



# LONGHILL

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## HIGH SCHOOL

# School Improvement Plan

## 2019 - 2020

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# School Context

**Headteacher** for Kate Williams

**Deputy Headteacher** for Bill Holland and Rachel Congreve

**Chair of Governors** for Linda Newman

**Vice Chair of Governors** for Gareth Kemp

<b>Address</b>	Longhill High School, Falmer Road, Rottingdean, Brighton, BN2 7FR	<b>NOR</b>	2016/17 = 931 2017/18 = 895 2018/19 = 909
<b>Telephone Number</b>	01273 391662	<b>Progress 8</b>	2016/17 = -0.77 2017/18 = -0.59 2018/19 (unval) = -0.87
<b>Local Authority</b>	Brighton & Hove City Council	<b>Attainment 8 (Nat 44.2)</b>	2016/17 = 39.54 2017/18 = 38.59 2018/19 = 38.57
<b>Ward</b>	Rottingdean Coastal	<b>4+ in English &amp; Maths (Nat 58.5)</b>	2016/17 = 51% 2017/18 = 41% 2018/19 = 48%
<b>Parliamentary Constituency</b>	Brighton, Kemptown	<b>5+ in English &amp; Maths (Nat 39.1)</b>	2016/17 = 26% 2017/18 = 23% 2018/19 = 27%
<b>URN</b>	114581	<b>Free School Meals</b>	26%
<b>LA/Estab</b>	846/4018	<b>Pupils with a statement/EHCPlan</b>	3.3%
<b>Ages</b>	11 – 16	<b>SEN</b>	28%
<b>Type</b>	Community School	<b>Disadvantaged</b>	30%
<b>Gender</b>	Mixed	<b>Absence</b>	2016/17 = 5.9% 2017/18 = 6.4% 2018/19 = 5.9%
<b>Admissions policy</b>	Comprehensive	<b>Persistent Absence</b>	2016/17 = 13.8 2017/18 = 15.5% 2018/19 = 13%
<b>Phase of Education</b>	Secondary	<b>Looked after children</b>	0.8%
<b>Headteacher</b>	Kate Williams – Since June 2016	<b>First Language not English</b>	5.8%
<b>Ofsted</b>	Good – September 2019	<b>NEET</b>	2017 = 0.9% 2018 = 0.6%
	Monitoring Inspection – March 2019	<b>Exclusions</b>	2016/17 = 270 2017/18 = 165 2018/19 = 174
	Requires Improvement – March 2016	<b>Gender</b>	male 51.4% female 48.6%

# School Improvement Summary

Objective		Focus	SLT	Governance Committee
1	Outcomes	P8 Positive / Predictions / Assessment	B Holland	Curriculum & Standards
2	Teaching, Learning and Assessment	Consistency / Planning / Homework / Memory	R Congreve	Curriculum & Standards
3	SEN	SEN embedded across the school. Collective responsibility	K Abingdon	Student support & Community Cohesion
4	Pupil Premium	Decrease gap between Pp and non PP students	K Abingdon	Student support & Community Cohesion
5	Attendance	95% PA / Punctuality	F Barton	Student support & Community Cohesion
6	Mental Health	Develop effective support for students	F Barton	Student support & Community Cohesion
7	Admissions and Transition	Increase in student numbers. Strong induction	C Fallick	Student support & Community Cohesion
8	Rewards	Embedded system that supports and motivates students	C Fallick	Student support & Community Cohesion
9	Capital	Impactful use of funding	J Hollingworth	Personnel & Finance
10	Budget	Licensed deficit budget management	J Hollingworth	Personnel & Finance

# Previous Inspection Guidance for Improvement

## Previous Inspection Section 5 – September 2018 (Good)

### This is a good school:

- The local community has renewed its confidence in the school since the last inspection. Pupils, parents and carers, leaders of other schools and the local authority all agree that the school has improved significantly.
- The inspirational leadership of the Headteacher has resulted in the staff working together to transform their school. The school now provides a good level of education.
- Pupils' behaviour has been transformed since the last inspection and they are now proud of their school. They are smart, polite and tolerant of the views and differences of others. They recognise the many improvements and are appreciative of their teachers and the leaders of the school.
- Since the last inspection, teaching has become more effective in most subjects. The majority of teaching meets pupils' needs well.
- There is a small amount of inconsistent teaching across the school that does not challenge pupils enough.
- Strong support from leaders and staff for pupils who have special educational needs (SEN) and/or disabilities has resulted in good progress. The pupils supported by the in-house dyslexia unit are served well.
- Pupils' progress, while much improved, is not yet consistently strong enough across all subjects and years to make up for the inconsistencies in the past.
- Because of decisive action by leaders and staff, the progress of disadvantaged pupils and those that are the most able is stronger than that of their peers.
- The curriculum and enrichment activities promote pupils' development well.
- Pupils are happy and safe. The school's safeguarding procedures are highly effective.
- Governors are fully committed to the school. They provide effective support and challenge to school leaders.
- Overall attendance is below national averages. Leaders are working to reduce pupils' absence and there are signs of attendance improving this year.
- Leaders have an accurate view of the school's strengths and areas to improve. However, leaders have not monitored the success of some of their improvement plans sharply enough.

