Hope High School Improvement Plan September 2018 - July 2019

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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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| **Priority 1:** **Effectiveness of Leadership and Management** | **Summary of impact** |
| For school to take role of managing home/ school transport for all pupils, improving outcomes for pupils. | Governors have agreed that at this moment in time Hope High cannot staff transport with current staff. As numbers grow and staff increase, we will re look at this project next year. |
| **Priority 2: Quality of Teaching, Learning & Assessment** | **Summary of impact** |
| Teaching and Learning to be consistently good or outstanding, increasing the number/percentage of outstanding lessons    To ensure pupil baseline assessment and targets are accurate across the school | Appraisals all completed, Buddy system is now in place. Buddies will observe each other every term and provide support for each other.  All pupils are baselined and targets set up in SIMs.  Teaching and learning overall a solid good with some outstanding teaching. |
| **Priority 3: Personal Development, Behaviour & Welfare** | **Summary of impact** |
| To ensure that the SEMH and curriculum needs of girls are being met across school    To introduce ‘Thrive’, aiming to overcome the gaps in place from younger childhood to improve pupil outcomes. | Girls having extra intervention from willow room, extra activities on at the end of day.  All group Thrive profiles set up, intervention work started on closing gap on more intense Thrive profiles. |
| **Priority 4: Outcomes for Pupils** | **Summary of impact (RAG)** |
| To increasingly focus the role of TAs in the classroom on learning support rather than behaviour support to improve learning outcomes. | Buddy system set up, Pastoral manager/HLTA supporting in class. Change of classroom layout. TA’s to start buddy system during spring term. Pastoral manager/HLTA to develop TA’s within class.  Developing TAs to support learning in class. |

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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. SLT team to take ownership of their roles and responsibility. 2. SLT to report to governors on their areas of responsibility. 3. To have a clear and robust MER calendar for the year. 4. To have clear lines of communication at all levels. | HD, DH  Governors | September 2018  September 2018 -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. SBM to liaise with LA to build a building on site to store all mini buses 3. To liaise with Elm Tree about structure of transport set up. | 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 60 and above. 2. To improve the admissions policy to enable a robust transition into Hope High School. 3. Admin staff to create a robust recording system to record WPV’s and outcomes. 4. To admit girls at year 7 and 8. | HD, DH  LOK,  Pastoral team  KT | September 2018(59)  April 2018 – (60-70) | 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. 5. To create a robust buddy system to support teachers and support staff by introducing coaching systems to improve Teaching and learning and professional development. | HD, DH  LOK, MT, JB  HLTA to support Ta buddy system | September 2018 lesson observation for teachers/support staff and review meetings to set new targets for the next academic cycle  September 2018 – introduce buddy system for all staff | 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  SLT reduced timetable to team teach and introduce buddy system. | * 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 | September 2018 | 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 2018 | Sub committees to meet with Chair of meetings before full meetings.  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 2018 | 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 SEMH 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. To complete Duke of Edinburgh 7. Forest School for KS3 8. Ito continue Accelerated Reading scheme to improve access to high level learning across all year groups | DHT  Pastoral team  All staff | September 2018 | 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. To deliver citizenship as a lesson for all pupils looking at social, moral, cultural and spiritual issues. 2. To become a nurture school and create a therapy team. 3. Introduce emotional literacy and topic work. 4. Invite speakers into school to speak to pupil and train staff in PREVENT/ HATE CRIME | HT  DHT  AHT  HLTA  All staff | September 2018 | 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 term safe guarding refreshers, monthly 7 minute briefing emailed to staff and on safeguarding board. 7. To introduce safeguarding meeting with SLT every half term for vulnerable children. 8. To introduce CPOMS as a recording system for Behaviour and Safeguarding. 