receive training on safeguarding and child protection procedures; up skilling themselves by reading the latest version of Keeping Children Safe in Education September 2016. * The introduction Personal Development and Independent Living as a curriculum lesson to play a significant part in pupils having a good understanding of how to keep themselves safe, within the community they live and on line. * Alternative provision providers to receive up to date child protection policy from Hope High School. * DSL’s to be fully aware of vulnerable pupils and provide early help for families. * To have outstanding tracking and recording for safeguarding and CP |

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| 1. **Quality of Teaching, Learning & Assessment** | | | | | | |
| **Objective** | **Action** | **Staff responsible** | **Time scale** | **Monitoring and evaluation** | **Resources/ costing** | **Intended outcome/Impact -RAG** |
| 2.1 To replace and upgrade all ICT within classrooms to have smartboards to improve pupil engagement and interaction within lessons | 1. Update the T&L policy 2. To replace all white boards for smart boards over the summer. 3. All PC’s to be replaced and all updated. 4. Staff to receive training on using new ICT equipment to enhance teaching experiences | JB  HD, DH, LOK, MT  All staff | Summer holidays  2017 | BT Lancashire over seeing | Smart boards  PCs  £57,803.23 | * The Learning and teaching policy is used effectively by all colleagues to ensure that lessons demonstrate characteristics of outstanding criteria’s. * Increase pupil engagement within lessons to enhance progress and reduce the number of behavioural incidents within the classroom. * Pupils to be interacting within lessons. |
| 2.2 To ensure that effective differentiation is adopted across the curriculum.  2.3 To share more effectively the examples of good and outstanding practice that exists across the school. | 1. Demonstration of effective differentiation practices by all staff in all lessons. 2. Update teaching and learning policy. 3. Staff to use the ‘buddy system’ to plan and share good practice of differentiation. Staff should observe and gain examples of how it is best delivered within a classroom. 4. To introduce teaching and learning CPD meetings every half term 5. Embed an ‘open classroom’ policy across the school | MT, LOK.  All teaching staff | September 2017  Ongoing use of buddy system. | Quality assurance from Headteacher/Governors at meetings and link governors.  L&T – meetings after school  Teaching ‘buddy system’ sharing good practice.  Subject teacher accessing resources. LO to complete learning walks of all staff.  Appraisal targets to include T&L and reviewed in meetings.  Book scrutiny every half term | Lap tops for staff to plan engaging lessons and record rewards through sims.  Lap tops  Resources  New IT (cost stated in 2.1)  CPD differentiation | * Effective differentiation is embedded across the curriculum. * Embed strategies to develop outstanding differentiation across the school. * Pupils engaged in learning as they can access work, less pupils out of class, number of incidents reduce. |
| 2.4  To improve reading ages across the school  2.5 To ensure that the gap in performance within English and Maths is reduced through the development of pupils’ literacy and numeracy skills and effective intervention. | 1. To introduce a new reading programme ‘Accelerated reader’ 2. Reading lessons to become part of the curriculum. 3. Learning resource to become reading intervention 4. Literacy and numeracy targets stickers on books and evidence of progress on these targets within pupil’s books. Communication of targets links in with the intervention team based on pupil’s progress within withdrawals 5. Separate basic skills lessons introduce each week. 6. To get an accurate baseline for pupils through CATS and assertive mentoring. | AHT to update and staff to access for one drive. DHT Check planning for individual pupils  AHT to update and staff to access from one drive. Check planning. | September 2017  Drops in/learning walks ongoing throughout the year | Staff to use PLP’s. For planning lessons.  Line management meetings.  Planning for individuals and training with Specialist teacher for SPLD/MLD. | Reading programme  £1,617,24  New IT ( cost stated in 2.1)  Sims usage/ training  Specialist teacher 1 day a week and training.  Cost | * To increase reading across the school, to then improve English and Maths skills * To prepare pupils to be able to be successful after Hope High School. * Improve literacy and numeracy skills through outstanding teaching within English and maths. * Improve literacy and numeracy skills through a cross curricular approach * Raise the profile of the importance of pupils reading for pleasure. Increase the opportunity for students to be involved in reading * Robust tracking of student performance through assertive mentoring with the clear identification of intervention. Communication with the intervention team supports progress. * External assessment to moderate internal tracking assertive mentoring. |