### The school should take further action to:

- Further improve pupils' learning and outcomes by ensuring that all teachers consistently meet leaders' expectations of effective teaching.
- Improve pupils' levels of attendance, especially for those who are disadvantaged.
- Strengthen leadership by ensuring that all leaders monitor sharply the success of their actions, and alter plans accordingly to promote improvement further.

## Previous Inspection Section 8 - March 2018

“Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order for the school to become good.”

The school should take further action to:

- increase most-able pupils’ progress, so they can attain the highest standards
- ensure that all staff strictly implement the school’s approaches to teaching, learning and managing pupils’ behaviour
- develop pupils’ self-confidence and understanding of what it means to be a good learner.

1 Student Progress – Positive P8						
Aim	Actions to bring about the desired change	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
1.1.1 Increase accuracy of GCSE predictions.	See separate action plan.	At the calendared assessment points.	All departments have more accurate forecast of GCSE results 2020	Support from other schools, Exam board reps, SLEs, NLEs.	BH	Outcomes for pupils.
1.1.2 Raise levels of attainment & progress.	See separate action plan.	See separate action plan.	Increased attainment & progress.	Line management meetings with HOFs	BH/SLT	Outcomes for pupils.
1.1.3 Strong analysis of GCSE results to draw up departmental action plans.	All staff to carry out detailed analysis of GCSE results. HOFs to summarise main findings. HOFs to generate departmental action plans as a result of this.	By October 2019	Individual subject results increase as a result of targets in department action plans.	HOFs	BH/SLT	Outcomes for pupils.
1.1.4 Increased pace and challenge in lessons	See separate action plan.	See separate action plan.	Greater percentage of students achieving target grades.	SLT/HOFs to carry out learning walks	RC/SLT	Outcomes for pupils.
1.1.5 To increase the level of challenge in homework and increase completion rates	See separate action plan.	See separate action plan.	Raised progress and attainment due to increased engagement in completing homework.	SLT/HOFs to support with setting and handing in of homework.	RC/SLT	Outcomes for pupils.
1.1.6 Schemes of work to show progression and how they address needs of students.	See separate action plan.	See separate action plan.	Greater rates of progress due to planning of the delivery of course content in schemes of work.	Time for Faculties to update SOW.	SLT/HOFs	Outcomes for pupils.
1.1.7 Increase year 11 attendance	See year 11 attendance strategy	Attendance data	Progress to increase as a result of increased attendance to lessons	EWO Attendance budget for PA groups. See Objective 5 for more detail	DW EWO FB BH	Outcomes for pupils.

2 Teaching, Learning and Assessment						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
2.1. To develop students' recall and retention skills.	<p>1. SLT LM to review content of mock exams so they (a) test long-term memory rather than on the back of last week's/ yesterday's revision.</p> <p>2. Maths &amp; English fortnightly testing of sections in exam conditions for Y10 and Y11.</p>	<p>Dec 19: Mock results.</p> <p>April 20: Compare mock results against previous.</p> <p>Aug 20: Y10 mocks and Y11 GCSE results.</p>	Positive P8.	Photocopying, invigilation. All SLT and Middle Leaders.	RC	Quality of T&L&A: Review mock examinations to ensure they test long-term memory (at least previous term's learning).
2.2.  To continue with developing teaching staff so students experience quality first teaching.	<p>1. Monitoring &amp; reviewing cycle to address any inconsistent teaching.</p> <p>2. Triangulation of T&amp;L data to also include a 'deep dive' – looking closely at quality of Schemes of Work.</p> <p>3. Continue to develop staff with bespoke CPD through supporting them in: Undertaking action research; lead CPD sessions and sharing latest T&amp;L and Leadership research with them.</p> <p>4. Continue to address the school T&amp;L&amp;A priorities when facilitating CPD: Challenge &amp; Pace; Accuracy of Predictions; &amp; Develop Students' retention &amp; recall skills.</p>	<p>Oct 19: Triangulation of: student voice, lesson planning &amp; SoW; tracking data; work scrutiny; &amp; observations.</p> <p>Jan 20: Significant improvements in above.</p> <p>Aug 20: Significant improvements in above.</p>	Positive P8.	All SLT and Middle Leaders.	RC	Quality of T&L&A: Fortnightly testing in Maths and English for Y11 and Y10 to practise key skills and inform forecast grades.

