LONGHILL

HIGH SCHOOL

School Improvement Plan 2018/19		
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This document is frequently updated.

Last updated: 12 September 2018

Longhill High School Improvement Plan 2018/19

Headteacher: Kate Williams
Deputy Headteacher: Bill Holland and Rachel Congreve
Chair of Governors: Linda Newman
Vice Chair of Governors: Gareth Kemp

Address	Longhill High School, Falmer Road, Rottingdean, Brighton, BN2 7FR
Telephone Number	01273 391662
Local Authority	Brighton & Hove City Council
Ward	Rottingdean Coastal
Parliamentary Constituency	Brighton, Kemptown
URN	114581
LA/Estab	846/4018
Ages	11 – 16
Type	Community School
Gender	Mixed
Admissions policy	Comprehensive
Phase of Education	Secondary
Ofsted Report	Requires Improvement – October 2013
	Requires Improvement – March 2016
	Monitoring visit February 2018 - positive
Headteacher	Kate Williams – appointed June 2016
NOR	2016/17 = 931 2017/18 = 895
Progress 8	2016/17 = -0.77 2017/18 (unval.) = -0.61
Attainment 8 (Nat 44.2)	2016/17 = 39.54 2017/18 = 38.59
4+ in English & Maths (Nat 58.5)	2016/17 = 51% 2017/18 = 41%
5+ in English & Maths (Nat 39.1)	2016/17 = 26% 2017/18 = 23%
Free School Meals	24.2%
Pupils with a statement/EHCPlan	3.57%
SEN	31.4%
Pupil Premium	41.1%
Absence	2016/17 = 6% 2017/18 = 5.61%
Persistent Absence	2016/17 = 14.9 2017/18 = 9.05%
Looked after children	0.89%
First Language not English	6.5%
NEET	2017 = 0.9%
Exclusions	2016/17 = 270 2017/18 = 165
Gender	51% M 49% F

This is a one year plan is a detailed strategy for improvement.

The school improvement areas have been identified from progress and examination data, our Ofsted report and monitoring visit and our self-evaluation document.

Previous Inspection Section 8 - March 2018 – Requires Improvement

The school should take further action to:

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

Previous Inspection Section 5 - March 2016 –

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

This is a school that requires improvement

- School leaders have not improved the quality of teaching and outcomes consistently since the previous inspection.
- Pupils' achievement requires improvement because pupils make less progress than they should in some subjects, particularly mathematics.
- The gap between outcomes for disadvantaged pupils and other pupils in the school and nationally is still too wide.
- A small number of pupils, mostly in Years 7 and 8, do not concentrate properly or behave well in lessons.
- The quality of teaching and learning varies within and between subjects. Learning is occasionally too easy for some, too difficult for others.
- A few teachers do not apply the school's behaviour policy consistently.
- Teaching in some subjects does not focus enough on improving pupils' reading and writing.
- The quality of middle leadership is not securely good in all subjects to achieve the best possible outcomes in all GCSE examinations.

What does the school need to do to improve further?

Raise achievement by:

- focusing on pupils identified as making less than the expected progress in lessons and over time and planning interventions accordingly
- making sure that work is challenging enough for the most-able pupils and not too difficult for lower attainers to tackle confidently
- reviewing whether the recent changes to how pupils are grouped in Years 7 and 8 lessons are generating better progress for lower-, middle- and higher-attaining pupils
- ensuring subject leaders with strong practice share their expertise, particularly about the most effective ways to prepare pupils for the new style examinations
- intensifying the actions taken to strengthen disadvantaged pupils' learning and progress, particularly in mathematics
- concentrating on improving pupils' reading and writing in all subjects.

Improve some pupils' attitudes to learning by all staff:

- establishing a classroom ethos where pupils know that low-level disruption is unacceptable
- applying the school's behaviour policy consistently
- planning lessons that encourage and help all pupils to work hard and enjoy learning.