9. Robust induction policy for new, supply and voluntary staff | 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 2018. * 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  a) Teaching over time, especially in English, Maths and Reading, is consistently good with an increasing proportion that is outstanding. | 1. All teachers have consistently high expectations of all pupils. 2. Teachers plan and teach lessons that enable pupils to learn exceptionally well. 3. Teachers’ questioning is challenging the most able pupils enough. 4. Teachers systematically and effectively check pupils’ understanding throughout lessons and act to clarify any misconceptions. 5. Pupils routinely have the opportunity to deepen their understanding by responding to feedback and marking. 6. Pupils use ICT in lessons to enhance and deepen their learning. | All Staff/ SLT | From September 18 ongoing | Evidenced through:  Performance Management - Learning walks - Book scrutiny - Pupil progress data – SLT drop ins | CPD meetings and resources for lessons | * Pupils will make good progress (at least 3 sub stages per year) across all subjects * To maintain or increase the number of teachers graded as good or outstanding * Pupils engaged in lesson’s and learning. |
| 2.2  b) Embed the consistency of teaching expectations particularly in light of new and inexperienced staff. | 1. Introduction of Hope High T&L checklist 2. Introduction of ‘buddy’ system to support newly appointed teachers to MPS 3. SLT to ensure regular monitoring and evaluation of provision across the school 4. Introduction of Teaching and Learning meetings to focus on consistency of teaching, learning and assessment 5. Reinforce curriculum content and design ensuring monitoring and evaluation focuses on progression, breadth of study, developing core skills across the curriculum and challenging learners | All Staff/ SLT | From September 18 ongoing | monitoring and evaluation schedule    Appraisal schedule and evaluation record | CPD meetings and resources for lessons | * Teaching, learning and assessment at Hope High School is consistently good or better. * Expectations across teaching and learning is consistent. * New/ inexperience staff feel confident and empowered in the classroom. |
| 2.3 To ensure all staff are held to account for improvements in the quality of marking & feedback that impacts on pupil progress, and there is evidence of pride in work | 1. Providing regular feedback to pupils in line with the Hope High Marking policy. 2. Allowing pupils enough time to respond to feedback and recognising progress made in their response. 3. Modelling good practice through the L&T meetings and school’s buddy system. 4. Publish MER calendar that details the year group focus per half- *Learning Walks, Drop-Ins, Work Scrutiny and Student Voice.* 5. Undertake and monitor the work scrutiny cycle. 6. Undertake regular pupil voice focused on the quality of marking & feedback. 7. Develop high expectations for the presentation of work and reward in HT’s assembly. | 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  £60 – Pride in Work vouchers | * Pupil progress will be clear because of teacher feedback * 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 requirements and Staff moderation of books to share good practice and address any inconsistencies. * Staff moderation of books to share good practice and share any inconsistences * Pupil take pride in their work. Books reflect quality learning |
| 2.4 Teach in response to learning and progress addressing misconceptions, by using differentiation to ensure all pupils are challenged | 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. All teachers will use the ‘Buddy System’ to share good practice in line with the MER calendar and beyond. 5. Teaching and Learning meetings will focus on development in these areas- joint planning, creating resources, sharing of resources and best practice 6. All teachers set differentiated homework to challenge pupils at the level appropriate to their ability will be set. | All Staff/SLT | From September 18 ongoing | Quality assurance from SLT  L&T – meetings after school  Teaching ‘buddy system’ sharing good practice.  Subject teacher accessing resources. SLT to complete learning walks of all staff.  Appraisal targets to include T&L and reviewed in meetings. | Resources for lessons | * Effective differentiation is embedded across the curriculum. * Buddy observations, learning walks and formal lesson observations will demonstrate that teachers are teaching in response to the learning and progress that takes place in the classroom, that misconceptions are foreseen and addressed within lessons. * Every pupil is challenged in their learning appropriate to their ability and beyond. * Challenging homework that enhances pupil progress is set. Parents can access this and completion of homework is evident in pupils books and further progress is evident as a result of completing this homework. |