	5. Maths & English to focus on explicit teaching of breaking down worded questions. – CPD delivered and regular monitoring of this.					
2.3. To address the school priorities and support students with study skills by explicitly teaching these.	<p>1.T&amp;L Framework reviewed and Memory Platforms included – these are being developed further in light of subject specific Summer 2019 results analysis.</p> <p>2.Move towards flip-learning model where possible.</p> <p>3.Add explicit instructions for what to revise each week for every subject to support students’ studying at home.</p> <p>4.Lunch-time A-level club to promote study skill &amp; high aspirations.</p> <p>5. Every lunch-time study skills taught in A27.</p>	<p>Dec 18: M&amp;R data; Tracking data.</p> <p>April 20: M&amp;R data; Tracking data.</p> <p>Aug 20: Y7-9 in-house exams, Y10 Mock results &amp; Y11 GCSE results.</p>	Positive P8.	<p>ENCOP budget and Department budgets to support purchasing of revision materials for PP and JAM (just about managing) students.</p> <p>All SLT and Middle Leaders.</p>	RC	<p>Quality of T&amp;L&amp;A: Reviewed and developed T&amp;L framework to include memory platforms and end of lesson self-reflection upon progress.</p>
2.4. To develop T&L by having a consistent way students reflect on their learning.	<p>1.Regular work scrutiny to identify staff who need marking &amp; feedback CPD.</p> <p>2.CPD facilitated with follow-up support.</p>	<p>Dec 19: M&amp;R data; Tracking data.</p> <p>April 20: M&amp;R data; Tracking data.</p> <p>Aug 20: Y7-9 in-house exams, Y10 Mock results &amp; Y11 GCSE results.</p>	Positive P8.	All SLT and Middle Leaders.	RC	<p>Quality of T&amp;L&amp;A: Reviewed and developed T&amp;L framework to include memory platforms and end of lesson self-reflection upon progress.</p>



Objective 3 SEN						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/s upport	Lead(s)	Reference to the SEF
Ensure examination success for SEM/D learners in line with national average	<p>Students with additional needs are well prepared for the increasing focus on terminal exam, including developing a set of bespoke interventions for examination technique and revision support.</p> <ol style="list-style-type: none"> <li>1. Faculty tutoring</li> <li>2. Scheme of work/resources to support memory for use by any HoFS/HoDs</li> <li>3. Use of One Stop Shop, including specific guidance on memory</li> <li>4. All LS staff use TOMAL (Test Of Memory And Learning) and incorporate results into action plans for target students</li> </ol>	<p>Dec 19: M&amp;R data; Tracking data.</p> <p>April 20: Y11 Mock examination results.</p> <p>Aug 20: Y11 GCSE results.</p>	P8 for SEM/D students is 0	TOMAL One Stop Shop	KA RG	1. Outcomes for pupils
Improve outcome predictions for SEM/D students at KS4 across all Faculties	Mock examinations to be run with appropriate consideration for all students with SEN/D with exam concessions.	Mock exam results according to each year groups' reporting cycle.	Greater accuracy of prediction so impacting on more accurate identification of underperformance. Students have access to concessions throughout mock experience so can learn how to utilise concessions effectively.	Invigilators Set up time for TAs during examination weeks	RG, BH	1. Outcomes for pupils 2. Teaching, Learning and Assessment

Objective 3 SEN						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/s upport	Lead(s)	Reference to the SEF
To ensure all staff are able to meet the needs of SEM/D learners	1. To pilot a mapping tool for skills for independent learning so improving staff understanding of individual learning profiles of their SEM/D students	October and Nov Twilight Inset evenings – completion of pilot tool	Mapping tool will: Create outline of skill proficiency, in simple language Create guidelines for moving students on from each skill to the next level Map out the 'Six Effective Strategies for Revision' against the skill audit Piloted students will show progress towards the core skills when reassessed. If successful, pilot to be rolled out to HOFs	Use of inset day time  ICT programme/proforma to create mapping audit  Link with Research Team to explore reach of mapping tool.  <i>'Executive Skills in Children and Adolescents- A Practical Guide to Assessment and Intervention'</i> by Peg Dawson & Richard Guare £30.39	LS teachers  Engagement with Research team, HoFs and HoYs to utilise after successful pilot.	1. Outcomes for pupils 2. Teaching, Learning and Assessment
To develop earlier intervention for key skills linked to terminal exam success	Research early development in 'social skills' and how this affect pro-learning behaviours and create appropriate interventions package for Year 8	By end of Term 1  Student scaling for group participants, staff and parents to show progress in at least 2 out of three measures upon retest	Improve outcomes for 2023 cohort	NFER Nelson 'Emotional Literacy Checklist' £157.45 from GL assessment  Time with Ed Psych to view this, alongside	RG & DS, with assistance from Dr Adele Tobias	2. Teaching, Learning and Assessment

Objective 3 SEN						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/s upport	Lead(s)	Reference to the SEF
				other resources and QA assessment mechanisms 1x EP assessment slot to be utilised for this purpose		
Complete SEF for the SF	Full scale audit of the SF	Completed Oct 2019	Further outcomes to await timescale from LA		RG and KA	
Introduce and embed the 'MITA' techniques across the school	<ol style="list-style-type: none"> <li>1. To establish best use of additional adults in the classroom</li> <li>2. Continue to raise awareness of statutory teaching responsibility (TS 5&amp;8) and ensure tools and CPD are available</li> <li>3. Grade the K students to improve staff understanding of level of adaptation required in their planning and differentiation</li> </ol>	<p>INSET day input by R George Run training for HoF; cascade to teaching staff/faculty assistants System is live and actively used</p> <p>HoF drop ins/LW's &amp; monitoring visit data</p> <p>Teachers are aware of and able to use K designation and link this to strategies in One Stop Shop</p>	Gap to close in SEN/D student progress, with progress at 0, in line or above national average.	<p>INSET day input by RG</p> <p>One Stop Shop Sendims register with K designations</p>	RG, DS and all LS staff	2. Teaching, Learning and Assessment

