

# Haggerston School

Aspiration, Creativity, Character

## Organisational Clarity:

### 1. Why Do We Exist?

To ensure every child at Haggerston has access to an excellent education that enables them to lead successful, fulfilled lives.

### 2. How Do We Behave?

Hungry: We work hard with determination and resilience.

Humble: We act with integrity, honesty and openness.

Smart: We exercise good judgement, consider others and put the needs of the team first.

### 3. What Do We Do?

We foster Aspiration, Creativity and Character in our students through:

1. High Expectation Leadership
2. High Status, Tailored Curriculum
3. Outstanding Teaching & Learning
4. Exceptional Outcomes
5. Exemplary Behaviour, Attitudes and Welfare
6. A Culture of Hard Work and Aspiration

### 4. How Will We Succeed?

- Collective Efficacy - shared goals, belief, alignment and consistency
- Relentlessly driving high standards and academic rigour
- Never compromising our values of equality, diversity and inclusion

### 5. Plan on a Page 2021-2024: What is Most Important Right Now?

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	Objective 4: Exceptional Outcomes	Objective 5: Exemplary Behaviour, Attitudes & Welfare	Objective 6: A Culture of Hard Work & Aspiration	
2021-22	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	A culture of openness, feedback and sharing of pedagogy builds outstanding practice across all staff	English & Maths attainment and progress is in the top 10% nationally for all groups, especially disadvantaged students	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
2022-23	Leaders at all levels drive collective efficacy, creating a culture of Aspiration, Creativity and Character	In every subject area, the curriculum is ambitious and tailored for all learners, preparing them exceptionally well for their future lives	Systematic use of data drives precision planning, so that all students engage with demanding content and produce high quality work	Outcomes in every subject area are consistently high with positive progress scores	Students are motivated and committed to their education. They take pride in their learning and produce high quality homework independently	Character Education (PSHCE, SMSC, Careers, trips and enrichment) inspires students and drives their aspirations
2023-24	Leaders at all levels are relentlessly ambitious, demand the highest standards and are outward facing	The curriculum is consistently high status in all subject areas, building expertise and cultural capital	Highly consistent, expert teaching and high quality intervention leads to exceptional progress for all students.	All of our students make excellent progress	Behaviour is outstanding: students have high levels of self-control and consistently positive attitudes to their education	The Haggerston Journey (Character education) is exceptional, developing students' self determination, wellbeing, confidence and ambition

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## School Improvement Plan

<u>Year 11 Achievement</u>	2019 Result	2022 Results	2023 Results	2024 Targets	2025 Targets
% English & Maths (Grades 9-4/A*-C)	59%	63%	78%	83%	88%
% English & Maths (Grades 9-5/A*-B)	37%	47%	55%	60%	65%
EBacc Average	3.68	4.59	5.01	5.5	5.8
Progress 8 Score - All pupils	-0.15	-0.04		0.7	0.9
Progress 8 Score - Disadvantaged	-0.44	-0.47		0.7	0.9
Attainment 8 - All Pupils	42.77	49.9	51.2	54	56
<u>Year 13 Achievement</u>					
Average A level Grade (all exams entered)	C-	B-	B-	B	B+
% AAB in at least 2 facilitating subjects	9%	9%	24%	30%	34%
% A*-B	29%	57%	55%	62%	68%
% A*-E	92%	100%	99%	100%	100%
ALPS Score	7	4	3	2	1
Progress Score (A Level L3VA)	0			0.4	0.5
<b>Whole School Attendance</b>	<b>93.8%</b>	<b>91.9%</b>	<b>89.2%</b>	<b>94%</b>	<b>95%</b>