| 2.5 To increase engagement by teachers planning lessons that are enjoyable and challenging for pupils. Using the rewards policy to show achievement and success. | 1. Review school behavioural policy. 2. Publish policy to staff and students. 3. Seating plans for all groups in all rooms to be used consistently. 4. Implement ISP’s as required to support staff. 5. Staff training linked to behaviour management in the classroom. And Appraisal/ISP. 6. Consistent and regular use of school rewards (Dispatches) to be documented on SIMs. Develop use of displays in all areas to include working walls. Develop use of postcards home to reinforce importance of high quality work. 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. | AHT/HT  Meetings and learning walks  DHT – Discuss pupil’s behaviour and targets for improvements | September review of policy and practice  AHT to complete seating plans.  Behaviour meetings last week of each half term  Group – to review behaviour with the pupils, 1 lesson per week | Learning walks to address consistency of practice.  Certificates for star of the week and most improved.  Displays updated regularly  Use of website and tweets for pupil’s good work  Sims – Training  Administration and staff  to record effectively the points system for rewards. | Certificates and postcards.  Rewards budget  Twitter account on website | * Update the teaching and learning policy with clear consistent structure for classroom practice. * Rewards structure that is consistent with behaviours demonstrated by pupils, daily, weekly and each half term. * Reduction in the number of occasions of behavioural incidents within lessons to maintain focus and progress. |
| 2.6 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. 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 2. Increase the number of hour’s specialist teacher is in school working with the pupils needing extra sup####port 3. To get an accurate baseline for pupils through CATS and assertive mentoring. | AHT to update and staff to access for one drive. AHT Check planning for individual pupils | September 2018  SLT 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. | Sims usage/ training  Specialist teacher 2 days a week and training.  Cost | * 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. |
| 2.7 To increase accuracy and consistency of formative and summative assessments across the curriculum through the development of clear and focused assessment plans. | 1. Develop 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/P levels 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. | ER/  All staff | September 2018 onwards.  Termly 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. |
| 2.8 To increase the effectiveness of teaching assistant to increase engagement of pupils and progress within lessons. | 1. Inset Training – Effective Teaching assistants. 2. Roles and responsibilities for TA’s clear. 3. 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. 4. 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 oversee training  HLTA to oversee delivery of training and daily practice  AHT/HLTA to conduct TA observations in line with the school appraisal process for TA’s | Training on effective TA’s  September 2018  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. * Increase pupil engagement to enhance progress and reduce the number of behavioural incidents within the classroom |
| 2.8 Further develop the use of ICT within classrooms to improve pupil engagement and interaction within lessons | 1. Staff to receive further training on using new ICT equipment to enhance teaching experiences | AHT  Al staff | July 2019 | BT Lancashire over seeing | Promethean Screen Training costs? | * The Learning and teaching policy is used effectively by all colleagues to ensure that lessons demonstrate characteristics of outstanding criteria * Increase pupil engagement within lessons to enhance progress and reduce the number of behavioural incidents within the classroom. * Pupils to be interacting within lessons. |
| 2.9 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 | Teaching staff/TA’s | September review of policy and practice | Learning walks to address consistency of practice.  Displays updated regularly  Use of website and tweets for pupils’ good work | Certificates and postcards.  Rewards budget  Twitter account on website | * 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 |

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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 to be more in line with national average of 95% and reducing PAs (persistent absences). | i) Teaching staff robustly register pupils in lesson through SIMS and record achievement and behaviour points.  ii) To use alternative placements and interventions within school to support pupils to attend consistently.  iii) SENCo and Pastoral team to undertake home visits and send letters to pupils whose attendance is below 89%.  iv) SENCo and Pastoral team to initiate intervention strategies including the use of Early Help to target pupils with PAs  v) Increase admin support to allow immediate first day contact with home if pupil is absent. | AHT  Pastoral Team  All Staff | From September 2018 | Track attendance through SIMs and Alternative Curriculum Coordinator. | Sims –Increase of admin support  Time for AHT to monitor data  Time for AHT Pastoral team to attend home visits  Time for AHT Pastoral team to initiate Early Help process | * To increase attendance to 90% for all pupils, initially with a view of increasing target to 95% * Pupils to feel happy and safe to attend school   .   * SIMs used to monitor attendance in lessons and school and provide better analysis of groups or individual pupils. * Increased administration support within the office to track pupils’ attendance, liaise with SENCo and contact parents/carers or agencies. * A tiered approach created and supported by the admin staff to ensure all pupils are tracked robustly. * To improve attendance and behaviour on transport. |