4. Pupil Premium						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/ support	Lead(s)	Reference to the SEF
4.1. To raise performance of disadvantaged students in line with national non-disadvantaged.	<ol style="list-style-type: none"> <li>Monitoring &amp; reviewing cycle (includes follow-up CPD) to focus on progress of this sub-group.</li> <li>Quality First Teaching linked to 2.2</li> </ol>	<p>Dec 19: M&amp;R data; Tracking data.</p> <p>April 20: Y11 Mock examination results.</p> <p>Aug 20: Y11 GCSE results.</p>	Disadvantaged gap closed and progress 8 is at least 0.	TLR3 holders All SLT and middle leaders	KA	<ol style="list-style-type: none"> <li>Outcomes for pupils</li> <li>Teaching, Learning and Assessment</li> </ol>
4.2. To increase achievement of disadvantaged pupils.	<ol style="list-style-type: none"> <li>All teaching staff know who these students are &amp; prioritise class or faculty level intervention.</li> <li>INSET CPD to refocus staff on DA students particularly in Year 11</li> <li>Use of Research leads to share latest T&amp;L research</li> <li>Research Schools Network strategies – SLT link to access, evaluate and implement appropriate resources from Durrington Research School</li> <li>Use of pedagogical library for bespoke CPD</li> </ol>	<p>Dec 19: M&amp;R data; Tracking data.</p> <p>April 20: M&amp;R data; Y7-11 tracking data; Y11 Mock examination results.</p> <p>Aug 20: M&amp;R data; Y7-11 tracking data; Y11 GCSE results.</p>	Disadvantaged gap closed and progress 8 is at least 0.	TLR3 holders All SLT and middle leaders	KA	<ol style="list-style-type: none"> <li>Outcomes for pupils</li> <li>Teaching, Learning and Assessment</li> </ol>
4.3. To improve cultural capital of	<ol style="list-style-type: none"> <li>Widening Partnership</li> <li>Curriculum trips</li> <li>Extra curricular trips such as Dolawen</li> </ol>	<p>Dec 19: Mentor L. Walk Data.</p> <p>April 20: Mentor L. Walk</p>	Disadvantaged gap closed and progress 8 is at least 0.	TLR3 holders SLT lead and Middle leaders Careers	KA	1.Outcomes for pupils

disadvantaged students.	4. Work with Premier League mentor (AITC)	data.  Aug 20: Tracking data and Y11 GCSE results.		Advisory team		
4.4.  To raise aspirations and resilience of disadvantaged students in preparation for further education.	<ol style="list-style-type: none"> <li>1. Be the Change programme</li> <li>2. Brilliant Club Scholars programme</li> <li>3. Widening Participation</li> <li>4. Amazon project</li> <li>5. Action Tutoring for Maths and English</li> <li>6. SLT and HOF intervention</li> <li>7. Use of alumni</li> <li>8. Sussex University Role Models Project</li> <li>9. Motivational Speakers through S4S</li> </ol>	<p>Dec 19: Engagement (parent/carer &amp; student) and student voice.</p> <p>April 20: Engagement (parent/carer &amp; student) and student voice.</p> <p>Aug 20: Y11 Destination data; student voice; comparison of Y11 GCSE data.</p>	Disadvantaged gap closed and progress 8 is at least 0. Student Voice identifies more students willing to apply for university	TLR3 holders Careers Advisory team SLT lead and Middle leaders	KA	1.Outcomes for pupils

5 Attendance – To achieve whole school 95% attendance (less than 5% absence) and PA to be reduced to less than 12%. This AP to be over two years September 2019 – July 2021						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
5.1. To further improve the intervention of poor attendance with a particular emphasis on persistent absence.	To continue with previous earlier interventions. To introduce the successful ‘nudge texting’ scheme with all PA groups in all years.	Dec 19 – Attendance data tracking systems to be embedded fully. All letters to have been produced and in use. April 2020 and April 2021 – Attendance data. Evaluation of text nudging pilot Aug 20 and Aug 2021 – Attendance data.	Reduced levels of absence. Students and Parents to be better informed about their attendance and the impact on attainment. Improved attendance for Disadvantaged students which will, in turn, raise attainment.	£12,000 – to be used for whole plan. See how this is broken down under each action.	Fi Barton Gail Woodward (with support from SSIF)	Section 6 - Personal development, behaviour and welfare  Section 7 – Outcomes for Pupils
5.2. To ensure that all staff have a clear understanding of their role within the attendance of students at Longhill High School.	Continuation of two weekly training of key staff.	Dec 19 – Student wallet data (Mentors), production of weekly data April 2019, Aug 2020, April 2021, Aug 2021	Reduced levels of absence. Raised attainment	As above.	Fi Barton Gail Woodward  Fi Barton / PST / HoY in two weekly training and QA of attendance interventions.	Section 6 - Personal development, behaviour and welfare  Section 7 – Outcomes for Pupils
5.3. To improve the effectiveness and quality of our attendance data.	Increased advice and guidance from SIMS specialist to assure all our systems on SIMS. Training given to key stakeholders. Use of DISCOVER to improve quality of	Dec 19. Production of weekly tracking information to inform actions and interventions. April 20 Aug 20 April 21 August 21	Reduced levels of absence, raised attainment. All students and staff to have a clear knowledge of attendance levels and what action is needed to be	Support through SSIF project (and other B&H schools) Appointment of specialist SIMS personnel for individual days. 5 days 2019-2020 £1500	Fi Barton Gail Woodward Gareth Thomas Tracey Robinson (external SIMS specialist) HoY and all Mentors	Section 6 - Personal development, behaviour and welfare  Section 7 – Outcomes for Pupils

