HOPE HIGH SCHOOL

SCHOOL DEVELOPMENT PLAN

2022-2023

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| Area | Target | Lead |
| Quality of Education | To embed art and humanities  To embed reading across the curriculum  To embed coaching model throughout whole school  To review assessment and feedback |  |
| Behaviour & Attitude | Improve Attendance  To embed Thrive intervention  To review behaviour system |  |
| Personal Development | Enrichment/ trips  Community events  Lunch time and after school clubs |  |
| Leadership and Management | Develop new SLT team  Support ECTs  To develop a robust Induction and CPD progamme |  |

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| Area: Quality of Education | | |  | | | |
| **Objective** | **Actions** | **Lead/ staff** | **Time Scale** | **Cost** | **Success/Criteria/intended Outcomes** | **Evaluation** |
| To ensure the curriculum is balanced, broken down into components, sequenced and all pupils’ acquire the intended knowledge and skills to progress . | * All subjects have clear curriculum maps with key knowledge and skills to be learnt. * SLT to train and understand metacognition learning * Art and Humanities to be embedded into the curriculum * To ensure non Specialist teachers to get appropriate training and networking * Robust CPD programme in place |  |  |  | * Teachers will correct misunderstanding and identify gaps from robust curriculum planning and assessing. * Pupils progress and outcomes will improve * Curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment |  |
| To improve offsite provision for dis engaged and non attenders | * To appoint an offsite team * A broad curriculum in place for offsite pupils * To ensure pupils offsite have a robust reading and phonics support. | LeFl  GiMc  ClAb |  |  | * Pupils have a plan to integrate back into school * Pupils improve engagement with education on or off site. |  |
| To embed reading and literacy strategy across the curriculum | * To appoint a specialist reading and vocab lead * Promote the love of reading * Phonics to be used across the school. * To introduce reading pens throughout the school. * Increasing specific interventions to develop vocabulary knowledge and phonics * CPD for all staff * Offsite team to embed reading/ phonics across off site curriculum | DaPe  AaBo  EmFo  VaGr  JoGl | Autumn 2022 |  | * To improve results and outcomes in exams/ assessment * To improve pupils outcomes and progress throughout the school. * To support access arrangements for pupils * Pupils to enjoy and love reading * All staff on board and driving reading through curriculum. * Offsite curriculum to be embedding reading |  |
| To introduce Instructional Coaching model across the school | * SLT and SMT to be trained on instructional coaching * Introduce focus meetings * Embed coaching time in timetable * Improve use of TAs to support learning * SLT to apply for NPQs | DaPe  MaDa | Ongoing  2022-2023 |  | * To improve teaching and learning across the school * Coaching to be part of everyday CPD * Behaviour in class improves * Pupils progress and outcomes improve * Highly skilled SLT in coaching and modelling. |  |
| To review academic intervention to support closing gaps. | * To review all pupils who are struggling to access English, Maths and reading * All above pupils to access small group intervention during Maths and English lessons. | GaHa  AmCu | Autumn 2022 |  | * Lower ability pupils make progress through intervention * Higher level pupils make progress through in class teaching and being challenged. |  |
| To review the current Assessment, marking and feedback policy | * To review and produce a simplified version of assessment across the school. * Training for all staff on how to assess at the correct time in lessons to eliminate misconceptions and revisit topics/lessons * Staff to understand different ways we can assess if pupils have understand and learnt knowledge. * Staff to understand how to give feedback that impacts on pupils’ learning and next steps. | MaDa | Autumn 2022 |  | * Regular assessment during lessons throughout the school. * Staff to use feedback to address misconceptions and recap lesson or topic if pupils have not understood the knowledge. * Pupils progress and outcomes to improve |  |
| To embed careers across the curriculum | * Appoint a new careers lead * Careers lead to complete L6 careers guidance course * To create external links with school * Training provided to staff on labour market and gatsby bench mark. | GaHa  LaKe | Autumn 2022 - 2023 |  | * All pupils are prepared for the next destination and have and clear guidance and advice. * Careers to be taught within all subjects across the curriculum. * All pupils to be ET |  |

