Hope High School Improvement Plan September 2020 - July 2021

| school context: Ofsted GRADE December 2019: GOOD | | | | | |
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| Number of pupils on roll | 83 | Number of pupils eligible for pupil premium | 72% (49 pupils) | Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan | 100% |
| Key Ofsted actions from last report | Plans in some subjects, such as art, history and geography, have only just been  introduced and have not had sufficient time to become embedded in practice across the school. Leaders should ensure that the curriculum plans are successfully implemented and are having the intended impact so that pupils know more and remember more in these subjects  Some subject leaders are new and need time to develop their skills and subject knowledge.  Leaders have begun to train and support these teachers so that they can help pupils to learn more. Leaders should continue this work so that staff develop subject specific expertise  and carry out their new roles effectively | | | | |
| Key staffing areas of issue | One unqualified teacher working towards QTS autumn term 2020 | | | | |

| OBJECTIVES FOR [2020-2021] | |
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| Objective 1 | Curriculum, Teaching and Learning to be consistently outstanding, increasing the number/percentage of outstanding lessons to improve outcomes for pupils |
| Objective 2 | To increase number of qualifications offered from year 9 to improve outcomes for pupils |
| Objective 3 | To develop therapeutic interventions across the school, including dog therapy, sensory garden and music therapy to promote positive mental wellbeing and improve pupil outcomes. |
| Objective 4 | To develop wellbeing and supervision across the school to promote positive mental wellbeing across the staff. |
| Objective 5 | To develop new governors with clear roles and responsibilities to impact on the outcomes of pupils and leadership. |

| **OBJECTIVE 1: Teaching and Learning to be consistently outstanding, increasing the number/percentage of outstanding lessons to improve outcomes for pupils** | | | | | | |
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| **ACTION** | **TIMESCALE** | **PERSON RESPONSIBLE** | **BUDGET/RESOURCE IMPLICATIONS** | **MONITORING (WHO BY AND HOW OFTEN)** | **SUCCESS CRITERIA** | **SEF REFERENCE** |
| To promote a culture of continuous professional. development | * September 2020 | All staff | Staff to be covered by SLT/ intervention staff | MT  Half termly | All teachers to have up to date knowledge about subject. | QOE section |
| Embed Buddy system across the school to support new staff, NQTs and RQT’s | * September 2020 | All staff | Staff to be covered by SLT/ intervention staff | MT  Half termly | All teaching to be outstanding and consistent  Staff to share good practice  All staff are upskilling and up to date with current issues and understanding of their role. | QOE section |
| Pupils knowledge is consistently, coherently and logically sequenced and cross curricular links will deepen learning | ongoing | All staff | SLT time to complete book scrutiny’s | MT  Weekly | Pupils will show recall, deepen knowledge of what they are learning and start to make links with subjects | QOE |
| To develop an ambitious level of challenge for our more able learners | ongoing | All staff | SLT time to complete lesson observations/ learning walks | MT  Termly | Pupils to be working towards progress 5 when leaving Hope High school. | QOE |
| To increase the effectiveness of teaching assistant to support pupil learning/progress | * Spring term 2020   Create a buddy system | All staff | * Staff to be covered by SLT/ intervention staff | CB/ pastoral  Weekly | Pupils to be engaged in learning and make progress | QOE |
| Further develop the use of ICT within classrooms to improve pupil engagement and interaction within lessons | * Spring 2020 | All staff | IT improvements, update laptops and IPADS | MT | Increase the percentage of pupils engaging in lessons | QOE |
| All classrooms and practical areas to have an outstanding learning environment that supports learning | Ongoing – updated every half term | Support staff | General stationary, boarders, backing paper etc | MT | Working walls to support pupil learning and progress | QOE |
| To introduce a robust remote learning platform using ‘Teams’ | * Autumn Term 2020 | * All staff | * Staff to use FSM to embed and develop | * MT | * All pupils to be able to access ‘Teams’ to support learning from home. | * QOE |