	data research.		taken.	5 days 2020-2021 £1500		
5.4. To introduce the new paperwork to Governors for ratification and to ensure all paperwork pertaining to school attendance is current, up to date and relevant.	New Home school Agreement / updated Attendance Policy and clearer attendance roles for all staff to be set out as part of the Attendance Policy.	Dec 2019. All paperwork to be sent to stakeholders, posted on website April 2020 Evaluation of new systems with stakeholders. Aug 2020	Reduced levels of absence, raised attainment. All Parents & Carers aware of new paperwork	No cost	Fi Barton Gail Woodward Ali Carter	Section 6 - Personal development, behaviour and welfare  Section 7 – Outcomes for Pupils
5.5. To raise the profile of attendance with our Young People through a whole school programme of reward and incentives.	SLT / HoY to take effective action to reduce absence levels through various whole year group interventions. These to be discussed at SLT Attendance meetings.	Dec 19 – ‘Challenge 50’ in place. All students working towards reducing their absence. April 19 – PA reward scheme completed Aug 20 - Competitions and challenges in place in prep for 2020-2021	Increased levels of attendance and reduction in PA. All students motivated to have 100% attendance.	2019-2020 £2000 to be used for rewards and incentives  2020-2021 £2000 to be used for rewards and incentives	HoY / F Barton Gail Woodward	Section 6 - Personal development, behaviour and welfare  Section 7 – Outcomes for Pupils
5.6 To increase attendance for our CME (Children Missing in Education) who are still on roll and our ‘stuck’ cases and hard to reach families through a variety of	To use the ‘Attend’ form with our most poor attenders (under 70%) and those students who truant lessons. Training for key staff in the use of the ‘Attend’ form. Inclusion project to	April 2020 Evaluation of outreach project  July 2020 Evaluation of attendance data of poorest attenders (improved attendance)	Increased levels of lesson attendance. Reduced absence of our most vulnerable students	£1000 To resource specifically the Inclusion project’s aims and objectives.  £1000 Whitehawk community outreach project Spring terms 2020 and spring term 2021	Fi Barton Gail Woodward Laura Molloy Dr Adele Tobias Robin Stobbart Chris Kibble	Section 6 - Personal development, behaviour and welfare  Section 7 – Outcomes for Pupils

strategies.	engage our 'hard to reach' poorest attenders and truants with an innovative inclusion project. Whitehawk outreach project. Use of bus passes, carefully structured tuition and breakfast club to re-engage our poorest attenders.	July 2021 Evaluation of poorest attenders.		2019-2021 Bus passes £1000 Tuition fees £1000 Breakfast club £1000		
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6 Emotional Health and Well Being To develop effective support for students and Parents						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
To ensure that EMHWP is raised in profile at all levels especially at a senior level so that it can feature in school development plans and policies.	FB to feedback to SLT about themes and issues that arise through EHWB work and through triage cases SMSC theme to be in Spring term 2020 'Well Being'	Dec 19 SLT informed of new guidance on thresholds of TRIAGE systems April 20 SMSC theme completed with whole school	All SLT to have a clearer understanding of EHWB and can consider within own leadership areas. All students have clearer understanding of EHWB	No cost	Fi Barton	Section 6 - Personal development, behaviour and welfare  Section 7 – Outcomes for Pupils
Ensure there is effective communication with internal staff and external agencies to ensure identification and referral of CYP to appropriate support.	Development of TRIAGE systems by the production of a 'Threshold and Guidance' document  To hold an extended triage once per term to include RUOK, ASC, EP, Tier 3 CAMHS etc.  Meet with SLT leads from Pastoral/SEN/Inclusion to discuss a more effective and cohesive system for recording interventions	Dec 19 – Threshold and Guidance document produced in draft  April 20 – Threshold and Guidance document confirmed and finalised.  July 2020 – VST fully up to date with all interventions for all students recorded	Improved pathway for referrals and clearer communications of interventions for all students	No cost	Fi Barton EHWB Steering Group (staff from B & H)  Fi Barton  Fi Barton K Abingdon C Fallick	Section 6 - Personal development, behaviour and welfare  Section 7 – Outcomes for Pupils
Increased engagement of parents and carers within the topic of 'Emotional Health	Parenting Discussion Group (Topics- dealing with teenagers emotions, reducing family	Dec 19 – feedback from parents/Carers attending group	Improved mental health support for students and their families	Staff time to organise	Fi Barton Gail Woodward	Section 6 - Personal development, behaviour and welfare