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| Area: Behaviour and Attitudes | | | Target: | | | |
| **Objective** | **Actions** | **Lead** | **Time Scale** | **Cost** | **Success/Criteria/intended Outcomes** | **Evaluation** |
| To improve attendance across school | * Appoint a family liaison and offsite team * CPD for staff on EBA and barriers to attendance * Clear 6 week plans to next step for pupils | GaHa  LaKe | Spring 2022 |  | * Pupil attendance improves and working towards 90%. * School refusers improve attendance off site engaging in education or social skills. * Some offsite pupils reintegrate back onto school premises. |  |
| The Thrive Approach is embedded across intervention systems | * Appoint thrive lead * Thrive lead trained as Thrive practitioner * Planning interventions are purposeful to meet Thrive strategy plans * Train member of staff in adolescent thrive * CPD for all staff | GaHa  AnDo  KaTh | Spring 2023 |  | * To close the gaps from early years. * Pupils' behaviour improves and they can manage own /reactions more appropriately * Pupils Individual Thrive assessments show progress across the areas of cognitive development. |  |
| To review the behaviour policy | * Behaviour system to be simplified * Staff training on new system * Pupils consulted on behaviour system | GaHa | Autumn 2022 |  | * Pupils engagement in lessons to improve. * Pupils behaviour to improve and SI and RF1’s are reduced. |  |
| Robust safeguarding support for early help, mental health | * To have a school counsellor onsite * All staff trained in self harm * To develop a school early help offer for support for pupils and parents | CoBa  SaWa | Autumn  2022 - ongoing |  | * Pupils to have access to mental health intervention through counsellor * Reduce/ support number of pupils self-harming and suffering from mental health. |  |

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| Area: Personal Development | | | Target: | | | |
| **Objective** | **Actions** | **Lead** | **Time Scale** | **Cost** | **Success/Criteria/intended Outcomes** | **Evaluation** |
| Pupils have a clear understanding of British Values, Diverse curriculum and learning approaches to challenge pupil perspectives, pupils begin to understand their roles and responsibilities as global citizens. | * Capital Cultural is delivered through high qualify activities. * Mindful mornings used to promote other cultures, celebrations, LGBTQIA+, equality, pupil voice, well-being and mental health. * Community events in school across the year, Speakers, youth plays, coffee mornings, summer BBQ, school play, progress evenings. Raising school profile * Pupils have access to a range of experiences and opportunities to learn about other cultures that may not form part of their own local communities. * School trips linked to topics/ curriulum. | GaHa  AmCu | Sept 2022 ongoing |  | * Pupils understand their rights, roles and responsibilities as British citizens. * Most pupils engage with speakers invited to the school * Improve attendance at community events * Increased engagement in all Community events across the year, Speakers, youth plays, coffee mornings, summer BBQ, school play, progress evenings. |  |
| To review lunch time clubs and afterschool clubs on offer. | * To introduce lunchtime/afterschool clubs * Produce a list of clubs in the different areas to provide to parents | GaHa  RySc |  |  | * Pupils engage in lunchtime activities * Parents are signposted and supported with information regarding clubs/activities in their local areas. |  |
| Pupils are prepared for the next stage of education | * Career lead to complete level 6 qualification * Careers fair organised at school, parents invited * 1:1, group and information sessions regarding options and pathways available * Staff training * Support pupils with visit to colleges and work placements. * To provide year 10, 11s with work experience | LaKe | Autumn 2022  ongoing |  | * All pupils and staff complete and understand the gatsby bench mark * Pupils aware of what is pathways/ options are available to them so they are prepared for the next stage |  |

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| Area: Leadership and Management – | | | Target: | | | |
| **Objective** | **Actions** | **Lead** | **Time Scale** | **Cost** | **Success/Criteria/intended Outcomes** | **Evaluation** |
| To restructure SLT and develop new leadership team | * Coach and mentor new AHT * Robust induction for new DHT * Develop a middle leader team, SENCo, Intervention lead, behaviour lead, TA lead * To look at NPQs to develop and provide CPD for staff and roles | HeDu  Gov | 2022-2023 |  | * T&L to be consistently great * AHT to apply/ start NPQs * To provide all SLT training on coaching |  |
| To support staff wellbeing across the school | * To monitor workload * HT to provide termly wellbeing meetings * Wellbeing week end of each term | SLT  gov | 2022-2023  ongoing |  | * Staff absence to improve long term and short term * Positive feedback on staff questionnaires |  |
| To develop a robust induction policy and package for all staff | * Review induction policy * Robust CPD and professional development provided * Weekly meeting | HeDu  LeFl | 2022-2023 ongoing |  | * Staff will understand policies and practices * Retainment of staff increases |  |
| To develop extra capacity in school | * To develop a three year plan of growth, timetables, staffing * Increase rooms/ spcae | AnAr  HeDu | Autumn 2022 |  | * To increase space with two extra classrooms |  |
| Governors to have deep, accurate understanding of the schools effectiveness | * Follow roles and responsibilities * Fill governor vacancies * Governors to complete CPD * Robust induction for govenrors | HeDu  AnCl | 2022-20223 |  | * Governors understand their role and responsibilities * Governors are present in school on a termly basis. * Governors have a clear view of the schools progress and where it is at. |  |
| To embed a culture of safeguarding that supports effective arrangements. | * To identify pupils who may need early help * Safeguarding lead to develop Hope High early help package * Refer and sign post pupils. Parents to the correct expertise * Robust recruitment and allegations process | HeDu  CoBa  All staff | Ongoing |  | * Pupils feel safe at school * Pupils feel they have staff they can talk to re: any concerns * Staff understand and are clear how to report low level concerns. |  |