2018/19 Areas for development table

1	Progress		
1.1	Students' progress	P8 positive	BH
1.2	Disadvantaged students	Closing the gap	CB
1.3	High Ability Students	P8 positive	CB
1.4	Boys	P8 positive	MK
1.5	Attendance	95%	FB
2	Consistency		
2.1	Teaching & Learning	Quality first teaching	RC
2.2	Behaviour	Continuing the good	MK
2.3	CPD	Staff training and development	RC
3	Student development		
3.1	Develop Pupils confidence and understanding of what it means to be a good learner	Student voice and development	KA
3.2	Prefects/ student leadership	Developed further	KA
3.3	Rewards	Embedded system that supports and motivates students	MK
4	Finance HR		
4.1	Capital	Fence	JH
4.2	Budget	Effective action and planning	JH
4.3	Recruitment (Training)	Teacher training	RC
4.4	Curriculum	Development of subjects and more efficient and effective timetable and curriculum structure.	BH/JH

School Improvement 1.1 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. To more accurately forecast GCSE results	HOD/HOF to carry out exam analysis of GCSE results.

Working with successful departments in other schools. | Shared with SLT in September | All departments have more accurate forecast of GCSE results 2019. | Costs in requesting exam papers

SLE costing Staff release costing at other schools and us. | HOF/HOD | Outcomes for pupils |
1.1.2. To develop students confidence in examinations	HOD/HOFs to use 2018 GCSE exam papers and published grade boundaries in mocks for year 11s	November 2018 March 2019	Students are graded using actual GCSE papers & known grade boundaries	Planning time	HOF/HOD	Outcomes for pupils
1.1.3. To develop staff confidence in grade boundaries	HOD/HOFs to meet with other HODs at subject leader meetings to moderate students' work	As calendared	More accurate predictions	Cover cost to attend meeting	HOF/HOD	Outcomes for pupils
1.1.4. Strong analysis of data to ensure that areas that need improving are addressed.	Faculty Improvement Plans to identify and address weaknesses and under performance in departments	September	Increased attainment & progress by subjects. Increased no. of students achieving 4+/5+ in English & Maths	Faculty time	HOF/HOD	Outcomes for pupils
1.1.5.	Weekly Monitoring	Each week	HOD/HOF	-	HOF/HOD	Outcomes for

Student progress impacted by improved T&L	& Reviewing (MR) of T&L has foci identified by HoF as a priority and links to PAC (Progress, Assessment and Challenge).		identifying areas for improvement which impacts on student progress			pupils
1.1.6 To increase in student progress for all students especially those that are under performing.	All underperforming students to have class level and faculty level intervention strategies – documented and reviewed by Middle and Senior leaders.	Each week	Individual students spotlighted to show progress	-	HOF/HOD	Girls have dropped slightly in terms of Progress & Attainment

School Improvement 1.2 Disadvantaged Students – Closing the gap						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
1.2.1. To raise performance of disadvantaged students in line with national non-disadvantaged.	Monitoring & reviewing cycle (includes follow-up CPD) to focus on progress of this sub-group.	Dec 18: M&R data; Tracking data. April 19: Y11 Mock examination results. Aug 19: Y11 GCSE results.	Disadvantaged gap closed and progress 8 is at least 0.	TLR3 holders	RC	Outcomes for pupils
1.2.2. To increase achievement of disadvantaged pupils.	All teaching staff know who these students are & prioritise class or faculty level intervention.	Dec 18: M&R data; Tracking data. April 19: M&R data; Y7-11 tracking data; Y11 Mock examination results. Aug 19: M&R data; Y7-11 tracking data; Y11 GCSE results.	Disadvantaged gap closed and progress 8 is at least 0.	TLR3 holders	CB	Outcomes for pupils
1.2.3. To improve cultural capital of disadvantaged students.	Literacy project: Cracking the Code in mentor time.	Dec 18: Mentor L. Walk Data. April 19: Mentor L. Walk data. Aug 19: Tracking data and Y11 GCSE results.	Disadvantaged gap closed and progress 8 is at least 0.	TLR3 holders	RC	Outcomes for pupils

				TLR3 holders	CB	Outcomes for pupils
1.2.4. To raise aspirations and resilience of high ability disadvantaged students in preparation for further education.	To continue Roedean Academy programme for KS4; Brilliant Club Scholars programme; University Widening Participation and Amazon project. To continue Cambridge University Summer School participation.	Dec 18: Engagement (parent/carer & student) and student voice. April 19: Engagement (parent/carer & student) and student voice. Aug 19: Y11 Destination data; student voice; comparison of Y11 GCSE data.	Disadvantaged gap closed and progress 8 is at least 0.			

