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 curriculumTo embed coaching model throughout whole schoolTo review assessment and feedback  |  |
| Behaviour & Attitude | Improve AttendanceTo embed Thrive intervention To review behaviour system |  |
| Personal Development  | Enrichment/ trips Community eventsLunch time and after school clubs  |  |
| Leadership and Management  | Develop new SLT teamSupport ECTsTo 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
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| 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.
 | LeFlGiMcClAb |  |  | * Pupils have a plan to integrate back into school
* Pupils improve engagement with education on or off site.
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| 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
 | DaPeAaBoEmFoVaGrJoGl | 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
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| 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
 | DaPeMaDa | Ongoing2022-2023 |  | * 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.
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| 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.
 | GaHaAmCu | Autumn 2022 |  | * Lower ability pupils make progress through intervention
* Higher level pupils make progress through in class teaching and being challenged.
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| 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
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| 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.
 | GaHaLaKe | 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
 | GaHaLaKe | 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.
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| 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
 | GaHaAnDoKaTh | 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.
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| 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.
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| 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
 | CoBaSaWa | 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.
 | GaHaAmCu | 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.
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| 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
 | GaHaRySc |  |  | * Pupils engage in lunchtime activities
* Parents are signposted and supported with information regarding clubs/activities in their local areas.
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| 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 2022ongoing |  | * 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
 | HeDuGov | 2022-2023 |  | * T&L to be consistently great
* AHT to apply/ start NPQs
* To provide all SLT training on coaching
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| To support staff wellbeing across the school  | * To monitor workload
* HT to provide termly wellbeing meetings
* Wellbeing week end of each term
 | SLTgov | 2022-2023ongoing |  | * Staff absence to improve long term and short term
* Positive feedback on staff questionnaires
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| To develop a robust induction policy and package for all staff | * Review induction policy
* Robust CPD and professional development provided
* Weekly meeting
 | HeDuLeFl | 2022-2023 ongoing  |  | * Staff will understand policies and practices
* Retainment of staff increases
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| To develop extra capacity in school | * To develop a three year plan of growth, timetables, staffing
* Increase rooms/ spcae
 | AnArHeDu | Autumn 2022 |  | * To increase space with two extra classrooms
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| 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
 | HeDuAnCl | 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.
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| 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
 | HeDuCoBaAll 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.
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