

# Haggerston School

## School Improvement Plan

### Plan on a Page 2020-2023:

<b>Aspiration: We strive to be the best versions of ourselves. We work hard everyday to master the knowledge and skills we need to lead successful, fulfilled lives.</b>		<b>Creativity: We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers.</b>		<b>Character: We are articulate, confident and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.</b>	
<b>Objective 1: High Expectation Leadership</b>	<b>Objective 2: High Status, Tailored Curriculum</b>	<b>Objective 3: Outstanding Teaching, Learning &amp; Assessment</b>	<b>Objective 4: Exceptional Outcomes</b>	<b>Objective 5: Exemplary Behaviour, Welfare &amp; Character Education</b>	<b>Objective 6: A Culture of Hard Work &amp; Aspiration</b>
<p>Leaders at all levels are relentlessly ambitious, demand the highest standards and are outward facing</p>	<p>In every subject area, the curriculum is ambitious, builds expertise and cultural capital</p>	<p><b>Lessons challenge all students to engage with demanding content and to produce high quality work</b></p>	<p>English &amp; Maths attainment and progress is in the top 10% nationally for all groups, especially disadvantaged students</p>	<p>Behaviour is outstanding. Students have high levels of self-control and consistently positive attitudes to their education.</p>	<p>Students are motivated and committed to their education. They take pride in their own learning and produce high quality homework independently</p>
<p><b>Leaders at all levels systematically evaluate impact using a data led, evidence based approach and drive sustained improvement</b></p>	<p>The curriculum is high quality, well planned and sequenced in all subject areas to challenge every student to learn and retain key knowledge over time</p>	<p>Systematic use of data drives precision planning, teaching and high quality intervention so that students make exceptional progress</p>	<p>Outcomes in every subject area are consistently high with positive progress scores</p>	<p>A highly effective programme of intervention is in place to support students with SEND and mental health needs, those at risk of exclusion or disengagement with their education</p>	<p>Student leadership opportunities enable students to actively engage with global, local and school issues, such as equality, diversity and the environment</p>
<p>Leaders at all levels drive collective efficacy, creating a culture of Aspiration, Creativity and Character</p>	<p>The curriculum is tailored for the needs of all our learners and prepares them exceptionally well for their future lives</p>	<p>A culture of openness, feedback and sharing of pedagogy builds outstanding practice across all staff</p>	<p><b>All of our students make excellent progress</b></p>	<p>Character education is exceptional, developing students' self determination, wellbeing, confidence and ambition</p>	<p>Careers, educational visits and enrichment programmes inspire students and drive their aspirations</p>

### Aspiration, Creativity, Character

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Objective 1: High Expectation Leadership				
Impact	Actions	Lead	By end of	Evaluation
Leaders at all levels are relentlessly ambitious, demand the highest standards and are outward facing	<ul style="list-style-type: none"> <li>Re-write staff handbook to make sure professional expectations, systems and routines are clear for all staff and communicated regularly through training and staff meetings</li> <li>Re-structure SLT meetings to ensure agendas are sharply focused on standards</li> <li>Train Senior and Middle leaders on difficult conversations and holding to account</li> <li>Create a process for staff to present change proposals to SLT</li> <li>Ensure that there is a high quality, in-house leadership development programme</li> <li>Include regular standards review items involving middle leaders in SLT meeting cycle</li> <li>Arrange visits so that Senior and Middle leaders go on at least one visit to an outstanding school and feedback is shared at SLT meetings</li> </ul>	CEM  CEM HTU CEM HTU CEM CEM	Autumn Term  Autumn Term Autumn Term Autumn Term Autumn Term Autumn Term Summer Term	
<b>Leaders at all levels systematically evaluate impact using a data led, evidence based approach and drive sustained improvement</b>	<ul style="list-style-type: none"> <li>Develop a monitoring system across faculties which evaluates the consistency and quality of curriculum delivery using pupil voice, work review and lesson observation</li> <li>Develop a monitoring system across the pastoral team which evaluates the consistency and quality of the tutor time curriculum and pupil behaviour and engagement</li> <li>Share purpose and rationale of all monitoring with staff to build trust</li> <li>Train all leaders in data analysis and how to lead data review meetings with staff after DPR entry</li> <li>Run cyclical accountability meetings with HoFs throughout the year where data identifies areas of concern</li> </ul>	HTU, SHY, RAY, HJO DMO, SBU, JTR HTU, SHY HTU, TLA HTU	Autumn Term  Autumn Term  Autumn Term Autumn Term Summer Term	
Leaders at all levels drive collective efficacy, creating a culture of Aspiration, Creativity and Character	<ul style="list-style-type: none"> <li>Repeat and reiterate the vision that all children, from all backgrounds and ethnicities, can achieve highly.</li> <li>Rewrite School Improvement Plan and Self Evaluation Form and share vision and key objectives with all staff and governors regularly and repeatedly so that all stakeholders are clear about priorities.</li> <li>Examples of excellence and high quality work shared regularly with staff through HoF, MLT, faculty and staff meetings so that there is a clear and common understanding of what is required to achieve top grades in each subject area</li> <li>Develop a common approach to faculty meetings which drives a common focus on the curriculum and quality of teaching</li> </ul>	CEM/SLT CEM  SHY  HJO	Ongoing Autumn Term  Spring Term  Spring Term	