| 2.6 To ensure all staff are held to account for improvements in the quality of marking & feedback, and there is evidence of pride in work. | 1. Modelling good practice through the L&T meetings. 2. Publish MER calendar that details the year group focus per half- *Learning Walks, Drop-Ins, Work Scrutiny and Student Voice.* 3. Undertake and monitor the work scrutiny cycle. 4. Undertake regular pupil voice focused on the quality of marking & feedback. 5. Develop high expectations for the presentation of work. | SLT  All staff – moderation and pride in work | Each half term – teaching and learning meetings/ Book moderation meetings  Each half term - book moderation. | L&T – meetings  Work and book scrutiny.  Staff moderation of books  Buddy system sharing good practice.  Pride in work focuses | CPD meetings and resources for lessons  cost | * Clear understanding of what ‘outstanding’ marking & feedback looks like and how judgements made. * Quality assurance procedures are routinely used to ensure consistent high quality marking by all colleagues. * Sharing good practice through the teaching ‘buddy system’. * Clear policy on the required standards and practice for the presentation of students’ work. * Staff moderation of books to share good practice and address any inconsistencies. * Pupil take pride in their work books reflect quality learning |
| 2.7 To have an outstanding learning environment that supports learning | 1. Learning environments timetabled into CPD calendar. 2. Develop use of displays in all areas to include working walls. Key workers to make positive phone calls daily. Star of the week and most improved to be given out in assembly on Fridays by tutors 3. Replace ICT equipment and interactive boards in classes 4. To ensure we have capacity to maintain learning environment to a high standard | AHT/HT  Meetings and learning walks  DHT – Discuss pupil’s behaviour and targets for improvements | September review of policy and practice  Behaviour meetings last week of each half term | Learning walks to address consistency of practice.  Certificates for SOL/star of the week and most improved.  Displays updated regularly  Use of website and tweets for pupils’ good work  Sims – Training  Administration and staff  to record effectively the points system for rewards. | Certificates and postcards.  Rewards budget  Twitter account on website  TA hours increase | * Pupils engaged in lessons * Pupils making progress through the use of working walls to support them. * Pupils know what every display is like in class. * Pupils engage in learning activities in class |
| 2.8 To increase accuracy and consistency of formative and summative assessments across the curriculum  through the development of clear and focused assessment plans. | 1. Introduce Sims as a tool to track pupil’s progress. 2. Devise long term assessment plan exemplar. Submission of all groups’ assessment plans by all subjects. 3. Review of Long Term Plans in all subjects. 4. To analyse tracking data in relation to Assertive mentoring levels and NC/GCSE/BTEC prior to closure of the tracking rounds. 5. Audit, review of curriculum and SOW. Overall picture of what is being delivered within the classrooms in relation to the ability of the students. 6. To use KS2 data, FFT, CATS to create flight paths to show pupil progress. | SLT  All staff | September 2017  onwards.  Half term tracking and progress meetings to review the data | Sims – Training  Administration and staff.  Staff recording half term progress through mark sheets within sims  Review meetings each half term to look at pupil progress | Assertive mentoring training  Sims package  & training | * Ensure that regular assessments are embedded across all subjects by having a monitoring, evaluation and reporting calendar for the year that is shared and agreed with staff. * Robust tracking of pupil’s performance in English, Maths and Science through assertive mentoring with the clear identification of intervention for pupils accessing learning resource. * To be able to show pupils predicted grades from KS2 to KS4 and see clearly that flight path for all pupils. |
| 2.9 To increase the effectiveness of teaching assistant to increase engagement of pupils and progress within lessons. | 1. Roles and responsibilities for TA’s clear. 2. Teaching assistants’ to use a ‘buddy system’ to share good practice within the classroom. Whenever possible TA’s to observe each other and understand how TA’s are used effectively within lessons. 3. All teachers should have a clear and consistent understanding through discussion and training of how TA’s should be effectively used within the classroom. | AHT to support HLTA’s  DH, MT, LOK /HLTA to conduct TA observations each term | Observations in line with the MER calendar. | TA observations in line with the school appraisal process for TA’s.  Buddy system for TA’s to share good practice | TA costing in ratio to pupils.  TA CPD | * Create a clear structure of roles and responsibilities of all staff. * The Learning and teaching policy is used effectively by all colleagues to ensure that lessons demonstrate characteristics of outstanding criteria’s. * Increase pupil engagement to enhance progress and reduce the number of behavioural incidents within the classroom |