and Well Being'	<p>conflict and getting teens to co-operate)</p> <p>To ensure that parents / carers have access to universal / targeted health information and direct support in the areas of anxiety, depression, sleep and exam stress</p> <p>Increase links with other schools esp Primary schools</p> <p>PSHE curriculum is clearly outlined on the website</p>	<p>April 20 – all signposting for Parents and Carers to be completed on website</p>			<p>Fi Barton Hugh Garling</p> <p>Dan Geer CAW Primary school staff Neil Wells (BACA)</p> <p>Hugh Garling</p>	<p>Section 7 – Outcomes for Pupils</p>
<p>To develop Student Voice and increase information about ways to find support for students making it visible and easily accessible to all</p>	<p>Prepare and post visible materials for EBB, Poster boards, website and Pastoral offices.</p> <p>Student research team. What makes you feel better? How to look after yourself.</p> <p>Set up a group of 'I am Whole' champions</p>	<p>Dec 19 Website updated for students</p> <p>April 20 – all new links added to website and posters and EBBS to be updated around the school building.</p>	<p>Improved signposting for all students in all areas of EHWP</p>	<p>Fi Barton Hugh Garling Ali Carter</p> <p>Fi Barton Dr Adele Tobias</p> <p>YMCA linking with Hugh to set this up</p>	<p>Fi Barton Hugh Garling</p>	<p>Section 6 - Personal development, behaviour and welfare</p> <p>Section 7 – Outcomes for Pupils</p>
<p>Development of staff knowledge and skills in a range of EHWP</p>	<p>Wellbeing survey of all staff</p> <p>Consideration of</p>	<p>Dec 19 – survey completed</p> <p>Staff training to be</p>	<p>Staff feel a sense of belonging at the school and feel valued and</p>	<p>No cost Funded through Public health</p>	<p>Well being committee</p> <p>Fi Barton</p>	<p>Section 6 - Personal development, behaviour and</p>

staff training where they are given the opportunity and encouragement to participate.	Emotion Coaching training to leads this year delivered by Adele Tobias and Sophia Lys	selected and promoted to all staff	supported.		Dr Adele Tobias (EP) Sophia Lys (BHISS)	welfare Section 7 – Outcomes for Pupils
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7. Admissions and Transition						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
7.1 To have a clear and purposeful admissions process	To review the current admissions process and re-write the policy and check list document for summer 2020	Dec 19 To undertake review with admin team  Apr 20 New policy and check list updated  Aug 20 To implement the new policy with admissions	To ensure a streamline process of admissions  For all stake holders to have an understanding of admissions procedure  To have positive engagement from parents during process	Update policy and practice  Admin Team  Creation of a Admissions booklet  All SLT and Middle Leaders.	Christian Fallick  Admin Team	Improve personal development, behaviour and welfare
7.1.2 To reduce the amount of students leaving throughout the year	To monitor and review the amount of mid term leavers.  HOY's to track movers out  To use a standard exit interview to monitor why students are leaving	Dec 19 To review with HOY and track who is leaving mid year  Apr 20 Check list and standard exit interview process  Aug 20 To implement the new policy with admissions	To reduce the amount of students leaving Longhill through choice rather than relocation  For all stake holders to have an understanding of admissions procedure	Admin Support  Head of Year  All SLT and Middle Leaders.	Christian Fallick  Heads of Year	Improve personal development, behaviour and welfare
7.1.3 To update the	To have a specific area on the website	Dec 19 To undertake staff	To provide a video which is insightful and	Admin Support	Christian Fallick	Improve personal development,

website  (Thinking of joining Longhill – Here’s why?)	so prospective parents can watch a short video that has our students in explaining why they should join	review for the process  Apr 20 To have students prepared and video filmed and edited  Aug 20 New video is uploaded onto the website	useful for prospectus parents and students  To improve the quality of transition and reputation	IT and Website Development  All SLT and Middle Leaders.	IT and Admin Team	behaviour and welfare
7.2 To improve the links between primary and secondary school	To update the website on the transition  To provide student quotes on transition on our website  To take Year 7’s to meet and discuss with Year 6’s during the summer months	Dec 19 To complete a staff evaluation of the current transition process  To involve student voice current Year 7 on this  Apr 20 To lead initiative on new transition programme with stake holders and students  Aug 20 To have evaluations and feedback from primary schools	Increase Year 6 and parental engagement in transition  Increase and build stronger links with primary and secondary schools  Increase KS2 – KS3 attainment through greater understanding of transition process	Cover costs for staff to visit primary schools  Admin Support  IT and Website Development  All SLT and Middle Leaders.	Christian Fallick  Year 7 Team  SEN  Inclusion	Improve personal development, behaviour and welfare
7.2.1 Improve our open	To review our open evening experience	Dec 19 To undertake staff	Increase Year 6 and parental engagement	All SLT and Middle Leaders.	Christian Fallick	Improve personal development,