School Improvement 1.3 – High Ability Pupils – P8 positive						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
1.3.1. To increase achievement of High Ability pupils.	Leading TLR3 holders to improve T&L for HAP in specific faculties: English, Hums and STEM (Maths, Creativity & Enterprise).	Dec 18: M&R data; Tracking data. April 19: M&R data; Y7-11 tracking data; Y11 Mock examination results. Aug 19: M&R data; Y7-11 tracking data; Y11 GCSE results.	Disadvantaged gap closed and progress 8 is at least 0.	TLR3holders	CB	Outcomes for pupils
1.3.2. To improve progress and attainment of Computer Science GCSE results.	Developing Computer science students' study skills.	Dec 18: M&R data; Tracking data. April 19: M&R data; Y7-11 tracking data; Y11 Mock examination results. Aug 19: M&R data; Y7-11 tracking data; Y11 GCSE results.	Disadvantaged gap closed and progress 8 is at least 0.	TLR3holders	CB	Outcomes for pupils

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School Improvement 1.4. Boys progress to be positive						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
1.4.1. To develop a focus on the boys	Staff awareness of under achieving boys through data analysis. Effective Seating plans	Dec 18 Staff profile sheets Initial data drop (9.1, 10.1, 11.1) HoF analysis of data Previous academic year data April 19 Aug 19	Positive impact on attainment Increased attendance	SLT Line Manager/HoF analysis of data Class teacher intervention Student voice	MK	Outcomes for pupils
1.4.2. To develop strategies to support the progress of boys	Identification of underperformance. Intervention strategies applied consistently. CPD to staff focused on progress of boys	Dec 18 Initial data drop (9.1, 10.1, 11.1) HoF analysis of data Previous academic year data	Positive impact on attainment Increased attendance	SLT Line Manager/HoF analysis of data Class teacher intervention	MK	Outcomes for pupils
1.4.3. National Boys project through Teach First	Engage with teach first and work with them to deliver the 'someone like me' project	Sept : Launch of the project Dec 18 Monitoring and feedback from the project	Positive impact on attainment Increased attendance Pride and drive to achieve goals.	Time with Teach First personnel and with the mentors delivering the project	MK	Outcomes for pupils
1.4.4.	Use of Memory	Dec 18: M&R data;	Positive progress		RC	Quality T&L&A

To develop the boys revision, recall and preparation for examinations.	Platforms (boy-friendly as instant feedback & competitive).	Tracking data. April 19: Y11 Mock examination results. Aug 19: Y11 GCSE results.				

School Improvement 1.5 Attendance – To achieve whole school 95% attendance (less than 5% absence) and PA to be reduced to less than 12%.						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
1.5.1. To improve the intervention of poor attendance.	To start intervention at an earlier point to include Mentor action, new letters to Parents, Attendance contracts and a 'nudge texting' pilot for identified students in Yr11.	Dec 18 – Attendance data. All letters to have been produced and in use. Admin worker to have set up new systems. April 19 – Attendance data. Evaluation of text nudging pilot Aug 19 – 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.	£10,000 Appointed temporary Admin worker to set up new systems.	Fi Barton Ellen Mulvihill (Pavilion Downs and Alliance trust – SSIF)	Section 6 - Personal development, behaviour and welfare

Section 7 – Outcomes for Pupils |
| 1.5.2. To ensure that all staff have a clear understanding of their role within the attendance of students at Longhill High School. | Whole staff training to ensure ALL staff have a role with attendance. Two weekly training of key staff. | Dec 18 – Student diary data (Mentors), production of weekly data April 19

