



LONGHILL

HIGH SCHOOL

ASPIRATION + DETERMINATION + SUCCESS

School Improvement Plan

2017-18

<p>Key performance indicators (KPIs):</p> <ul style="list-style-type: none">• Year 11 progress 8 to be at or above 0.• Year 11 disadvantaged students to have progress 8 in line with national average.• 2018 GCSE results– 3LP and 4LP meet or exceed national averages for all subjects.• Y7-11 internal data indicates students are on track to achieve 3LP and 4LP national averages for all subjects.	<ul style="list-style-type: none">• Y7-11 internal data indicates students are on track to achieve 3LP and 4LP national averages for all subjects.• Whole school attendance meets or exceeds NA• Persistent absence to be below national figure of 12.4 Permanent and fixed-term exclusions to be below NA.• 80% or more of students in our main feeder schools to attend Longhill in Y7 (particular focus on increasing numbers from Saltdean and St Margarets).• All budgets to be achieved with no significant variances.
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Whole School Priority 1: To improve progress in all subjects.			
Actions		Lead	Review Impact by...
1A	Support Middle Leaders with leading T&L via leadership CPD and having ownership of T&L.	KW	Internal student progress tracking data (see dates above in KPIs); External consultant feedback: Nov 2017 compared to Feb 2018. Summer 2018 GCSE results. Termly (6 terms) analysis of M&R data to show progress in lessons and over time is developing and CPD is effective. Termly (6 terms): Student and teacher voice is positive about T&L including for teaching staff, CPD undertaken and areas to develop are actioned.
1B	Weekly Monitoring & Reviewing (MR) of T&L has foci identified by HoF as a priority and links to PAC (Progress, Assessment and Challenge).	SLT	
1C	Support Middle Leaders in delivering subject specific CPD linked to PAC.	SLT	
1D	T&L framework (Learning Non-negotiables) used in all subjects to support student progress. <i>See T&L action plan</i>	RC	
1E	Develop low effort but high impact T&L strategies and ensure CPD given reflects this ethos. <i>See CPD action plan.</i>	RC	
1F	Disadvantaged students' provision to support good progress. <i>See Disadvantaged action plan.</i>	CB/ MK	
1G	High ability students to have a T&L team to support their progress. <i>See HAP action plan.</i>	CB	Internal student progress tracking data for high ability students (see dates above). Termly (6 terms): Student voice is positive about T&L and enrichment opportunities.

1H	All underperforming students to have class level and faculty level intervention strategies – documented and reviewed by Middle and Senior leaders.	BH	Internal student progress tracking data (see dates above); Summer 2018 GCSE results.
1I	Keep developing community links through extending extra-curricular academic provision. <i>See extra funding action plan.</i>	FB	Termly (6 terms) school attendance. Termly (6 terms) Positive student and parent/carer voice. Engagement in lessons when undertaking weekly M&R cycle for T&L. Internal student progress tracking data (see dates above). Termly behaviour data: Exclusions and removes.
1J	Prefect system which raises the profile of good learners through role modelling.	KA	
1K	Reward system which celebrates effort, determination and resilience.	KA	
1L	Student inclusion program which supports good progress of these students.	MK	
1M	Pastoral program which supports student progress through literacy and numeracy activities. <i>See numeracy and literacy action plans.</i>	KA/CB	
1N	Keep developing whole school strategies to improve attendance.	FB	Termly (6 terms) school attendance.

Whole School Priority 2: To improve assessment, marking and students ‘ response to feedback		
Actions	Lead	Review Impact
2A	Clear guidelines, exemplars and CPD for all subjects on how to achieve effective student responses to feedback.	SLT
2B	Regular moderation of students’ work through M&R work scrutinies and with teams in faculty meetings.	SLT
2C	SMARTER marking – effective use of success criteria and verbal feedback to identify student’s how to improve, leaving teachers more time to (a) plan resources for students to be able to respond to feedback or (b) mark a specific students’ work in greater detail	SLT

Whole School Priority 3: To improve challenge and differentiation in all lessons.			
Actions		Lead	Review Impact
3A	Use of higher-level success criteria and learning objectives in all lessons: Scaffold to the highest skill.	RC	<p>Internal student progress tracking data of all students and particular cohorts (see dates above in KPIs); External consultant feedback: Nov 2017 compared to Feb 2018. Summer 2018 GCSE results.</p> <p>Termly (6 terms) analysis of M&R data to show progress in lessons and over time is developing as students are responding to challenging feedback and making progress. Further. If scaffolds are used, these are taken away over time to ensure independent learning.</p> <p>Termly (6 terms): Student and teacher voice is positive about T&L including for teaching staff, CPD undertaken and areas to develop are actioned.</p>
3B	Weekly Monitoring & Reviewing (MR) of T&L has foci linked to challenge & differentiation and informs teacher CPD.	RC	
3C	Develop schemes of work to reflect the new curriculum – content and higher level skills at KS3 as well as KS4.	SLT LM	
3D	T&L: Effectively directing other adults in the room – CPD and guidelines to be shared.	RC	
3E	High ability pupils team to give CPD directed at specific teachers to support challenge. <i>See HAP action plan.</i>	CB	
3F	To extend independent learning (homework) by using student and parent/carer voice.	KA	