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| 1. **Personal Development, Behaviour & Welfare** | | | | | | |
| **Objective** | **Action** | **Staff Lead** | **Time scale** | **Monitoring and evaluation** | **Resources/ costing** | **Intended outcome/Impact**  **RAG** |
| 3.1 To improve pupils and whole school attendance in line with national average of 95% and reducing PA’s (persistent absences). | 1. Increase admin support to allow immediate first day contact with home if pupil is absent. 2. Teaching staff to be trained in the use of Sims and to register pupils in lesson recording achievement and behaviour points. 3. To use alternative placements and interventions within school such as reflection (internal exclusion) instead of fixed term exclusions 4. Pastoral team to undertake home visits. To send letters to pupils whose attendance is below 89%. 5. To set up own transport for September 2018 | DHT  Admin support | September 2017 | Track attendance through Sims and Alternative Curriculum Coordinator. | Sims –Increase of admin support | * To increase attendance to 95% for all pupils. * Pupils to feel happy and safe to attend school. * Upgrade the Sims package to include lesson monitor, to allow closer monitoring of attendance in lessons and at school and better analysis of groups or individual pupils. * Increase administration support within the office to track pupils attendance and make contact with parents/carers or agencies. * To improve attendance and behaviour on transport. |
| 3.2 To reduce the number fixed term exclusions. Developing a highly effective, positive and consistent behaviour policy, to assist in the structure of teaching and learning. Increasing engagement and challenge, rewarding positive behaviour. | 1. Review and adapt the behaviour policy in line with the increase of pupils within the school and to cater for their needs effectively and reduce the number of RPI’s, serious incidents and persistent low level disruption. 2. To have regular meetings with the SEND team to ensure meeting pupils needs. 3. To introduce CPOMS into the school to clearly track behaviour. | DHT  All staff | October 2017 for update to behaviour policy. | Action plan  Behavioural incidents monitored and measured through CPOMS. | Increase of Staffing Cost  Alternative placements | * To have 0% exclusions over the next academic year. * Behaviour around school serious incidents to reduce * Update the behaviour policy to be robust and takes into account the increase of pupils on roll and the impact that has in lessons. * Provide team teaching training for new staff at intermediate level and advanced for staff existing staff to have all staff trained to offer support with restraints.      * Increase staffing to allow for the behaviour policy to be implemented successfully and using strategies such as Reflection to act as an alternative to exclusions. * To work closely with alternative provision providers. * To analyse behaviour through CPOMS tracking, to identify trends*.* |
| 3.3 To ensure pupils receive intervention who are at risk of under achieving due to behaviour. | 1. Each pupil to be provided with a key worker who will discuss behaviours with the pupil and contact home. 2. Pastoral worker off timetable to complete 1:1 intervention and nurture group sessions. 3. All staff to be intermediate and advanced Team teach trained. 4. Review and adapt the behaviour policy in line with the increase of pupils within the school and to cater for their needs effectively and reduce the number of RPI’s, serious incidents and persistent low level disruption. 5. To introduce a small nurture group to support our most vulnerable pupils. 6. Introduce emotional literacy lessons into the timetable | HT/AHT  HT/SBM | Allocation of key workers September 2017 on going | Staff and Pastoral worker to target pupils for intervention  Calendared training for advanced team teach and intermediate through twilight sessions. Staff involvement within restraints to be recorded and analysed. | Cost of pastoral worker off timetable.  Team teach training. | * All pupils to progress within the learning and life skills. Valuing rewards for their achievements. * Update and share PLP’s with staff offering advice on how staff can de-escalate incidents of behaviour within the classroom and important information on how the pupils learn and the personal behaviours they may display within the classroom. * Reduce the number of RPI, serious incidents and persistent low-level disruption. * Pupils begin to take ownership of behaviour and develop social and emotional skills to tackle and challenge behaviours |