| 3.2 Developing a highly effective, positive and consistent behaviour policy, to support in increasing pupil engagement and challenge. Support a strong learning ethos and reward positive behaviour. | i) All Staff/Keyworkers are clear of their responsibilities as being on the frontline and key contact for pupils.  ii) All Staff/Keyworkers use PLPs as working documents and strategies are reflected in their daily practice. PLPs are shared with parents and carers termly to gain their advice and endorsement.  iii) 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.  iv) To work closely with alternative provision providers, share best practise to support pupils’ individual needs. | AHT  Pastoral Team  All Staff | From September 2018 | AHT  Pastoral Team  All staff to track and monitor  Robust communication through briefings  Home/school contact | Time for Keyworkers to maintain home/school contact  Time for Teachers and TAs to complete PLPs  Cost of Team Teach training  Time for staff to deliver and take part in Team Teach training | * All staff to implement behaviour policy successfully, using strategies such as dynamic risk assessment and pupils PLPs * Up to date PLP’s offer advice on how staff can de-escalate incidents of behaviour within the classroom, information on how the pupils learn and the personal behaviours they may display within the classroom * To analyse behaviour through CPOMS tracking, to identify trends*.* * Behaviour and atmosphere around school is positive and serious incidents reduced. * The behaviour policy is robust and reflects the increase of pupils on roll and the impact that has in lessons. |
| 3.3 To support pupils in meeting ECHP objectives through individualised intervention programmes | 1. School to introduce the thrive approach behaviour support programme led initially by the Pastoral team 2. Thrive will link challenging behaviour with their emotional development and provide tools, strategies and monitoring programmes to improve emotional literacy 3. SENCo and Pastoral staff will support staff in delivering the thrive approach across the curriculum 4. To ensure we meet the SEMH needs of the girls. 5. The school’s willow room supported by the SENCo and pastoral team will provide targeted sessions to individual pupils 6. The SENCo with the support of the pastoral team will track and monitor the thrive approach and the impact it has on meeting pupils ECHP objectives 7. To have regular meetings with the SEND team to ensure meeting pupils needs. | AHT  Pastoral Team  CB/AC | From September 2018 | Robust tracking  Strong home/school links Teacher engagement Keyworker support | All staff to undergo Thrive training in Sept INSET  Time AHT to meet with Pastoral  Time for AHT to track progress and develop monitoring systems | * Pupils begin to take ownership of behaviour and develop social and emotional skills to tackle and challenge these * Reduce the number of RPI, serious incidents and persistent low-level disruption. * All pupils to progress within the learning and life skills. Valuing rewards for their achievements |
| 3.4 To maintain high levels of accurate recording of attendance, achievements & behaviour through CPOMS, SIMMS and internal systems. Robustly use monitoring and recording systems to track pupils progress. | 1. Pastoral team have a well developed system of tracking behaviours and interventions which can track trends and help in the identification of barriers to learning 2. SIMs used as central consistent recording method of attendance, pupil information, assessment and tracking of pupil progress 3. CPOMS to record accurate consistent SI, RF1, safeguarding. | AHT  Pastoral Team  All Staff | From September 2018 | AHT  Pastoral Team  All staff to track and monitor  Robust communication through briefings  Home/school contact | Sims training for new staff  CPOMS training for new staff  Cost of systems | * CPOMS provides SLT with robust analyses of behaviours, incidents and interventions for classes, pupils, whole school. * SIMs used well to track pupil progress, achievement/behaviour points that informs assessment data, reports, weekly rewards and trips. * Pastoral team can track and monitor progress and plan interventions to meet pupils’ individual needs * Increase administration support within the office to track pupils’ records and make contact with parents/carers or agencies. |
