



**School Improvement Plan: September 2016 - July 2017**

Objective	Actions	Lead	Impact and milestones:
<p><b>To further improve behaviour in lessons and between lessons (corridors and breaks).</b></p>	<p>a. Clear expectations from all stakeholders that poor behaviour will not be tolerated – support and training for all on this. SEPT 2016.</p> <p>b. New behaviour to learn policy launch in September 2016 with all stakeholders (staff, students and governors).</p> <p>c. Clear and concise accountability and consistency with behaviour to learn embedded through middle and senior leader behaviour learning walks with appropriate follow-up CPD (faculty CPD, individual mentoring/coaching). SEPT 2016.</p> <p>d. High expectations of behaviour modelled by all staff and supported through clear guidelines and professionally challenging conversations. SEPT 2016.</p> <p>e. Clear non-negotiables regarding expected behaviour which are reinforced by all staff and support is given for those who need it. SEPT 2016.</p> <p>f. Middle and senior leaders review behaviour system with the strategic aim of HoF and HoD have a larger responsibility and accountability for behaviour in the subjects they line manage. HoY will to have a larger role in the academic progress of students. REVIEW JUNE 2017 to start SEPT 2017.</p> <p>g. Review staff duty points and deployment of appropriate personnel should be in order to further improve behaviour at breaks – restructure proposal. RESTRUCTURE PROPOSAL START JAN 2017 and in place SEPT 2017.</p>	<p><b>M. Kelly/ K. Abingdon</b></p>	<p>JAN 2017 to JULY 2017 behaviour data:</p> <ul style="list-style-type: none"> <li>- Reduction in number of students removed from lessons.</li> <li>- Reduction in exclusions.</li> <li>- Case studies of high tariff students who have been re-integrated back into lessons. For future, we need to keep a year-by-year comparison.</li> </ul> <p>Progress data JAN 2017 onwards:</p> <ul style="list-style-type: none"> <li>- On track to achieve national averages for all 2017 examination indicators.</li> <li>- Positive trends in student tracking data i.e. gaps are closing and all subjects on track to achieve national averages for 3LP and 4LP.</li> </ul>



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<p><b>To improve communication between the school and the community.</b></p>	<p>a. Higher profile at primary schools via more visits at times such as parents' evenings etc. SEPT 2016</p> <p>b. Support the primary schools' Festival of Learning by offering a wide range of lessons they would like to observe and CPD. In return, key KS3 teachers will observe primary school lessons to aid a challenging Y7 curriculum. JUNE 2017</p> <p>c. More public support of students by staff attending events such as rotary awards etc. SEPT 2016</p> <p>d. Longhill staff to deliver G&amp;T Maths lessons and Saturday Science workshops to primary schools. SEPT 2016</p> <p>f. Use feedback from parental/carer surveys to inform school actions and explicitly explain how we have responded to their voice through a variety of communication. SEPT 2016.</p>	<p><b>F. Barton</b></p>	<p>SEPT 2017: 80% of students in our main feeder schools to attend Longhill in Y7.</p> <p>JULY 2017: Parent/Carer surveys are 100% good or above for communication.</p>
<p><b>To further improve student outcomes.</b></p>	<p>a. All stakeholders have a clear understanding of the school's progress targets and priorities (P8, A8, closing the gap, vulnerable groups. SEN, boys middle ability and most able) and their role, responsibility and accountability in these. SEPT 2016.</p> <p>b. T&amp;L CPD on pupil premium class intervention strategies piloted and delivered to whole-school. NOV 2016, JAN 2017, FEB 2017.</p> <p>c. CPD (Jan INSET) focused on staff sharing intervention strategies that are effective in tackling underperforming students from different vulnerable groups. INSETS: NOV 2016, JAN 2017, FEB 2017.</p> <p>d. Curriculum designed to maximise outcomes. SEPT 2016.</p> <p>e. Review of data capture points and consistent approach with how student progress targets are visible and shared in lessons. JUNE 2017.</p> <p>f. End Opening Minds for Y7 and Y8 instead undertake subjects as discrete subjects of History, Geography, R.E. and PSHE. JULY 2017 ready for SEPT 2017.</p>	<p><b>B. Holland</b></p>	<p>Progress data JAN 2017 onwards:</p> <ul style="list-style-type: none"> <li>- On track to achieve national averages for all 2017 examination indicators.</li> <li>- Positive trends in student tracking data i.e. gaps are closing and all subjects on track to achieve national averages for 3LP and 4LP.</li> </ul>