| 3.4 To develop pupils Emotional literacy/ Intelligence | 1. To introduce Emotional literacy lessons within the curriculum. 2. All KS4 pupils complete one day a week at a placement off site. Some pupils will receive additional placements based on their needs. | SLT  HLTA | Timetable to start September 2017 | HLTA to visit placements weekly and resolve issues or concerns with providers.  Staff assigned roles and responsibilities attached to the life skills days. | Transport  Cost of delivering the provision | * Pupils within KS3 to gain ASDAN and or Horticulture certificates by completing units. and to experience a completely different aspect of life skills by attending Forest school. * KS4 pupils to work towards a vocational qualification off premises personalised alternative provision. |
| 3.5 To increase the use of Sims/CPOMS as a recording tool for teachers and TA’s. To improve recording of attendance, achievements & behaviour and use as a tool to track pupils progress. | 1. Meet with the Sims team. Timetable to be attached and linked into staff and pupils. 2. Hope High to purchase the Sims package for lesson monitor/ achievements and behaviour. 3. Set up assessment manager and exams. 4. Train all staff on the use of Sims in a staged process. | All staff | Start September 2017  Implemented fully by December 2017 | Sims package to be uploaded on the system.  CPOMS to be set up  Training to be completed and checked that all staff are using the system effectively by running reports and checking lesson monitor. | Sims lesson monitor and training/ CPOMS training | * To introduce Sims as a central consistent recording method of attendance, pupil information, assessment and tracking of pupil progress as well as a time saving tool for achievement/behaviour points that informs weekly rewards and trips. * CPOMS to record accurate consistent SI, RF1, safeguarding. To be able to have clear analyses of classes, pupils, whole school. |
| 3.6 To ensure successful transition and continue to raise pupil’s aspirations. | 1. All new pupils have a home visit. 2. New Year 7 pupils will be visited in their current setting. 3. Taster days to take place during the summer term. The number of taster days offered to increase 4. To provide high quality careers to give pupils information advice and guidance. 5. College or work placement visits for pupils within KS4. 6. To buy into a family Liaison from west Lancs High School two days a week. 7. To liaise with feeder school on assessment grades to support planning and flight plans | Pastoral/ AHT  HLTA and Careers Teacher/ Family liaison | May 2018  September 2017  From November 2017 to January 2018 | Transition programme completed and pupils settled within school in September.  Key workers to contact home early within the term.  Careers lessons timetabled from September, Careers teacher/  HLTA to attend CEIAG meetings | Time for AHT to make visits and complete transition activities.  CEIAG meetings  SOW and resources to deliver courses | * Reduce the incidents during autumn term. * All new pupils to the school will receive a home visit so they feel less anxious when starting Hope High school. * Year 6 into 7 pupils will have transition days within the summer term and information exchanged on visits to their current settings. * Parents will receive an invite to the school where they can view it and meet the staff. Website to provide additional information and a prospectus will be available.   ***.***   * High quality information advice and guidance delivered through timetabled careers lessons for all pupils. |
| 3.7 To ensure all pupils have an understanding about healthy relationships and healthy choices.  Understanding the diversity of modern Britain developing respect and tolerance towards others | 1. Pupils to complete units in personal development, Independent living re: Healthy life styles/relationships/Modern Britain/Tolerance/Being a good citizen/ Radicalisation and CSE. 2. SRE - Sex Education to be delivered to KS4. | All staff | September 2017 | Pupil’s attitudes to topics. DSL to monitor responses from pupils and seek intervention whenever required. | SOW and resources to deliver courses | * Pupils to have a full understanding and knowledge of what is a healthy lifestyle and relationships. * Pupils to have a full understanding and knowledge of what being a good citizen is in a diverse and modern Britain and develop life skills of tolerance to others. |
| 3.8 To develop the whole school into a Nurturing School, recognised and verified by The Nurture Group Network | i) Establish links with the Nurture Group Network and begin the 2 year course towards accreditation  ii) Develop a whole school shared ownership of the Nurture approach  Iii) Research and implement 'mindfulness' as part of the culture at Hope High School, while opening up the curriculum to creative and holistic therapies.  Iv) Establish the philosophy throughout the school that the approach is open to children and adults  V) Be part of a cluster group that are working towards the Nurturing School Award | DHT/ CB  SMT/ CB  DH/ CB  SMT/ all staff  DH/ CB | Autumn half term 17  March 18  Summer 18  Summer 18  Autumn half term 17 | Monitoring and progress meetings with the NGN, as well as ongoing evidence for file.  