| 3.5 To ensure successful transition and continue to raise pupil’s aspirations. | 1. The school Family Liaison officer will work closely with pupils, families, SENCo and staff to support pupils in making a successful transition to life post 16. 2. The school Family Liaison officer will support pupils and key staff in providing high quality careers advice and guidance; contributing to annual reviews, post 16 applications and placement visits. 3. New Year 7 pupils will be visited in their current school setting. 4. To ensure a robust transistion for the admission of girls. 5. All new pupils have a home visit conducted by SENCo, Family Liaison office or members of the pastoral team. 6. Year 7 taster days to take place during the summer term. 7. Pupils transitioning to Hope high mid-way through academic year will be offered taster days, individualised timetable and a supported through a personalised nurturing transition with a named keyworker identified who will work closely with the pupil, family and school’s SENCo. | AHT  Family liaison  Pastoral Team  Careers Teacher  AHT  Family liaison  Pastoral Team | From November 2018  From November 2018  June 2019  June 2019  July 2019 | Robust Transition programme  Careers lessons timetabled  Robust Transition programme  Strong home/school links maintained throughout Autumn term by Keyworkers | Time for Family Liaison Officer to meet with pupils, families and to make visits  Time for Family Liaison Officer to meet with SENCo and Careers teacher  Time for AHT to meet with key staff, conduct visits and complete transition activities | * High quality information advice and guidance delivered through timetabled careers lessons for all pupils. * Reduction in NEAT figures * 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. * Year 7 pupils will have transition days within the summer term and information exchanged on visits to their current settings. * All new pupils to the school will receive a home visit so they feel less anxious when starting Hope High school * Nurturing approach to transition a strong home/school relationship helps to alleviate anxiety for pupils and their families when starting a new school setting |
| 3.6 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. 3. To ensure the curriculum supports girls SEMH needs. | 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. |
| 3.7 To develop the whole school into a Nurturing School, recognised and verified by The Nurture Group Network | 1. Establish links with the Nurture Group Network and begin the 2 year course towards accreditation 2. Develop a whole school shared ownership of the Nurture approach 3. Research and implement 'mindfulness' as part of the culture at Hope High School, while opening up the curriculum to creative and holistic therapies. 4. Establish the philosophy throughout the school that the approach is open to children and adults 5. Be part of a cluster group that are working towards the Nurturing School Award 6. To introduce and set up a girls group within the willow room to support girls SEMH | DHT/ CB  SMT/ CB  D | Autumn half term 17  March 18 | 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 | Two day course  NGN posters and promotional materials | * 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. |
| 3.8 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 2018) 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. * All staff intermediate team teach trained. | 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. Subject teachers are organised and prepared with the structure of the courses they are responsible for 2. Appropriate pupils are identified and entered for qualifications 3. Access arrangements are in place for identified pupils 4. Teachers to liaise with pupils/ families and Key Workers to support learning in order to achieve 5. Individualised learning programmes to support achievement in specific subject areas 6. Identify, through discussion with subject teachers, which pupils are likely to work towards success in said subject and produce individualised ‘Achieving success action plans’ | DH/ SLT/ Teachers | Initially Autumn 18, prevailing to Summer 19 | Teachers liaise with pupils and staff to inform DH in the submission and entering of data to exam boards. | Cost of teaching materials and qual entry  (subject costings) | * Qualifications at Hope High to have risen significantly from those of previous years; English, maths and Art. Functional Skills has maintained its momentum and Y10 and Y11 continue to succeed; at least 60% of those who have sat FS in English and Maths have passed Level 1. * Pupils at Hope High are working towards a variety of qualifications * Pupils who are reluctant to engage in specific subjects are encouraged to aim for success in those subjects they enjoy/ want to participate in. |