| **OBJECTIVE 2: To increase number of qualifications offered from year 9 to improve outcomes for pupils and improve destinations** | | | | | | |
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| **ACTION** | **TIMESCALE** | **PERSON RESPONSIBLE** | **BUDGET/RESOURCE IMPLICATIONS** | **MONITORING (WHO BY AND HOW OFTEN)** | **SUCCESS CRITERIA** | **SEF REFERENCE** |
| All staff to be offering a qualification in subjects they teach to year 9 – year 11, Hope high to work towards progress 5. | * September 2020 | All staff | Cost of exam | MT | All pupils to leave Hope High with at least 5 qualifications, two of them being maths and English | QOE section |
| To use the vocab project to close gaps and as part of the recovery curriculum. | * Ongoing | All staff | Cost of ADHT to support in class to launch it. Cost for SALT and Specialist teacher to support project and CPD for staff | LOK | * Improving pupils vocab will improve pupil progress and outcomes. * To close vocab gaps from lockdown | QOE, B&A, PD |
| Data tracking to identify gaps to enable early intervention/ support for pupils to make progress after lockdown. | Termly three times a year (see MER calendar) | All staff | Cost of SIMs | MT/ SLT | Pupils gaps will be addressed and pupils’ outcomes will improve.  Higher percentage of pupils leaving with qualifications | QOE, B&A, PD |
| Access arrangements to be applied for at the start of year 9 for pupils who will need additional support to access exams. | * September 2020 | MT | * ADHT and Exams officer time to apply and complete forms.   cost | MT | Increase number of pupils sitting exams and gaining qualifications. | QOE |
| To prepare pupils for the next stage of their education. Work towards the Gatsby bench marks | * September 2020   ongoing | * CA | NA | * SLT/ CA | Pupils have clear careers guidance and have been sign posted to colleges/apprenticeships.  Reduce number of NEET figures. | QOE, PD |

| **OBJECTIVE 3: To develop therapeutic interventions across the school, developing dog therapy, sensory garden and music therapy to support pupils with mental health** | | | | | | |
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| **ACTION** | **TIMESCALE** | **PERSON RESPONSIBLE** | **BUDGET/RESOURCE IMPLICATIONS** | **MONITORING (WHO BY AND HOW OFTEN)** | **SUCCESS CRITERIA** | **SEF REFERENCE** |
| To embed Thrive across the school | Ongoing through intervention by pastoral | PS/AD | COST of thrive practitioners | LOK | To close the gaps from early years.  Pupils behaviour improves and they can manage emotion/reactions more appropriately | B&A, PD |
| To meet sensory needs of pupils by developing a sensory garden | * September 2020 | Pastoral, Willow staff | £6,000 | LOK/CB | Reduce number of pupils in crisis  Reduction in SI and RPI | B&A. PD |
| To develop dog therapy to support pupil’s mental health | * September 2020 | TK | Cost of dog/ insurance etc  Cost of staff | LOK | Reduce number of SI and RPI  More pupils engaged in learning | B&A, PD |
| To ensure all pupils have an understanding of healthy relationships and how to keep themselves safe online and in the community | Ongoing | PH | CPD training for Staff | CB/LOK | Reduce number of incidents e.g sexting, CSE, county lines, Criminal exploitation. | B&A, PD |

| **OBJECTIVE 4: To develop wellbeing and supervision across the school to improve staff mental health** | | | | | | |
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| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | SEF REFERENCE |
| To develop and embed wellbeing meeting with all staff with HT/SLT | * Ongoing | HT/ SLT | NA | HD | To reduce staff absence | L&M |
| To introduce external supervision for SLT and intervention staff. | * Ongoing | HT/ School Safeguarding team | Cost of external provider to provide supervision | HT/ School Safeguarding team | To reduce stress and anxiety of disclosures/ dealing with vulnerable pupils on a daily basis.  To reduce staff absence | L&M |

| **OBJECTIVE 5: To develop new governors with clear roles and responsibilities to impact on the outcomes of pupils and leadership.** | | | | | | |
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| **ACTION** | **TIMESCALE** | **PERSON RESPONSIBLE** | **BUDGET/RESOURCE IMPLICATIONS** | **MONITORING (WHO BY AND HOW OFTEN)** | **SUCCESS CRITERIA** | **SEF REFERENCE** |
| To develop a link governor role | * Ongoing | Link governor -CW | NA | Governing body | Governors to be up to date and informed of appropriate courses | L&M |
| Governing body to attend courses through governor service/educare modules | * September 2020 | Link governor | NA | Governing body | Governors to be up to date and informed of appropriate courses | L&M |
| Governing body to be involved in the day to day life e.g. reading with pupils. | * Ongoing | Governing body | NA | Governing body | Governors Deeper understanding of school and pupils. | L&M |