Aug 19 | Reduced levels of absence. Raised attainment | As above. | Fi Barton Ellen Mulvihill

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 |
| 1.5.3. To improve the effectiveness and quality of our | Introduction of new weekly data reports to inform different | Dec 18. Production of weekly attendance data | Reduced levels of absence, raised attainment. All students and staff | Training through SSIF project (and other B&H schools) | Emma Fielding (Exams and Data) HoY and all Mentors | Section 6 - Personal development, behaviour and |

attendance data.	stakeholders of current attendance levels	April 19 Aug 19	to have a clear knowledge of attendance levels and what action is needed to be taken.		Staff from other B&H schools	welfare Section 7 – Outcomes for Pupils
1.5.4. 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 18. All paperwork to be sent to stakeholders, posted on website April 19 Evaluation of new systems with stakeholders. Aug 19	Reduced levels of absence, raised attainment. All Parents & Carers aware of new paperwork	No cost	Fi Barton Ellen Mulvihill Ali Carter	Section 6 - Personal development, behaviour and welfare Section 7 – Outcomes for Pupils
1.5.5. To raise the profile of attendance with our Young People through a varied 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 18 – Year group attendance incentives in place. All students working towards reducing their absence. April 19 Aug 19	Increased levels of attendance and reduction in PA. All students motivated to have 100% attendance.	£2000 to be used for rewards and incentives	HoY / F Barton	Section 6 - Personal development, behaviour and welfare Section 7 – Outcomes for Pupils

School Improvement 2.1 Teaching and Learning – Quality first teaching , classroom experience						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
2.1.1. To develop students' recall and retention skills.	Review mocks so they (a) test long-term memory rather than on the back of last week's/ yesterday's revision.(b) Maths & English fortnightly testing in exam conditions for Y10 and Y11.	Dec 18: Mock results. April 19: Compare mock results against previous. Aug 19: Y10 mocks and Y11 GCSE results.	Positive P8.	Photocopying, invigilation.	RC	Quality of T&L&A: Review mock examinations to ensure they test long-term memory (at least previous term's learning).
2.1.2. To continue with developing teaching staff so students experience quality first teaching.	Monitoring & reviewing cycle to address any inconsistent teaching.	Dec 18: Triangulation of teacher's student voice, tracking data, work scrutiny & observations. April 19: Significant improvements in above. Aug 19: Significant improvements in above.	Positive P8.		RC	Quality of T&L&A: Fortnightly testing in Maths and English for Y11 and Y10 to practise key skills and inform forecast grades.
2.1.3. To address the school priorities	T&L Framework reviewed and Memory Platforms	Dec 18: M&R data; Tracking data.	Positive P8.		RC	Quality of T&L&A: Reviewed and

and support students with study skills by explicitly teaching these.	included.	April 19: M&R data; Tracking data. Aug 19: Y7-9 in-house exams, Y10 Mock results & Y11 GCSE results.				developed T&L framework to include memory platforms and end of lesson self-reflection upon progress.
2.1.4. To develop T&L by having a consistent way students reflect on their learning.	T&L Framework reviewed and end of lesson progress self-reflection included.	Dec 18: M&R data; Tracking data. April 19: M&R data; Tracking data. Aug 19: Y7-9 in-house exams, Y10 Mock results & Y11 GCSE results.	Positive P8.		RC	Quality of T&L&A: Reviewed and developed T&L framework to include memory platforms and end of lesson self-reflection upon progress.

