

Haggerston School

School Improvement Plan

Plan on a Page 2020-2023:

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

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"> ● Create a 'Monitoring, Self Evaluation and Review' calendar of regular and rigorous accountability processes which result in measurable improvement and impact. ● Sharpen the impact of line management meetings to ensure agendas are focused on evidence of standards through lesson observation review, achievement data and book looks. ● Develop the in school leadership programme to support high standards, leadership progression and developing others. ● Utilise the best practice available in outstanding schools to challenge our own practice in curriculum, teaching, behaviour and personal development. ● Consciously over-communicate the expectation of high standards with staff, parents and students through assemblies, bulletins, meetings and parent events. 	CEM HTU HTU CEM CEM	Summer 2021 Autumn Term Autumn Term Ongoing Ongoing	
Leaders at all levels systematically evaluate impact using a data led, evidence based approach and drive sustained improvement	<ul style="list-style-type: none"> ● Ensure the meeting 'workplan' is built around constant evaluation of standards, risk areas and underperforming groups, using an evidence based, data driven approach. ● Define which data/evidence sets each leader is responsible for based on role, aligned to the 'workplan'. ● Establish a clear annual cycle of staff, parent and student voice activities so that these form a central evidence base for school improvement. ● Refresh leaders skills in data analysis using PAM, DPR, Tracking documents and KPI booklets. ● Sharpen the accuracy of KS3 data so that analysis allows for clear intervention decisions by HOFs & HOYs. ● Develop a monitoring system across faculties and year teams which evaluates the consistency and quality of curriculum delivery using pupil voice, work review and lesson observation. 	CEM CEM CEM TLA DMO/TLA SHY/HTU	Summer 2021 Summer 2021 Summer 2021 Autumn Term Autumn Term Autumn Term	
Leaders at all levels drive collective efficacy, creating a culture of Aspiration, Creativity and Character	<ul style="list-style-type: none"> ● Deliver high quality training for leaders on effective line management and accountability, ensuring a consistent focus on teaching pedagogy and practice. ● Improve the effectiveness and range of training for support staff , aligned to the school priorities. ● Use the SLT and HOF/HOY accountability frameworks to ensure all leaders can articulate the impact of their actions on driving standards and collective efficacy. ● Consciously over-communicate success stories and models of excellent practice to staff, students and parents to drive belief and collective efficacy, particularly for underperforming groups (SEND, Boys, PPI) ● Ensure that frequent work reviews focus on high quality work, presentation and challenge for all groups. 	HTU HTU/ACO CEM/SHY CEM/SLT DMO	Autumn Term Autumn Term Autumn Term Ongoing Ongoing	