evening experience for parents	<p>To take parent voice on our open evening</p> <p>To identify areas to improve for 2020</p>	<p>review on open evening</p> <p>To review parent feedback from open evening</p> <p>Apr 20 To review and make suggestions for changes for HOF's to review</p> <p>Aug 20 Open evening 2020 planned with actions from April review</p>	<p>in transition</p> <p>More students applying for Longhill High School</p> <p>Increase and build stronger links with primary and secondary schools</p>		Heads of Faculty	behaviour and welfare
<p>7.2.3</p> <p>To improve the links between our inclusion team primary school students</p>	<p>To have a clear transition plan for all primary schools.</p> <p>To ensure inclusion team is involved in the transition process</p>	<p>Dec 19 To undertake staff review and suggestions for improving 2020 process</p> <p>Apr 20 To ensure inclusion staff are planned for during transition meetings and sessions</p> <p>Aug 20 To have evaluations and feedback from primary schools</p>	<p>Increase Year 6 and parental engagement in transition</p> <p>Increase and build stronger links with primary and secondary schools</p> <p>Increase KS2 – KS3 inclusion cross over between schools</p>	All SLT and Middle Leaders.	<p>Christian Fallick</p> <p>Year 7 Team</p> <p>SEN</p> <p>Inclusion</p>	Improve personal development, behaviour and welfare

<p>7.2.4 To improve the engagement and attendance in our taster day experience</p>	<p>To plan a purposeful taster day for our all of primary feeder schools</p>	<p>Dec 19 To undertake staff review and suggestions for improving 2020 process</p> <p>Apr 20 Summer induction days planned</p> <p>Aug 20 To have evaluations and feedback from primary schools</p>	<p>Increase Year 6 and parental engagement in transition</p> <p>Increase and build stronger links with primary and secondary schools</p> <p>Increase KS2 – KS3 attainment through greater understanding of transition process</p>	<p>All SLT and Middle Leaders.</p>	<p>Christian Fallick Year 7 Team SEN Inclusion</p>	<p>Improve personal development, behaviour and welfare</p>
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8. Rewards						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
8 An effective reward system based on student voice.	Student voice involvement in development of new rewards system	<p>Dec 19: Student voice group established Whole school student voice on rewards Increase in rewards and uptake in the use of rewards across the school.</p> <p>April 20 Using student voice to have established and evaluated the current model</p> <p>Aug 20 New rewards policy is in place ready for roll out</p>	<p>Students have ownership of system leading to Reduction in use of W, M, R and increase in rewards across the school.</p> <p>Students feel they are rewarded regularly and fairly</p> <p>Half termly reward process</p> <p>Raising intrinsic motivation of students across all year groups</p>	<p>Regular meetings with students.</p> <p>Admin support.</p> <p>Weekly data from Admin team.</p> <p>All SLT and Middle Leaders.</p>	Christian Fallick	Improve personal development, behaviour and welfare
8 Raising the profile of the reward system.	Regular rewards update for all staff and students	<p>Dec 19: Fortnightly cycle of rewards tracking mentor, and year group</p> <p>April 20 Data should show a fair distribution of reward points over the year groups and Reduction in use of W, M, R across year groups</p> <p>Aug 20</p>	<p>Students are more aware of reward points.</p> <p>Use of competition within year groups and mentors</p>	<p>Trophies for each year group.</p> <p>Notice board needed to highlight success.</p> <p>All SLT and Middle Leaders.</p>	Christian Fallick	Improve personal development, behaviour and welfare



		Based on new rewards policy in place. Ready to roll out				
8 An effective reward system based on staff feedback.	Staff Rewards Working Party to be established	Dec 19 Staff working party established and review student voice  April 20 Faculty reward initiatives established based on new rewards policy  Aug 20 Staff involved in the training and implementation of the rewards policy	Development of new rewards system in line with student voice.  Reduction in use of W, M, R and increase in rewards across the school.	Regular meetings with staff involved.  Possible links to NCOP funding.  All SLT and Middle Leaders.	Christian Fallick	Improve personal development, behaviour and welfare
8 Use Technology effectively to assist with the reward system.	Development and innovation of PARS to support rewards	Dec 19 Retraining of Staff using PARS system of sending electronic certificates / postcards  April 20 Staff and Faculties able to use system independently.  Aug 20 New rewards policy is in place ready for roll out	Students rewarded regularly.  Staff use of and ease of use electronic system.  Parental Engagement in rewards and parent voice.	Bi-weekly meetings with data team PARS training of Hof/HoY  All SLT and Middle Leaders.	Christian Fallick	Improve personal development, behaviour and welfare
8 Support raising of attendance by linking this to the	Rewards system linked to Attendance and consistency	Dec 19: PARS systems established of	Students rewarded regularly.	Weekly/bi-weekly/termly rewards supported through	Christian Fallick	Improve personal development,

reward system.	within all year groups	<p>rewarding students with above 96% attendance</p> <p>April 20: HoY proficient in using system and rewarding students.</p> <p>Aug 20 New rewards policy is in place ready for roll out</p>	<p>HoY use of and ease of use electronic system Increase in attendance</p> <p>Decreased PA</p>	<p>admin.</p> <p>Data analysis by HoY/Mentors</p> <p>All SLT and Middle Leaders.</p>		behaviour and welfare
8 Involving local communities to raise the profile of rewards in school	Development of links with community businesses	<p>Dec 19: Reward s/incentive programme established through links with local business.</p> <p>April 20 Data increase in students who are rewarded. Reduction in use of W, M, R</p> <p>Aug 20 Data increase in students who are rewarded. Reduction in use of W, M, R</p>	<p>Increased rewarding of students across the school.</p> <p>Reduction in use of W, M, R</p>	<p>Meetings with business links at the Marina.</p> <p>Staffing for trips.</p> <p>Admin support.</p> <p>Weekly data from Admin team.</p> <p>Possible links to NCOP funding.</p>		Improve personal development, behaviour and welfare