School Improvement 2.2 Behaviour of all. Continuing the good and embedding habits						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
2.2.1. For all student to be supported and included. For all students to succeed in school	Further development of the Student inclusion program which supports good progress of these students.	Behaviour Data throughout the year	Reduction in exclusions and behaviour for the academic year	Data team produce data	MK	Personal Development, behaviour and welfare
2.2.2. Consistency of behaviour for Learning systems (non negotiables)	Line Management dialogue to challenge and discuss the use of the behaviour system.	Learning walks Behaviour data	Reduction in low level behaviour and calm learning environment	Data team produce data SLT learning walks HoF learning walks	MK RC	Personal Development, behaviour and welfare
2.2.3. Inclusion of all students and to give them the support that they need.	An effective inclusion strategy which ensures all students have access to learning. Subject specific teachers to teach in the Focus Centre	Governors report Behaviour data	Addition support for vulnerable students, which allows them to access an education. (Focus Centre)	Bi-weekly meeting with Inclusion Manager Data	MK CK	Personal Development, behaviour and welfare

School Improvement 2.3 CPD, staff training and development						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
2.3.1. Bespoke, varied programme for different levels/experiences/roles which is informed by research and increasingly led by teaching staff.	Research Leaders to increase CPD on offer. UPS teachers have clear criteria & CPD to develop their practice and develop others. Use of leverage mentoring . Develop engagement at Journal Club. Middle and Senior leaders jointly engage with research-based articles.	Dec 18: Teacher voice, M&R data, student tracking data. April 19: Teacher voice, M&R data, student tracking data. Aug 19: Teacher voice, M&R data, student tracking data.	Progress and attainment has increased in all year groups.	Photocopying. Website design for T&L Forum.	RC	Quality T&L&A: Bespoke T&L programme which is research based and increasingly led by staff.

School Improvement 3.1. developing student confidence and good learners.						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
3.1.1. Develop students confidence and influence	Use of Student Voice, T & L monitoring cycle, interview process, QA of teaching and learning, Headteacher panels, Small working parties with staff to discuss and influence policy change eg rewards	Dec 18 Improvements to T & L as evidenced through Learning Walks, and Work Scrutinies April 19 Improvements to T & L as evidenced through Learning Walks, and Work Scrutinies Aug 19 Yr 11 GCSE results	A commitment to listening to, and have an understanding of students' perceptions. Teacher and student to develop a learning partnership which helps to facilitate a more productive and successful learning outcome. Improvements to T & L as evidenced through Learning Walks, and Work Scrutinies		KA and all staff	Personal Development, behaviour and welfare
3.1.2. To develop good learners.	Assemblies: Linking SMSC topics with how students learn Students to present assemblies	Dec 18 Assembly rota with Prefect support April 19 Prefects presenting assemblies Aug 19	Embedding positive attitudes and high expectations Improving student confidence in presentation skills and voicing opinions in a constructive way		KA (plus SLT and HoY)	Personal Development, behaviour and welfare

3.1.3. To develop student leadership	Prefects as role models as good learners and leaders	Dec 18 Team building weekend and training in de-escalation and confidence Open Evening and Parents Evenings April 19 Presenting to Governors Aug 19 Year 11 GCSE results	Strengthen positive and supportive relationships between students, and between students and staff	Support need from CCF plus cost of PPE and food	KA	Quality of teaching, learning and assessment Personal development, behaviour and welfare
3.1.4. To develop sense of 'house' belonging and 'house' identity	House system 4 House Coordinators working alongside representatives from Council	Dec 18 Cross curricular engagement /activities April 19 Charity fundraising Aug 19	Encourage positive engagement and competition. Improved community recognition and engagement	Possible links to Reward System	KA	Personal development, behaviour and welfare
3.1.5 To develop student voice and influence.	SMSC and Student Forum – Year 9 students on rota to create forum and influence assemblies	Dec 18 Year 9 students on rotation April 19 Year 9 students on rotation Aug 19 All Year 9	Working with PSHE lead to positively impact on assemblies and Student Forum. Encourages ownership and engagement with SMSC topics, and			Personal Development, behaviour and welfare

		students have been involved in influencing forum	places in context for young people			
3.1.6. Embed examination and revision practice at KS3.	Y7-9 internal end of year exams for all subjects. Revision homework and packs set for y7-9 (as well as y10-11).	Dec 18 M&R cycle shows effective use of Memory Platforms at KS3. April 19 Student voice indicates students are undertaking independent learning (revision practice for end of year exams). Aug 19 End of year exam results.	Significant improvements in tracking data and Y11 GCSE results.		SLT	Quality of teaching, learning and assessment
3.1.7. Raise profile of students reflecting upon how they learn and what they need to learn.	End of lessons: Self-reflection questions.	Dec 18: M&R cycle shows effective use of this. April 19: M&R cycle shows effective use of this. Aug 19 Tracking data.	Significant improvements in tracking data and Y11 GCSE results.		RC	Quality of teaching, learning and assessment