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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"> ● Create an annual audit of all subject curricula, including extra curricular and SMSC programmes to ensure a range of experiences which represent the diversity of our community and develop students' cultural capital. ● Implement a curriculum quality assurance process that evaluates the quality of content, sequencing and the impact of lesson activities and resources. ● Ensure that rigorous curriculum review takes place within faculties after each assessment cycle using a Analyse, Review, Improve cycle. ● Ensure Heads of Faculty/Subject have strong links with outstanding schools and seek out best curriculum practice through visits and networking. 	SHY/ DMO SHY SHY SHY	Autumn Term Ongoing Spring Term Spring 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"> ● Ensure high quality curriculum plans are shared with parents and students before each DPR cycle via the website to equip them with the information to support learning and drive progress. ● Dedicate specific faculty meeting time for curriculum review and evaluation. ● Ensure that all subjects are using the DPR to set high quality and impactful homework which is linked to the relevant DPR objectives. ● Ensure all subject areas have explicit activities to support engagement with knowledge organisers and retention of core knowledge (e.g. regular self quizzing homework, low stakes knowledge tests), reinforced through termly summative assessment cycles. 	SHY CEM/SHY SHY SHY	Summer 2021 Summer 2021 Autumn Term Spring 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"> ● Create subject area displays which celebrate our diverse, anti-racist curriculum and community. ● Ensure work reviews analyse and evaluate the quality and impact of the curriculum for all students, particularly vulnerable groups (SEND, Boys, Disadvantaged). ● Ensure all subject areas have a training plan for subject specific curriculum intent and implementation expectations so that principles, objectives and common teaching approaches are understood and can be articulated by all teaching staff. ● Ensure every subject curricula makes explicit links to the world of work/higher education and these links are publicly displayed. ● Share examples of excellent work so that there is a common understanding of top grades in each subject. ● Provide opportunities for students to articulate their experience of the curriculum, their learning and how well it is preparing them for their future lives. 	SHY DMO SHY/RAY SHY/PMA SHY SHY/RAY	Summer(2021) Autumn Term Autumn Term Spring Term Spring Term Spring 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"> ● Dedicate specific faculty meeting time for analysis and evaluation of the quality of students' work and the impact of the taught curriculum. ● Continue with a termly T&L focus for CPD beginning with 'Modelling' and 'Deliberate practice'. ● Tailor appraisal to the whole school T&L focus and underperforming groups (SEND, Boys, Disadvantaged). ● As well as the 'Non negotiables', CPD also focuses on strategies to support underperforming groups (SEND, Boys, Disadvantaged). ● Ensure that lesson observation and work reviews analyse and evaluate the quality of work produced by different groups of students (e.g. different pathways, vulnerable groups) and lead to insightful refinements to practice. 	CEM RAY HTU RAY HTU/DMO	Summer 2021 Autumn Term Autumn Term Autumn Term Ongoing	
Systematic use of data drives precision planning, teaching and high quality intervention so that students make exceptional progress	<ul style="list-style-type: none"> ● Dedicate faculty meeting time for development of subject pedagogy, practice and precision planning. ● Ensure a systematic, data led, decision making process on student pathways and grouping enables all students, particularly vulnerable groups, to receive precision teaching and make exceptional progress ● Ensure accurate DPR assessment data and live marking lead to impactful refinements to teaching practice. ● Retrain teachers in utilising the DPR and PAM to evaluate the performance of their classes leading to responsive adaptation of teaching and planning to address gaps/underachievement. ● Establish a system for tracking the impact of academic interventions on pupil progress and outcomes (Eg. Catch Up, NTP, and in school interventions) 	CEM SHY TLA/RAY TLA TLA/RAY	Summer 2021 Summer 2021 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"> ● Embed 'Non-negotiables' in T&L policy, appraisal documentation and CPD year plan. ● Create a framework/rubric which outlines the success criteria for each 'Non-negotiable' and provides a guide for coaches, mentors and line managers to give effective feedback. ● Successfully launch and establish the 'Good to Great' programme. ● Create a menu of teaching support and ensure it is understood by all staff and used in the appraisal process to identify development needs and suitable intervention. ● Launch 'Open Door Weeks' to reinforce the culture of openness, share best practice and reinforce the 'Non-negotiables'. ● Over-communicate clarity about teaching expectations (Non-negotiables) through the bulletin, briefings, meetings and INSET sessions. 	HTU/RAY HTU/RAY RAY RAY RAY HTU/RAY	Summer (2021) Summer (2021) Autumn Term Autumn Term Autumn Term Ongoing	