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<p><b>To further develop Longhill High School's positive reputation.</b></p>	<p>a. Create an informative, accessible and enticing prospectus based on previous parental and carer feedback. SEPT 2016.</p> <p>b. Use of the website, parent mail, twitter and the portal to develop Longhill's good reputation for: Academic progress, a broad and enriching curriculum; and to celebrate pastoral achievements. SEPT 2016.</p> <p>c. Ensure councillors know the school's achievements by attending council meetings and inviting councillors into the school. SEPT 2016.</p> <p>d. Ensure other schools (primary and secondary) know the school's achievements by building supportive links with them. OCT 2016.</p> <p>e. Drone picture used on the school website to capture the school's collaboration and commitment to working together to achieve amazing results. JULY 2016.</p>	<p><b>K. Williams</b></p>	<p>SEPT 2017: 80% of students in our main feeder schools to attend Longhill in Y7.</p>
<p><b>To further improve Maths teaching and student progress.</b></p>	<p>a. New Head of Maths in place for Sept. 2016 who is directly line managed by the Headteacher.</p> <p>b. New curriculum and levels are a CPD focus. SEPT 2016.</p> <p>c. Robust intervention plans in place for targeted students which will have the most impact upon results and life chances for students. SEPT 2016.</p> <p>d. Clear guidelines in place regarding behaviour to learn expectations which are consistent with whole school policy. SEPT 2016, revisited regularly.</p> <p>e. Sub-groups are targeted through early intervention as vulnerable groups identified earlier. OCT 2016.</p> <p>f. Specialist assessment tool for SEN/D students devised from SEN team identifies areas of mathematical miscue for teacher to action. DEC 2016.</p>	<p><b>K. Williams</b></p>	<p>Progress data JAN 2017 onwards:</p> <ul style="list-style-type: none"> <li>- On track to achieve national averages for all 2017 examination indicators.</li> </ul> <p>Positive trends in student tracking data i.e. gaps are closing and all subjects on track to achieve national averages for 3LP and 4LP.</p> <p>65% 3LP by Aug 2017 for all year grps.</p>



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<p><b>To develop a consistent approach to T&amp;L&amp;A which is effective and led by middle leaders.</b></p>	<p>a. Review of existing T&amp;L&amp;A framework (guidelines, proformas, policies etc.) with middle and senior leaders. JAN 2017 – JULY 2017.</p> <p>b. A new framework in place (created in collaboration with middle leaders) which allows for consistent T&amp;L&amp;A which will lead to rapid and sustained progress over time. This includes a Learning plan with a focus on: shared language, higher level skills and differentiation along with a monitoring and quality assurance framework. JAN 2017 start and in place by MARCH 2017.</p> <p>c. Monitor and review this new framework (with middle leaders) to plan for further CPD and tweaking of existing framework. JUNE 2017.</p> <p>d. Specialist assessment tool for SEN/D students already used in Maths to be shared with science. JUNE 2017.</p> <p>e. Metacognition strategy piloted across Maths and Science to help access examination questions to be shared across subjects. MAY 2017.</p> <p>f. Joint departmental reviews with senior and middle leaders with follow-up actions including CPD. JUNE 2017.</p>	<p><b>R. Congreve / C. Bradley</b></p>	<p>Progress data JAN 2017 onwards:</p> <ul style="list-style-type: none"> <li>- On track to achieve national averages for all 2017 examination indicators.</li> <li>- Positive trends in student tracking data i.e. gaps are closing and all subjects on track to achieve national averages for 3LP and 4LP.</li> </ul>
<p><b>To re-brand Longhill High School in order to develop an ethos and culture which values the wellbeing of all (students and staff) and cultivates a growth mindset .</b></p>	<p>a. School Motto 'Determined to be the best we can' is rebranded via student voice. SEPT 2017.</p> <p>b. Uniform designed and developed by students. MAY 2017 TENDER ready for SEPT 2017.</p> <p>c. A staff dress code which models to students a place of work and learning. JULY 2017 ready for SEPT 2017.</p> <p>d. Formalised systems of praise and recognition for both staff and students to support wellbeing. SEPT 2016.</p> <p>e. An environment of pride: School patio redesigned to provide seating; more benching around the school grounds; school canteen etc. JULY-AUGUST 2017 ready for SEPT 2017.</p>	<p><b>J. Hollingworth / F. Barton</b></p>	<p>JULY 2017: 96% or above attendance for students.</p> <p>Decrease in turn-over and staff absence rates.</p>