School Improvement 3.2. Prefects/students leadership						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
3.2.1. To develop student leadership	Prefect team chosen at end of Yr 10 through nominations and interview process	Dec 18 April 19 Yr 10 students nominated Aug 19 New Prefects chosen	'Student ownership' over prefect nominations. Appropriate students developed as Prefect Team	Cost- Badges Prefect Room	KA	Personal development, behaviour and welfare
3.2.2. To develop student voice and influence	Student Council formed from each year and House: Led by Prefects after 'chairing training' by Headteacher	Dec 18 April 19 Aug 19 Improved data from mocks from each year group	Student leadership skills and confidence improved. Students feel positive about being an integral part of the school community and hold high aspirations		KA	Personal development, behaviour and welfare Quality of teaching, learning and assessment
3.2.3. To develop strong role models within the school body	Prefects as visible role models around the school	Dec 18 Prefect team introduced to all students through assemblies April 19 Student mentoring programme set up. Decrease in W, M, R and improvement in attendance and	Prefects seen as role models to younger students- to improve aspirations and embed high expectations.		KA	Quality of teaching, learning and assessment

		achievement Aug 19 Yr11 GCSE exam results Plus data from end of year mocks for Yr9 and 10				
3.2.4. To develop student confidence and influence on a department level	Student leadership teams to be created within specific subject areas- to be piloted in PE	Dec 18 PE Leadership team identified April 19 Team to be assisting with PE as appropriate Aug 19 Year 11 GCSE results	Allows more students to be part of student leadership, to assist in running clubs and promoting engagement		KA and CF	Personal development, behaviour and welfare Quality of teaching, learning and assessment

School Improvement 3.3. Rewards – embedded system that supports and motivates students						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
3.3.1.	Development of links with community businesses	Dec 18: Reward s/incentive programme established through links with local business. April 19 Data increase in students who are rewarded. Reduction in use of W, M, R Aug 19 Data increase in students who are rewarded. Reduction in use of W, M, R	Increased rewarding of students across the school. Reduction in use of W, M, R	Meetings with business links at the Marina. Staffing for trips. Admin support. Weekly data from Admin team. Possible links to NCOP funding.	MK	Personal Development, behaviour and welfare
3.3.2.	Student voice involvement in development of rewards system	Dec 18: Student voice group established Reduction in use of W, M, R and increase in rewards across the school. April 19 Reduction in use of W, M, R and	Students have ownership of system leading to Reduction in use of W, M, R and increase in rewards across the school. Students feel they are rewarded regularly.	Regular meetings with students. Admin support. Weekly data from Admin team.	MK	Personal Development, behaviour and welfare

		increase in rewards across the school. Aug 19				
3.3.3.	Staff Rewards Working Party to be established	Dec 18 Staff working party established Roll out of whole school approach to rewards. April 19 Reduction in use of W, M, R and increase in rewards across the school. Faculty reward initiatives established	Development of rewards system in line with student voice. Reduction in use of W, M, R and increase in rewards across the school.	Regular meetings with key sta**ff**. Weekly data from Admin team. Possible links to NCOP funding.	MK	Personal Development, behaviour and welfare
3.3.4.	Development of PARS to support rewards	Dec 18 PARS system of sending electronic certificates home April 19 Staff and Faculties able to use system independently.	Students rewarded regularly. Staff use of and ease of use electronic system.	Bi-weekly meetings with data team PARS training of Hof/HoY	MK	Personal Development, behaviour and welfare
3.3.5	Rewards system linked to Attendance	Dec 18: PARS systems established of rewarding students with above 95% attendance April 19:	Students rewarded regularly. HoY use of and ease of use electronic system Increase in attendance	Weekly/bi-weekly/termly rewards supported through admin. Data analysis by HoY/Mentors	FB/MK	Personal Development, behaviour and welfare