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Objective 2: High Status, Tailored Curriculum				
Impact	Actions	Lead	By end of	Evaluation
In every subject area, the curriculum is ambitious, builds expertise and cultural capital	<ul style="list-style-type: none"> <li>Audit curriculum documentation to ensure clear intent and alignment through DPR objectives, schemes of learning and knowledge organisers. Check it is mapped against statutory guidelines.</li> <li>Ensure all curriculum documentation has been uploaded to the google drive across faculties and evidences a high quality, knowledge-rich curricula and high quality resources.</li> <li>The SMSC, PSHE and Careers curricula are high quality and have relevant links within subject areas.</li> <li>Heads of Faculty/Subject have strong links with outstanding schools and seek out best curriculum practice through visits and networking.</li> </ul>	SHY  SHY  DMO SHY	Spring term  Spring term  Spring Term Summer term	
The curriculum is high quality, well planned and sequenced in all subject areas to challenge every student to learn and retain key knowledge over time	<ul style="list-style-type: none"> <li>Review and develop practice in setting high quality, challenging home learning to support class learning.</li> <li>Focus staff meeting time on CPD to ensure the school curriculum intent and implementation expectations (common teaching approaches) are understood and can be articulated by all teaching staff.</li> <li>Improve use of knowledge organisers within lessons and through home learning to support students' retention of knowledge.</li> <li>Ensure HoFs have a clear curriculum CPD plan for their teams so that all teachers understand and are able to articulate the intent for their subject discipline, the rationale behind the sequencing of schemes of learning how best to teach key knowledge and skills so that students retain knowledge long term.</li> <li>Ensure curriculum intent and clear programmes of study are shared with all students so that they understand and therefore can articulate what they are expected to know and do in each academic year/programme of study.</li> <li>All faculty areas work together to develop a shared language for learning in each subject discipline</li> </ul>	HTU SHY/RAY  RAY/HTU  SHY/HJO  RAY/HJO  HJO	Autumn term Autumn term  Spring term  Spring term  Spring term  Summer term	
The curriculum is tailored for the needs of all our learners and prepares them exceptionally well for their future lives	<ul style="list-style-type: none"> <li>Faculty Improvement Plans are reviewed and actions updated at every data point to ensure the right focus on improvement actions.</li> <li>Deliver training on planning for precision teaching of knowledge gaps after each assessment point.</li> <li>Establish rigorous, cyclical literacy assessment processes (reading and spelling age testing) with effective interventions for any child with a reading age below chronological age.</li> <li>Audit curriculum documentation to ensure they are tailored to our students with specific consideration for SEND, BAME, disadvantaged and different pathways.</li> <li>Improve Literacy and Numeracy curricula so that they result in excellent progress and catch up</li> </ul>	SHY/TLA  RAY/TLA RAY/ACL SHY  RAY/HTU	Ongoing  Autumn term Autumn Term Spring term  Spring term	

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	<ul style="list-style-type: none"> <li>Establish links within all faculties to universities and relevant industries which benefit students and staff.</li> </ul>	PMA	Summer term	
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### Objective 3: Outstanding Teaching, Learning & Assessment