| 4.2 To increase the percentage of pupils making expected or above expected progress through maintaining high standards throughout school | 1. Ensure that classrooms are of an outstanding standard and that the boards within them have a high level of challenge and engagement – display competition every term 2. Ensure that whole class reading is fully embedded across the school through continued Accelerated Reader, modelling and team teaching in all classes, with a particular focus on cross curricular literacy. 3. Ensure flightpaths are on display and progress is monitored in books and on display symbiotically; pupils demonstrate ’connection’ with their progress 4. Continue to monitor reading assessment to accurately assess progress in reading comprehension and inference, across the curriculum 5. Communication between home and school is improved | DH/ SLT/ Teachers/ TAs | Autumn Term 2018 | Classrooms are monitored regularly and prizewinning classes are praised throughout school, contact with home, website, twitter, etc | Valuable and worthwhile staff time after school to work on displays, classroom environment | * Classrooms are vibrant learning environments that promote individuals and group progress. Achievement is praised and promoted in each learning environment and pupils are active participants in the monitoring of their progress. * Literacy is improving and the majority of pupils are at expected or above expected levels of progress. * Every child’s progress is reinforced at home through regular contact. Attendance by parents/ carers to Progress Meetings has risen significantly |
| 4.3 Achieve NAS Accreditation status. | 1. Portfolio to be a working document. 2. Assessment document to be written 3. Form action plan for continuous improvement based on Accreditation recommendations. 4. Host 12 month review meeting at Hope High school in Jan 19 and evaluate progress. | DH/ CB | Jan 19  (visit from NGN) | NAS through liaison with CB/ DH | CB and DH work on portfolio throughout the year; gathering evidence, etc | * Improved outcomes for children with diagnosis of autism. Hope High School is nationally recognised by NAS |
| 4.4 Teaching and Learning to be Outstanding | 1. Improve the quality of teaching and learning across the school 2. Focus on peer on peer coaching to develop teaching and learning. (Buddy system) 3. Review use of formative and summative assessment to ensure that it effectively measures student progress and is used to inform teaching e.g. live feedback and reduced number of summative assessment points. 4. Review current curriculum provision and develop a broad and balanced curriculum offer which meets the needs of our students and maximises progress and engagement, monitoring the progress of (embedding) new subjects. 5. Robust and rapid improvement plans to be put in place for subject areas of concern 6. Termly progress meetings between line managers and teachers reviewing individuals’ progress and discussion of strategies employed to promote success; incorporating termly assessment cycle | MT/ SLT | From September | Feedback from meetings with staff (peer on peer coaching)  Lesson observations  Progress Meetings | Staff meetings and monitoring of staff performance | Peer on peer coaching logs and case studies ▪ Coaches meeting minutes  ▪ Staff and student feedback  ▪ Twilights and CPD  ▪ Student outcomes (especially in new subjects)  ▪ Curriculum maps adhered to   * Regular monitoring of teacher assessment and strategies employed to promote success |
| 4.5 Develop the curriculum to meet the needs of (introducing) girls | 1. Meet the challenges of a introducing a cohort of girls into school 2. Smart timetabling, considering rooming constraints and staffing; ensuring support is given to specifically employed staff to develop the girls’ introduction to school (SW/ KT/ CB/ AC) 3. Ensure effective systems are in place to manage the school day, including; movement around the school; lunch time and break time. 4. Ensure options are in place to facilitate the social, emotional and academic needs of the girls 5. Review facilities to ensure that buildings and resources are fit for purpose as the school introduces girls into its community. 6. Monitoring of the girls’ progress throughout the year | SLT/ CB/ AC/ SW/ KT | From September | Feedback from girls  Monitoring of progress through assessment | Ongoing support for staff/ girls as they establish themselves within school  Resources to be purchased as required | * Timetable * Behaviour data * Thrive data * Staff; Student feedback * Willow Room/ Nurture evidence * Cohort of girls is established and part of the school community |
| 4.6 introduce **Thrive** to be able to close the gaps from younger child hood to improve behaviour and outcomes | 1. To use THRIVE across the school as an assessment tool for improving pupils emotional well-being 2. Staff trained in Thrive practice especially the small things they can do every day – train staff to get to know each child as individuals 3. Thrive Board set up in staff room to highlight Thrive children and associated issues 4. Thrive Policy written and agreed 5. Thrive to be promoted in the Willow Room (Nurture) 6. Thrive whole class screenings to be done termly 7. Individual assessments carried out by Key Worker/ TA and/ or Class Teacher (and parents when suitable) 8. Thrive timetable in place for children, if appropriate, and interventions delivered accordingly. 9. Thrive action plans in place and individuals and groups being worked with on Thrive activities | AD/ PC/ SLT  All staff | From September | Ongoing THRIVE assessments/ monitoring | Cost of THRIVE and training | * Staff trained & using THRIVE effectively, promoting improved emotional health and well-being * More pupils supported on THRIVE plans * THRIVE is an establish part of the school and climate culture * Policy is written and on website * THRIVE targets and action plans are established for each pupil |