		HoY proficient in using system and rewarding students.	Decreased PA			

School Improvement 4.1 Finance - Capital						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
4.1.1. Effective Use of Devolved Formula Capital	Fence - £7.5k	September 2018 – Fence installed October 2018 – automatic gates commissioned	Improvement to: Safeguarding Security Behaviour Attendance	£7.5k school fence (£20k annually to TBC)	School business manager - JH	Leadership and Management plus Behaviour and Attendance
4.1.2. Effective Maintenance Plan developed and embedded	School Maintenance Plan being Developed Autumn 2018	Dec 18 Maintenance Plan in Place	Working with the LA and using part of our capital allocation to support projects means better value for money.			Leadership and Management plus Behaviour and Attendance
4.1.3. Improvement in security and ease of movement of students around the building	External Doors and internal mag lock doors £14k. The school community will be using three key doors to access the fields during the school day. Partnership working with B&H.	Specification and quotes September/October	The external doors will be more suitable for this level of traffic.	£14k Door adaptation following installation of security fence		Leadership and Management plus Behaviour and Attendance

School Improvement 4.2. Budget						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
4.2.1.

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 |

School Improvement 4.3. Recruitment (training), teacher training, staffing						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
4.3.1. To invest in effective staff.	Supporting staff to gain their QTS. Opportunities to shadow staff e.g. Head of Year. TLR opportunities with foci on whole-school priorities. Provide CPD programmes e.g. Middle Leader etc. Continue strong links with the Universities.	Dec 18: Recruitment & retention data; number of applications for posts. April 19: Recruitment & retention data; number of applications for posts. Aug 19: Recruitment & retention data; number of applications for posts.	Raised achievement in both tracking data and GCSE outcomes.	TLRs, external training.	RC	Teaching, Learning and assessment
4.3.2. To explore different roots in to teaching.	Develop our Teach First partnership.	Dec 18: Recruitment & retention data; number of applications for posts. April 19: Recruitment &	Raised achievement in both tracking data and GCSE outcomes.		RC	Teaching, Learning and assessment

		retention data; number of applications for posts. Aug 19: Recruitment & retention data; number of applications for posts.			

School Improvement 4.4. Curriculum development						
Aim	Actions to bring about the desired change.	Milestones/ Measurable data	Impact	Cost/resources/support	Lead(s)	Reference to the SEF
4.4.1. A three year KS4	Students in year 11 will be first to have 3 year KS4.	Data drops. 12th October 11th January 3rd April	More curriculum time is given to students across the three years. Therefore increase in student progress.	-	-	Overall Effectiveness
4.4.2. A successful curriculum offer	Some subjects are no longer running or are in the process of being phased out.	Staffing structure reviewed in spring to identify areas of shortage	Lower achieving subjects phased out to increase student progress.	Possible recruitment costs for shortage subjects	SLT	Overall Effectiveness
4.4.3. Support and development of MfL	Increased time in KS3 given to MFL	Assessment points	Increased uptake in Ebac qualification at KS4.	-	MFL dept.	Overall Effectiveness
4.4.4. Quality PE delivery	GCSE PE & Sport BTEC now in option blocks rather than in Core PE time	Throughout year 9 & 10 (Year 11 to phase out next year)	More students are active to improve behaviour & wellbeing. Improved PE results.	-	PE dept.	Overall Effectiveness
4.4.5. Ensuring that the curriculum in KS4 is the correct offer for our students	HOFs to review current curriculum offer to identify alternative courses.	By end of term 1.	New courses identified for option book that lead to better progress.	Training Resources for new courses	HOFs	Overall Effectiveness