Impact	Actions	Lead	By end of	Evaluation
Lessons challenge all students to engage with demanding content and to produce high quality work	<ul style="list-style-type: none"> <li>Adapt the appraisal process to ensure that the T&amp;L target focuses on challenge for all students</li> <li>Focus formal observations on challenge for all and outcomes inform the next cycle of the CPD plan</li> <li>Ensure FIPs are written with challenge for all students at the core with a clear review cycle to monitor the impact of actions</li> <li>Conduct subject deep dives in areas where challenge and quality of work/outcomes is a concern.</li> <li>Embed the focus on challenge for all students in line management agendas and throughout the monitoring, self-evaluation and review cycle.</li> <li>Remote learning provides high quality work for all students.</li> <li>Deliver Faculty/Subject specific CPD to ensure all teachers can identify excellence in their subject discipline and the teaching steps to achieve it, with regular follow up work sharing.</li> <li>Establish a system for celebrating beautiful work in each subject, including students from all pathways.</li> </ul>	HTU HTU/RAY SHY  HTU/SHY SHY  RAY RAY  RAY	Autumn term Autumn term Autumn term  Autumn term Autumn term  Autumn term Spring term  Summer term	
Systematic use of data drives precision planning, teaching and high quality intervention so that students make exceptional progress	<ul style="list-style-type: none"> <li>Review DPR assessments to ensure they are high quality and provide robust data at each DPR cycle</li> <li>Deliver training on actions for data inset days to ensure high quality review and analysis of data informs classroom practice and leads to precision planning and teaching.</li> <li>Establish a system for tracking the impact of interventions on pupil progress and outcomes</li> <li>Deploy additional funding for intervention and catch up strategically so that it has impact on students who need it most.</li> <li>Train all staff in data analysis (PAM) to support and develop data led classroom practice.</li> </ul>	TLA TLA/RAY  SHY/TLA SHY/TLA  TLA	Ongoing Autumn term  Autumn term Autumn term  Spring term	
A culture of openness, feedback and sharing of pedagogy builds outstanding practice across all staff	<ul style="list-style-type: none"> <li>Ensure a clear and consistent focus on the three key SIP objectives (the 'why') in all meetings to generate a cognitive rather than emotional reaction to feedback and review/evaluation.</li> <li>Work reviews, faculty and staff meetings identify, promote and share excellent practice</li> <li>Ensure a strong link and responsiveness between appraisal/monitoring and staff development.</li> <li>Create a system for staff to present change proposals to SLT.</li> </ul>	CEM/HTU  HTU/SHY HTU/RAY CEM	Ongoing  Ongoing Autumn term Autumn term	

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	<ul style="list-style-type: none"> <li>Instructional coaching pilot developed to improve T&amp;L for experienced teachers and outcome shared with staff.</li> </ul>	RAY	Spring term	
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### Objective 4: Exceptional Outcomes

Impact	Actions	Lead	By end of	Evaluation
English & Maths attainment and progress is in the top 10% nationally for all groups, especially disadvantaged students	<ul style="list-style-type: none"> <li>SLT &amp; Heads of Faculty make the best use of PIXL strategies and resources.</li> <li>Raising achievement meetings with English &amp; Maths happen after each data point to identify key target students and agree on intervention strategies.</li> <li>Ensure problem solving is embedded effectively in Maths teaching at all key stages.</li> <li>Improve the quality of Literacy and Numeracy curricula so that students' knowledge and skills grow demonstrably over time and impact can be measured and evaluated.</li> <li>Ensure simple literacy strategies are embedded across the curriculum within all lessons and impact on student's reading, writing and oracy skills.</li> <li>Improve the quality of teaching and the curriculum in Maths to raise students' achievement.</li> </ul>	TLA TLA HTU HTU/RAY RAY/ACL HTU	Autumn term Autumn term Spring term Spring term Summer term Summer term	
Outcomes in every subject area are consistently high with positive progress scores	<ul style="list-style-type: none"> <li>A clear programme of support and monitoring is in place for underachieving subject areas.</li> <li>Deliver training for HoFs and teaching staff on data analysis and data led teaching.</li> <li>Ensure data meetings after DPR entry are impactful and drive precision teaching.</li> <li>Ensure a sharp data focus in SLT meetings and deliberate challenge for one another about our actions to support faculty development.</li> <li>Create and implement a clear strategic 'exam readiness' plan for Year 11 and 13 for summer 2021</li> </ul>	SHY/HJO TLA/RAY TLA SHY/TLA TLA	Autumn term Autumn term Autumn term Autumn term Spring term	