Whole school promotional campaign to promote awareness; posters, stickers to highlight how the school is progressing; questionnaires  All pupils and staff are aware of mindfulness and alternative/ holistic therapies being used at the school.; questionnaires/ discussions  All pupils and staff are aware of the Nurture approach and open to new initiatives  DH/ CB meet with other school representatives engaged in the programme to share updates and best practice. | Two day course  NGN posters and promotional materials  Mindfulness practice delivery; materials required; guest speakers  NGN posters and promotional materials  Meeting rooms; possibly some time off timetable (cover) | * Between 12 and 24 months the school will receive the Nurturing School Award, which is validated by Government * 'Nurture' is a common word around the school; visible signs and whole school awareness. Staff and pupils are engaged with the Nurture approach * Pupils and staff accept the input of mindfulness as part of the daily/ weekly routine and engage with enthusiasm. Teaching, learning and social skills benefit from the introduction of mindfulness strategies. * Nurture Group posters/ logos are evident around the school; pupils and staff are eager to engage with the principles * The cluster group supports each other as each one embarks upon the journey to become a Nurturing School. The group meets regularly to discuss progress. |
| 3.9 To maintain a high standard of  Safeguarding for all pupils. | 1. Environment:  * To have classroom doors and corridor doors unlocked. * To stop the use of safe spaces and to move to a nurturing approach. * The fabric of the building updated to reflect a BESD school eg removal of glass panels  1. E-safety:  * Taught to pupils during tutor, ICT and Citizenship lessons. * Pupils/parents know how to protect personal information on social media sites. * 360 degree audit completed.  1. Child protection:  * Safeguarding training in line with LCC expectations. * Audit completed by Governors and DSL. * Updated and robust CP policy, that all staff in school understand and external providers have a copy of. * 7 minute briefings to be completed monthly. * Updates on pupils shared on a need to know basis. * Completion of CAF’s and CP conferences. * All staff to read KCSiE (Sept 2016) and sign they have read it.  1. Pupils personal safety:  * All staff to be trained to advanced team teach level. * Pupils have a notice board where they can access important information on safeguarding topics. * Teaching of tolerance to resolve and calm without physical contact. * Employ staff to have the correct ratio for pupil’s high needs. | HT/COG/SBM  LEA  ICT teacher all staff  SRE and Citizenship lessons  DSL/HLTA All staff  All staff  TA’s to complete a notice board  LEA/COG/HT | Discussion in September 2017 on going with the LEA  September 2016  Inset day for CP training  September 2017  September 2017  Ongoing discussion with the LEA | Physical change of environment  Audits completed and in place  DSL to maintain comprehensive records that are confidential, but information is shared on a need to know basis.  CP policy up to date and shared with providers.  Staff signed to say they have read and are familiar with the documents KCSiE (Sept 2016).  Notice board identified for pupils and updated regularly with information relevant to pupils and staying safe. | Building materials to make improvements  Time for audits to be completed  Staffing increase or forecast | * To create an open door policy around the school. * Pupils know how to stay safe. * Staff to use de-escalation strategies to reduce incidents.   ***.***   * Parents to be fully aware of how to keep their children safe online. * Safeguarding policies updated and training to be completed. * All staff in regular contact with pupils are required to read and sign to say they have read KCSiE (September 2016). * The Alternative Coordinator will provide a copy of Hope High School’s child protection policy to all alternative providers making them aware of the document and procedures. * The environment to suit the needs of the learners and the staff teaching within it. * The ratio of staff and pupils caters for the needs of the learners and keeps everyone safe. |

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| 1. **Outcomes for Pupils** | | | | | | |
| **Objective** | **Action** | **Staff responsible** | **Time scale** | **Monitoring and evaluation** | **Resources/ costing** | **Intended outcome/Impact**  **RAG** |
| 4.1 To increase number of qualifications/  courses and awards offered to pupils. | 1. Introduce two pathways academic and vocational. 2. Introduce BTEC at KS4 and functional skills from year 9 3. ASDAN at KS3 4. Duke of Edinburgh bronze/ silver 5. Alternative provision 6. Each pupil to have individual profile and plan of their exams and qualifications. | HT/DHT/AHT  All staff  Maths Specialist  DHT  DHT  Staff with responsibility for alternative provision | June 2017  September to complete audit  October appraisal meetings and targets | Inset to discuss with staff the changes to the curriculum and timetable.  Delivery and planning of courses through line management meetings  Review of progress and completion of tracking  Drop in’s and learning walks  Pupil voice questionnaires | Forest school – cost for centre.  Proco – cost for the course  Horticulture – TA employed to deliver 1 day a week. Cost course materials and resources  Asdan – costs for course materials  CA – HLTA to oversee alternative provision | * Comprehensive overview of the curriculum and examinations/accreditations offered to pupils. * Increase the number of examinations and accreditations offered throughout the curriculum. * Select the right awards and qualifications for pupils in relation to individual pupil progress. Timetabled life skills day offering accreditation courses. |