9 Capital						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
9.1 Admin/reception reconfiguration	<p>To make internal alterations to the internal layout of the admin offices of the school.</p> <p>To remove wall between admin and the communications room to create a single large work space for admin and student services to work in.</p> <p>Relocate the communications room to the old student services location.</p> <p>Allow students access to the super loos throughout the day. Freeing student services from their supervision of the pupil toilets opposite their old work space.</p> <p>Allow late students to sign in at new student services hatch and avoid main school reception.</p>	Completed for September 2019	<p>Better team work between admin and student services team.</p> <p>More effective use of resources i.e. no need to supervise toilets.</p>	<p>£17,661 Bramber Construction</p> <p>£647 A J Taylor IT cabling</p> <p>B&amp;H Management Fees 10% £1,766</p>	Jimmy Hollingworth	
9.2	To replace external	Completed August	Additional security	£6557 Sussex Building	Jimmy	

External doors	doors at PE Office and Staff changing room/counselling entrance. They are at the end of their useful life and are difficult to secure.	2019	and enhance appearance	Company	Hollingworth/Bobby Stewart	
9.3 Telephone system	To replace the telephone system which is at the end of its useful life  To make the system more manageable	Completed August 2019  Testing – August/September  Scoping Softcat (£15-£17k), Britel (£16 - £18 k) and No quote but interest from SCS – Spring Term  Specification from Softcat – no one could so like for like in equipment terms – Summer Term	Better user experience  Improve stakeholder communications  IT will take responsibility for telecoms instead of premises team	£1740 (Addition Telephone and work) Brighton Communication Systems  £1990 (Handsets) Brighton Communication Systems  £1933 (Switchboard Memory boards additional handsets) Brighton Communications Systems  £2415 (Switchboard Memory Expansion and Stacks interface) Brighton Communication systems  £1985 (Telephone Control Unit and Voicemail) Brighton Communication Systems	Jimmy Hollingworth/James Arnold	

				<p>£190 (Router) Brighton Communication Systems</p> <p>£360 (Training and snagging) Brighton Communication Systems</p> <p>£704 (Leaving current telecoms supplier) SCS</p> <p><b>TOTAL £11,317</b></p>		
9.4 School Canteen/ Internal student movement at break and lunch	<p>To create a better environment for students and staff at lunch and break.</p> <p>To create secure areas of the school these will consequently no-longer require supervision.</p>	<p>Awaiting capital investment from the local authority.</p> <p>No date at the moment.</p>	To create a better catering experience for pupils by investment in new service areas and furniture.	£1 million investment following the decision not to build a free school in Brighton.	Jimmy Hollingworth	
9.5 Chain Link Fencing Southern boundary	To ensure full security following B&H installation of security fencing in 2018/19	Completed Easter 2019	To ensure full security following B&H installation of security fencing in 2018/19	£4,131	Jimmy Hollingworth/Bobby Stewart	
9.6 Domestic Hot Water Calorifier Replacement – Longhill Sports Centre	To allow the Longhill Sports Centre boiler system to operate	Completed April 2019	Keeps our customers and staff happy	£3,564 50% funded by Brighton & Hove	Jimmy Hollingworth/Bobby Stewart	
9.7 High Level Windows School	Enabling work around the library	Completed July 2019	This is the schools element of this	£2,538 Enabling work	Jimmy Hollingworth/Bobby	

Library	High Level Windows School Library	Completed August 2019  Snagging completed September 2019	work as the school is responsible for high level windows	£5,097 High Level Windows	Stewart	
9.8 Install Window in Bill Hollands Office	Complete specification and enquire about planning  Seek Quotations  Work to be carried out in February ½ term	Completed August 2019  Completed October 2019	Wellbeing of Deputy Head and function of the office space enhanced	£2,736	Jimmy Hollingworth/Bobby Stewart	

10 Budget						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
10.1 Effective management of budget	Continued discussion with B&H & governors  Continuing revaluation of fortuitous vacancies  Continued review of budgets for Value for money	Agreed licenced deficit	Operate within our Standing Financial Instructions	LA support;  School Improvement Strategy board meetings  Financial and HR advice and guidance	Headteacher & SBM	Leadership and Management
10.2 Use Brighton & Hove Budget Monitoring Spreadsheet	To use the tool on a monthly basis  To share the monitoring reports with Brighton & Hove and ask for feedback  To share the monitoring report with the Headteacher  To share the monitoring report with the school governors	Shared with Brighton & Hove on a regular basis – emails  Shared with Headteacher on a regular basis – emails  Shared with P&F committee – minutes and paperwork	To allow monthly monitoring of the school financial position	LA Support	Headteacher & SBM	Leadership and Management