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<b>All of our students make excellent progress</b>	<ul style="list-style-type: none"> <li>● Create a clear set of protocols and a calendar of actions around setting and tiering to ensure unconscious bias does not negatively influence decision making.</li> </ul>	SHY/TLA	Autumn term	
	<ul style="list-style-type: none"> <li>● Ensure that data trends around underperforming groups are known and understood by all members of staff with a clear set of strategies to address underachievement.</li> </ul>	SHY/TLA	Autumn term	
	<ul style="list-style-type: none"> <li>● Ensure HoFs and faculties complete rigorous gap analysis after each data drop and identify underachieving pupils for in class intervention.</li> </ul>	SHY/TLA	Autumn term	
	<ul style="list-style-type: none"> <li>● Focus CPD on the development of quality first teaching which is responsive to the varied needs of students.</li> </ul>	RAY	Spring term	
	<ul style="list-style-type: none"> <li>● Ensure support for students with SEND is optimal and focuses on academic progress as well as social and emotional development.</li> </ul>	RAY	Spring term	
	<ul style="list-style-type: none"> <li>● Develop the use of DPR to set high quality, challenging homework for all students.</li> </ul>	HTU	Spring term	
	<ul style="list-style-type: none"> <li>● Improve parental engagement with DPR and, consequently, homework.</li> </ul>	TLA/HTU	Spring term	
<ul style="list-style-type: none"> <li>● Change the culture around access arrangements to ensure all students who qualify can confidently utilise their full individual entitlements.</li> </ul>	RAY	Summer term		

### Objective 5: Exemplary Behaviour, Welfare & Character Education

Impact	Actions	Lead	By end of	Evaluation
Behaviour is outstanding. Students have high levels of self-control and consistently positive attitudes to their education.	<ul style="list-style-type: none"> <li>● Retrain staff and students on the current and updated expectations for behaviour.</li> <li>● Implement early intervention plans for students with low attendance or poor punctuality</li> <li>● Plan regular training for staff on developing outstanding behaviour for learning in the classroom.</li> <li>● Use tutor time as an opportunity to provide WAMHS support and strategies to enable students to strive to be highly resourceful, independent learners.</li> <li>● Raise the profile of attendance and punctuality with all key stakeholders through assemblies, tutor time and regular communication with parents</li> <li>● Improve punctuality in all year groups through the implementation of new processes. Robust challenge provided quickly where expected standards are not met.</li> </ul>	AJO VLE/HOYs AJO DMO  VLE/HOYs  VLE/HOYs	Autumn term Autumn term Spring term Summer term  Summer term  Summer term	

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<p>A highly effective programme of intervention is in place to support students with SEND and mental health needs, those at risk of exclusion or disengagement with their education</p>	<ul style="list-style-type: none"> <li>Map all interventions across the different areas of inclusion so that there is a clear system of identifying need and providing bespoke interventions</li> <li>Develop a clear process of early and staged intervention for students at risk of exclusion or disengagement</li> <li>Ensure there is effective joined up, multi agency work between the Inclusion, safeguarding, pastoral and WAMHS teams in order to ensure students with additional needs receive timely, appropriate and effective intervention</li> <li>Refine the system for monitoring and reviewing interventions to ensure that they are impactful</li> <li>Implement termly training for staff around SEND interventions to promote early and appropriate help</li> </ul>	<p>RAY/HON</p> <p>DMO DMO</p> <p>DMO/AJO RAY/HON</p>	<p>Autumn term</p> <p>Autumn term Autumn term</p> <p>Spring term Spring term</p>	
<p>Character education is exceptional, developing students' self determination, wellbeing, confidence and ambition</p>	<ul style="list-style-type: none"> <li>Continually refine character day planning, content and processes to ensure a high quality SMSC programme, responsive to local and national issues.</li> <li>Map SMSC provision across all areas of the school to ensure an aligned approach and high quality provision</li> <li>Conduct an SMSC audit to provide a highly targeted action plan</li> <li>Combine, develop and improve Pledge and tutor time activities, so that an exceptional tutor programme is in place, which adds significant capacity to the school's SMSC and character offer.</li> </ul>	<p>DMO/HAY</p> <p>DMO DMO DMO/HO Y</p>	<p>Ongoing</p> <p>Autumn term Autumn term Summer term</p>	