| 4.7 Introduce school’s own transport arrangements to and from school | 1. Ensure effective systems are in place to manage the transport system, including; movement to and from the school; after school clubs 2. Appropriate staffing of transport 3. Astute financial planning to meet the logistical challenge and the forecasted increase in pupils and resources. 4. Review facilities to ensure that vehicles, buildings and resources are fit for purpose as the school moves to full capacity. 5. Evaluation of external contractors to ensure value for money. 6. Pursue authority backed support for building development 7. Engagement of Governing body in process | JB/ HD/ Local Authority | Spring 19 | Cost effective management of the implementation of independent transport, monitored by authority | LA negotiated budget | * Budget monitoring * Staff; Student feedback * Finance report * Governing body minutes |
| 4.8 Review school-wide assessment, recording and tracking system to ensure it remains fit for purpose. | 1. Ensure the assessment and tracking system is in place and robust 2. Ensure school establishes accurate baselines for each subject 3. Establish tracking data routine and monitor accordingly 4. Data inputted feeds into progress meetings with teachers 5. Termly teacher progress meetings | DH/ ER/ SLT/ Teachers | From September | SLT meetings to monitor data on SIMS, each term  Monitor teacher input on SIMS | Time to monitor information and ensure teaching staff input is efficient. | * The assessment system used at Hope High School is robust and has been updated on a termly basis and teachers have been held to account on pupils’ progress through termly meetings with SLT * Teachers meet with line managers on a termly basis to review pupil progress |
| 4.9 To further develop the deployment of support staff to enable all children to make the best possible progress | 1. Ensure TAs have access to weekly planning so they are prepared for all lessons 2. Provide training to support staff to best meet the needs of specific intervention groups (MT/SENDco) 3. Ensure support staff are confident and are trained in using the Hope High marking policy and are able to give written feedback in exercise books (MT) 4. To ensure lesson planning indicates where that TAs and 1:1s are deployed with clear learning outcomes identified 5. Phase meeting training to ensure all staff are competent and confident at supporting the teaching of reading in all areas of the environment. (LOK) 6. Carry out an audit of support staff skills and identify strengths and gaps in order to share and disseminate best practice 7. Deploy HLTA to promote best practice with each group in school; advice given by HLTA to class Tas to develop skills | TSs/ SLT/ Teaching staff | From September | TAs taking responsibility for classroom environments  SLT monitoring of classrooms  Inter-class competition | Valuable and worthwhile staff time after school to work on displays, classroom environment | * TAs make a significant impact upon the learning achievements of pupils; rapport and relations in the classroom are positive and pupils being engaged in their work and progress is the norm. * TAs actively seek to improve their own performance and use of initiative is commonplace throughout the school. * TAs develop skills through advice and strategies given by Pastoral manager/ HLTA |
| 4.10 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. Independent advice from Family liaison, termly interviews with KS4 re: destinations, college courses. 4. Visits arranged with colleges and family liaison officer to look at individual pathways. 5. Mock interviews for pupils in year 11. 6. Development of the careers programme, raising pupil’s expectations and aspirations. 7. Annual reviews/EHCP, YPS. Termly reviews with key workers. 8. Continue to build a comprehensive alternative provision curriculum that engages pupils and suits their needs. 9. All pupils have the skills to function effectively post 16 through a comprehensive Citizenship curriculum. 10. Ensure advice of college open days is available on website and parents/ carers are made aware of these through twitter/ website news, text message and/ or letter 11. School arranges visitors to come and speak to KS4 pupils about different careers | 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. * Parents/ carers of Y11s are aware of college open days * Visitors come into school to help KS4 pupils understand different career paths |