| 4.2 To increase accuracy and consistency of formative and summative assessments across the curriculum  through the development of clear and focused assessment plans. | 1. Introduce Sims as a tool to track pupil’s progress. 2. Devise long term assessment plan exemplar. Submission of all groups’ assessment plans by all subjects. 3. Review of Long Term Plans for all subjects. 4. To analyse tracking data in relation to Assertive mentoring levels and NC/GCSE/BTEC prior to closure of the tracking rounds. 5. Review curriculum and SOW that are being delivered in relation to the ability of the students. | DHT  All staff | September 2017 onwards.  Half term tracking and progress meetings to review the data | Long and short term plans reviewed at line management meetings.  Sims – Training  Administration and staff.  Staff recording half term progress through mark sheets within Sims.  Review meetings each half term to look at pupil progress | Assertive mentoring training  Sims training  Cost of accreditation courses | * Ensure that regular assessments are embedded across all subjects, with timetabled exams and testing, tracking points and reviews on the MER calendar. * Ensure consistent methods for generating tracking assessment grades across all subjects including assertive mentoring. * All subjects follow SOW that are consistent with the National curriculum or accreditations courses or examination courses. * Establish Sims Assessment manager as a recording tool of assessment data. |
| 4.3 To continue to develop the progress of pupils from different starting points to make expected or exceptional progress in English and maths.  To improve reading across the school to improve pupil outcomes | 1. English and Maths specialists to deliver English and maths lessons. 2. Specialist teachers to review targets and performance of all pupils. 3. All pupils to complete baseline tests. 4. Pupils who are underperforming receive targeted intervention 5. To complete external assessments to get accurate baselines (CATS) 6. Introduce reading programme ‘Accelerated reader’ | HT/DHT/AHT  Specialist teacher  Observations for interventions  SLT/Maths and English specialist | September 2017 LB English and MT Maths | Pupil progress within English and Maths examined with the senior leadership and identify pupils for intervention.  Tracking progress half termly and reviewed at meetings.  Update of targets.  Pupils meet key workers to review progress.  Observations of interventions. | Intervention 2TA x4 pupils 3 days a week. 1 TA x one to one 1 day a week.  Specialist teacher 1 day a week and to deliver DPD training | * English, maths and science lessons to be delivered by specialist teachers following an assertive mentoring programme. * Accurate picture of pupil’s performance to judge progress and entries to examinations and accreditations, inform planning and grouping. |
| 4.4 To prepare pupils for the next stage of their education or training, post 16. | 1. Buy into family liaison form West Lancs School two days a week. 2. Continue to reduce the number of NEET figures through a focused CEIAG programme with careers lessons. 3. Visits arranged with colleges and family liaison officer to look at individual pathways. 4. Mock interviews for pupils in year 11. 5. Development of the careers programme, raising pupil’s expectations and aspirations. 6. Annual reviews/EHCP, YPS. Termly reviews with key workers. 7. Continue to build a comprehensive alternative provision curriculum that engages pupils and suits their needs. 8. All pupils have the skills to function effectively post 16 through a comprehensive Citizenship curriculum. | DHT/HLTA  All key workers  AHT | September 2017  College dates linked to the website  Applications to be completed for college November 2017 – January 2018 | NEET figures  Applications to colleges and visits.  Individualised programmes linked to pen profiles.  Implementation of a strong Citizenship curriculum.  Lesson observations of careers and Citizenship programmes. | Network meetings for CEIAG.  Trips to colleges  Resources for new courses and access to training for staff. | * Successful transition from pupils in year 11 to post 16 colleges of placements and for pupils from KS3 to KS4.To reduce the number of pupils being NEET. * Pupils have an individualised programme to make transition from school to college or training, with visits arranged through the Alternative coordinator to allow for successful transition for pupils in year 11 to post 16. * Alternative placements used to assist pupils further to gaining employment or courses. |