### Objective 6: A Culture of Hard Work & Aspiration

Impact	Actions	Lead	By end of	Evaluation
<p>Students are motivated and committed to their education. They take pride in their own learning and produce high quality homework independently</p>	<ul style="list-style-type: none"> <li>Support staff to utilise the DPR as a way to assess the quality of homework completed</li> <li>Implement a monitoring system for 'attitudes to learning' so that early and bespoke intervention can be put in place to motivate and support students whose engagement is low.</li> <li>Provide opportunities for students to confidently articulate their knowledge and educational journey</li> <li>Review and refine the way in which staff recognise and reward high engagement and quality work</li> <li>Develop a culture of intrinsic motivation by providing opportunities for students to develop independence and pride in both personal and academic contexts.</li> <li>Embed the teaching of independent study skills within homework, classwork and tutor time</li> </ul>	<p>HTU</p> <p>DMO/AJO /HOYs</p> <p>RAY/SHA DMO/SHY DMO/AJO</p> <p>HTU/DMO</p>	<p>Autumn term</p> <p>Autumn term</p> <p>Autumn term Spring term Spring term</p> <p>Summer term</p>	

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<p>Student leadership opportunities enable students to actively engage with global, local and school issues, such as equality, diversity and the environment</p>	<ul style="list-style-type: none"> <li>• Ensure Year 9 Duke of Edinburgh scheme is successfully implemented</li> <li>• Develop the emphasis on celebrating diversity and difference, for example through Black History Month, Pride Youth Network, International Women’s Day etc.</li> <li>• Continue to drive awareness about social responsibility through assemblies and student led initiatives, eg. the Environmental Society, Charity Club etc</li> <li>• Identify any gaps in student leadership opportunities across the school and develop plans to address gaps</li> <li>• Create a system for students to seek student voice on key issues and present findings to relevant staff at termly meetings</li> <li>• Train student leaders to be active leaders and role models across the school with clear duties and responsibilities</li> </ul>	<p>AJO/HJA SHA/PMC /DRO/HA Y DRO/HAY  PMC/DRO PMC/DRO  PMC/DRO</p>	<p>Ongoing Autumn term  Autumn term  Autumn term Spring term  Summer term</p>	
<p>Careers, educational visits and enrichment programmes inspire students and drive their aspirations</p>	<ul style="list-style-type: none"> <li>• Refine the enrichment programme for Years 7, 8 &amp; 12 to ensure it is suitable for the current situation but delivers a high quality programme which develops cultural capital.</li> <li>• Develop the careers provision further to fulfil all the Gatsby benchmarks</li> <li>• Educational visits (once COVID restrictions permit) enable all children across the school have at least one high quality educational visit per year.</li> <li>• Develop a clear system for tracking and reviewing educational visits and equality of opportunity.</li> <li>• Develop the after school enrichment offer.</li> <li>• Embed careers across the curriculum in lessons, character days and tutor time for all year groups</li> <li>• Actively seek opportunities with industry to provide aspirational work related learning for students</li> </ul>	<p>VLE/PMC  PMC RAY  RAY VLE PMC PMC</p>	<p>Autumn term  Spring term Summer term  Summer term Summer term Summer term Summer term</p>	

### Year 11 Achievement

	2018 Result	2019 Result	2020 Result	2021 Targets	2022 Targets	2023 Targets
% English & Maths (Grades 9-4/A*-C)	54%	59%	72%	70%	75%	80%
% English & Maths (Grades 9-5/A*-B)	36%	37%	51%	50%	55%	60%
EBacc Average	3.56	3.68	4.81	4.8	5	5.2
Progress 8 Score - All pupils	0.04	-0.15	0.71	0.4	0.5	0.7
Progress 8 Score - Disadvantaged	-0.08	-0.44	0.52	0.4	0.5	0.7

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Attainment 8 - All Pupils

41.37

42.77

51.40

51

53

55

### Year 13 Achievement

Average A level Grade (all exams entered)

C

C-

C+

B-

B

B+

% AAB in at least 2 facilitating subjects

10%

9%

13%

15%

20%

25%

% A\*-B

53%

29%

55%

55%

58%

60%

% A\*-E

99%

92%

100%

100%

100%

100%

ALPS Score

2

7

2

2

2

1

Progress Score (A Level L3VA)

0.18

0

0.54

0.2

0.25

0.3

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