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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"> Use data strategically to ensure Literacy and Numeracy interventions are targeted to the needs of students who need it most and enable them to make rapid progress. Re-establish raising achievement meetings with English & Maths after each data point to identify target students and agree intervention strategies. Ensure the new Maths curriculum is fully embedded and consistently well implemented by all Maths teachers. Support transition to new leadership in English to ensure continuity of standards and development. Establish high quality Maths tuition for targeted KS4 students (Focus: Vulnerable Groups - SEND, Boys, Disadv) Review and implement improvements to the intervention programme for Maths and English for underachieving students. Embed whole school literacy and numeracy strategies across the curriculum. 	SHY/RAY/ HTU TLA HTU DMO TLA TLA RAY/HTU	Autumn Term Autumn Term Autumn Term Autumn Term Autumn Term Spring Term Spring Term	
Outcomes in every subject area are consistently high with positive progress scores	<ul style="list-style-type: none"> Ensure impactful raising achievement meetings are held with SLT/HOFs after each data point to review FIP, identify key target students and agree on intervention strategies. Ensure a high quality intervention programme is in place for each subject area to support underperforming students. Ensure the cycle of quality assurance of DPR assessments, standardisation and moderation lead to robust data at each DPR cycle for all year groups which leads to impactful refinements to teaching practice. Improve the quality of line management meetings to ensure they are progress focused and all groups are reviewed after each DPR cycle and actions steps followed up systematically by teachers 	DMO/TLA TLA/PMA TLA/RAY HTU/TLA/ RAY	Autumn Term Autumn Term Autumn Term Ongoing	
All of our students make excellent progress	<ul style="list-style-type: none"> Improve parental communication and engagement with achievement information, including the Horsforth Quadrant, and provide more insight and strategies for supporting learning at home. Provide more frequent opportunities for examination practice for Year 11/13 students. Remove barriers to independent study by ensuring all students have access to a device to complete homework through the DPR and revision. Launch a whole school independent study skills programme with linked rewards. Embed Horsforth Quadrant strategies for all year groups through Heads of Year so that there is a clearer understanding of the causes of underachievement, particularly for vulnerable groups (SEND, boys, Disadv) 	DMO/TLA DMO/TLA IAV/PMA TLA DMO/TLA	Autumn Term Autumn Term Autumn Term Autumn Term Spring Term	

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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"> ● Include 'behaviour for learning' strategies in the teaching rubric so that planned classroom activities can be executed with outstanding behaviour. ● Use the MSER calendar to schedule regular behaviour foci (ie. Uniform checks, Equipment, Corridor, SC) ● Re-establish formal, face to face assemblies so our rewards programme returns to its pre- pandemic profile. ● Develop a "how to" programme for teaching and support staff on the consistent application of the behaviour system across all areas of the school, creating high levels of consistency in language and practice. ● Implement training for HOFs on behaviour analysis and follow up actions and ensure it is a regular agenda item for line management meetings at all levels. ● Use the Horsforth Quadrant to identify students without positive attitudes to learning and implement swift interventions. ● Intervene swiftly using school based/external support systems with children whose attendance falls below 95% with a particular focus on SEND K, SEND E and Year 9 and/or who are persistently late. 	HTU/RAY CEM/AJO AJO AJO AJO/HTU DMO/TLA JTR	Summer 2021 Summer 2021 Summer 2021 Autumn Term Autumn Term Spring Term Ongoing	
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	<ul style="list-style-type: none"> ● Ensure study programmes in the study centre and IEU are rigorous, adaptable for individual needs and encourage meaningful reflection on behaviour and engagement. ● Refine the data sets for behaviour/engagement so that review leads to clear and measurable actions ● Complete the intervention map and communicate to staff so that a clear system of referral and evaluation of impact is in place. ● Introduce a more intensive and bespoke Pastoral Support Programme that is aimed at greater investigation of the bespoke needs of every student ● Analyse and review whether restorative practices could support relationship building between staff and students and support trauma informed practice. ● Monitor the impact of the WAMHS provision for key groups identified on the action plan. 	JTR/AJO DMO/AJO DMO/JTR/ RAY JTR DMO/HTU RAY	Summer (2021) Autumn Term Autumn Term Autumn Term Autumn Term Summer Term	
Character education is exceptional, developing students' self determination, wellbeing, confidence and ambition	<ul style="list-style-type: none"> ● Support HOYs to train form tutors in best practice for pastoral support so that there is a high level of consistency across year groups and form groups. ● Introduce termly planning meetings for all SMSC stakeholders to ensure that there is a cohesive approach to character education. ● Train all staff in delivery of high quality PSHE education, including statutory requirements. ● Develop a spiralled tutor time curriculum so that character development is sequentially planned. 	AJO/JTR SHY SHY SHY	Autumn Term Autumn Term Autumn Term Spring Term	