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<p><b>To further develop the consistency and effectiveness of middle leaders.</b></p>	<p>a. Fortnightly line management meetings which identify and discuss intervention for student progress.</p> <p>b. Review the framework for line management mtgs such as agenda and how CPD such as mentoring and coaching leadership fits in to this. SEPT 2017</p> <p>b. Middle leader training led by KW to develop leadership and management skills. SEPT 2016.</p> <p>c. T&amp;L&amp;A middle leadership training led by RC. JAN 2017.</p> <p>d. Joint mtg with Head of dept., dept. SLT line manager and headteacher to quality assure that SLT are holding staff to account and support them. SEPT 2016.</p>	<p><b>K. Williams/ R. Congreve</b></p>	<p>Progress data JAN 2017 onwards:</p> <ul style="list-style-type: none"> <li>- On track to achieve national averages for all 2017 examination indicators.</li> <li>- Positive trends in student tracking data i.e. gaps are closing and all subjects on track to achieve national averages for 3LP and 4LP.</li> </ul>
<p><b>To improve the school finances.</b></p>	<p>a. review all vacancies as they arise. SEPT 2016</p> <p>b. all line mgt meetings question all expenditure throughout the year including standard item on SLT agenda. SEPT 2016</p> <p>c. Staff restructure to reflect savings needed. JAN 2017 - April 2017.</p> <p>d. Formula used to be agreed . JUNE 2017</p> <p>e. Methods to support faculty heads with their budgets to be agreed . JULY 2017</p> <p>f. 16/17 outturn significant variation on the following accounts so improved control of: supply and training requests and building maintenance – building area over all balanced</p> <p>g. Improve accountability by reviewing budget holders needs e.g. Headteacher’s account – going forward development budget identified.</p>	<p><b>K. Williams/ J. Hollingworth</b></p>	<p>For 2016-17 £350k deficit reduced to £113k</p>



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**Key Performance Indicators for Longhill High School 2017**

<b>School Key Performance Indicators 2017</b>	
<b>1</b>	3LP and 4LP to be at or above national average for all subjects depending on 2016 results (see <b>TABLE 1 below</b> )
<b>2</b>	Year 11 progress 8 to be at or above <b>0</b> .
<b>3</b>	Year 11 disadvantaged students to have progress 8 at or above <b>0</b> .
<b>4</b>	Gaps between key sub-group to have closed across most subjects and year groups (appraisal will identify the key group for leaders).
<b>6</b>	Whole school attendance to be at or above national average of 95% (NA 2016).
<b>7</b>	Persistent absence to be below national figure of 12.4 (NA 2016).
<b>8</b>	Permanent exclusions to be below national figure of 0.15 (NA 2015).
<b>9</b>	Fixed term exclusions to be below the national average of 7.60 (NA 2015).
<b>10</b>	80% or more of students in our main feeder schools to attend Longhill in Y7.
<b>11</b>	All budgets to be achieved with no significant variances.



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**TABLE 1: Subject Targets for Y11 2017 based on national averages for 2016 3LP and 4LP**

Subject	National 2016			
	Raise on line Dec 2016 Percentage A*-A	Raise on line Dec 2016 Percentage A*-C	3LOP Nationally in 2016	4 LOP Nationally in 2016
Art	20	74.2	76	44
Biology	40.9	90.9	83	53
BTEC construction	4.9	69.7	na	na
BTEC engineering	12.7	73.9	na	na
BTEC Horticulture	na	na	na	na
BTEC Music	17.8	80.2	na	na
BTEC Performing Arts	22.6	82.9	na	na
BTEC Sport	12.4	75.8	na	na
Business Studies	14.1	60.1	59	30
Chemistry	41.3	90.2	81	52
Computer Science	19.5	59.4	53	28
Dance	21.6	68.1	na	na
Double Science additional	9	59.1	58	24
Double Science core	6.6	54.8	56	20
Drama	19.3	69.9	70	38
English Language	13.1	76.1	73	33
English Literature	19.7	73.3	71	37
Food Technology	na	na	65	36
French	20.8	67.7	57	28
Geography	22.1	63.8	61	34
Graphics	17	57.6	56	30
Health and Social Care	10.8	54.4	78	48
History	24.7	64.1	61	37
Maths	20.4	72	69	34
Media Studies	16.3	66	68	37
Child Care	na	na	na	na
PE	16.8	67	64	33
Physics	40.9	90.7	82	52
Product Design	na	na	na	na
RE/Ethics	27.5	70.3	69	44
Spanish	24.7	68.5	59	32
Textiles	20	74.2	76	44