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Objective 6: A Culture of Hard Work & Aspiration				
Impact	Actions	Lead	By end of	Evaluation
Students are motivated and committed to their education. They take pride in their own learning and produce high quality homework independently.	<ul style="list-style-type: none"> ● Use DPR data to refine the tracking and monitoring of homework completion and quality across subjects. ● Support subject areas to facilitate and re-establish events which boost children’s motivation & enjoyment. ● Identify new opportunities to recognise and celebrate beautiful work, high quality homework and student engagement. ● Explore ways to increase parental engagement with their child’s learning and homework. ● Provide opportunities for students to confidently articulate their pride in their own learning and work. ● Use behaviour support and work review to regularly monitor standards of presentation of work. 	SHY SHY/RAY DMO/AJO AJO/TLA SHY/RAY DMO	Autumn Term Autumn Term Spring Term Spring Term Spring Term Ongoing	
Student leadership opportunities enable students to actively engage with global, local and school issues, such as equality, diversity and the environment	<ul style="list-style-type: none"> ● Develop an annual programme of leadership activities for student groups each half term to provide greater opportunities for leadership development with a clear visual ‘journey’ diagram to explain the opportunities available to students in each year group. ● Broaden the engagement of students with student leadership/voice activities. ● Identify further ways to promote diversity and equality throughout the academic year to ensure that this is embedded within the culture of the school. ● Provide a student training programme on leadership skills and define student leadership roles clearly ● Build on the current achievements of the school on environmental awareness to achieve accreditation as an ‘Eco School’ and to redevelop the school garden as part of a student re-engagement project. 	TLA/DRO TLA/DRO SHY TLA/DRO JTR/MBU	Autumn 2021 Autumn Term Autumn Term Spring Term Spring Term	
Careers, educational visits and enrichment programmes inspire students and drive their aspirations.	<ul style="list-style-type: none"> ● Ensure the year plan for careers drives successful meeting of all Gatsby benchmarks for 2021/22. ● Re-establish the enrichment programme so that rich opportunities are available to all year groups throughout the year. ● Implement the planned ‘Haggerston Journey’, so that trips and events provide rich learning experiences. ● Build more links/partnerships with external providers to broaden the opportunities provided for all students. ● Provide students with aspirational guest speakers and careers related trips to broaden their understanding of and engagement in career progression. 	PMA TLA SHY PMA PMA	Autumn Term Autumn Term Autumn Term Spring Term Ongoing	

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Year 11 Achievement

	2018 Result	2019 Result	2020 Result	2021 Results	2022 Targets	2023 Targets
% English & Maths (Grades 9-4/A*-C)	54%	59%	72%	72%	78%	80%
% English & Maths (Grades 9-5/A*-B)	36%	37%	51%	52%	55%	58%
EBacc Average	3.56	3.68	4.81	4.7	4.8	5
Progress 8 Score - All pupils	0.04	-0.15	0.71	0.78	0.5	0.7
Progress 8 Score - Disadvantaged	-0.08	-0.44	0.52	0.49	0.5	0.7
Attainment 8 - All Pupils	41.37	42.77	51.40	50.9	51	53

Year 13 Achievement

Average A level Grade (all exams entered)	C	C-	C+	C+	B	B+
% AAB in at least 2 facilitating subjects	10%	9%	13%	29%	25%	30%
% A*-B	53%	29%	55%	61%	55%	60%
% A*-E	99%	92%	100%	99%	100%	100%
ALPS Score	2	7	2	2	2	1
Progress Score (A Level L3VA)	0.18	0	0.54		0.25	0.3

Aspiration, Creativity, Character