### 6. Who Must Do What?

Objective	Impact	Actions: What are we going to do?	Milestones: What would we want to see as a result of the actions?	By
<b>1: High Expectation Leadership</b>	<b>Leaders at all levels are relentlessly ambitious, demand the highest standards and are outward facing</b>	Create and implement a strategic year plan which delivers exceptional staff development and sustained high standards	<ul style="list-style-type: none"> <li>● CPD/MTG Year plan is aligned to CST and the school SIP, with cyclical external review of quality, leading to continuous refinement</li> <li>● At least 95% staff agree CPD develops their teaching practice in staff survey</li> <li>● Consistency in the execution of school standards and routines are observed through monitoring cycles</li> <li>● Outcomes targets for 2024 are met</li> </ul>	Autumn  Spring Spring Summer
		Enhance our performing arts specialism to become a lead school across the trust and a centre of excellence in arts education	<ul style="list-style-type: none"> <li>● Marketing strategy is established to promote the school's arts specialism</li> <li>● Partnerships are established with CST schools and a mechanism is in place to develop Trust arts provision</li> <li>● Dance is integrated into Performing Arts offer</li> <li>● Increased uptake of arts subjects for GCSE and A-Level</li> <li>● Outcomes are consistently high in all arts disciplines with regular high quality performance opportunities</li> </ul>	Autumn Autumn Spring Summer Summer
Objective	Impact	Actions: What are we going to do?	Milestones: What would we want to see as a result of the actions?	By
<b>2: High Status, Tailored Curriculum</b>	<b>The curriculum is consistently high status in all subject areas, building expertise and cultural capital</b>	Create an outstanding KS3 curriculum, including homework, which provides high challenge for all students	<ul style="list-style-type: none"> <li>● Curriculum leader meetings have established the vision for KS3 curriculum challenge and a process of department self evaluation of the KS3 curriculum.</li> <li>● Common curriculum and homework standards have been agreed through all curriculum leaders observing models of excellence</li> <li>● Every curriculum leader has presented development priorities &amp; KS3 curriculum progress at CL Mtgs</li> <li>● Book review, student surveys and lesson observations show a consistent, high level of challenge across the school measured against agreed curriculum standards (WAGOLL)</li> </ul>	Autumn  Spring  Spring Summer
Objective	Impact	Actions: What are we going to do?	Milestones: What would we want to see as a result of the actions?	By
<b>3: Outstanding Teaching &amp; Learning</b>	<b>Highly consistent, expert teaching and high quality intervention leads to exceptional progress for all students.</b>	Design CPD & meeting structures which enable teachers to intellectually prepare for high quality curriculum delivery, adapting to student need	<ul style="list-style-type: none"> <li>● CPD is planned based on the CST model/playbooks and externally quality assured termly.</li> <li>● The purpose and practice of intellectual preparation is understood by 100% of teaching staff</li> <li>● 90+% of teaching staff agree intellectual preparation sessions help them improve their practice</li> <li>● 75% of lesson observations show expert or exemplary practice by the end of the year</li> </ul>	Autumn Spring Spring Summer

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		Implement live coaching and high quality subject mentoring to accelerate ECT progress through the rubric from novice to expert	<ul style="list-style-type: none"> <li>A team of staff are trained in live coaching and implement it consistently according to a planned schedule</li> <li>High quality subject specific mentoring is in place and is valued by 100% of ECTS</li> <li>Monitoring and quality assurance of ECT training is conducted termly with ongoing refinement</li> <li>All ECTS are expert teachers by the end of their ECT period.</li> </ul>	Autumn Autumn Ongoing Summer
<b>Objective</b>	<b>Impact</b>	<b>Actions:</b> What are we going to do?	<b>Milestones:</b> What would we want to see as a result of the actions?	<b>By</b>
<b>4: Exceptional Outcomes</b>	<b>All of our students make excellent progress</b>	Drive standards in English, Maths and Science, using external expertise, so that each subject delivers a progress score of at least 0.5 and ALPS scores of at least 3	<ul style="list-style-type: none"> <li>Collaborative work begins between FGCS EMS leads and our EMS HOFs to raise standards across the core</li> <li>Whole school curriculum review has been undertaken, with consultation on any changes for 2024, to ensure optimal curriculum time is in place for core subjects</li> <li>Raising achievement meetings start from Sept and are impactful, student focused and regular</li> <li>All means of communication are used to celebrate student achievement and normalise success</li> <li>Monitoring of year 11 &amp; 13 intervention indicates high quality and high attendance from Sept</li> <li>Ongoing cyclical focus on Year 11 and 13 data through Thurs am and pm SLT meetings and LM</li> </ul>	Autumn Autumn  Autumn Autumn Autumn Ongoing
<b>Objective</b>	<b>Impact</b>	<b>Actions:</b> What are we going to do?	<b>Milestones:</b> What would we want to see as a result of the actions?	<b>By</b>
<b>5: Exemplary Behaviour, Attitudes &amp; Welfare</b>	<b>Behaviour is outstanding. Students have high levels of self-control and consistently positive attitudes to their education</b>	Create a high level of consistency through driving the 'certainty of adult behaviour'.	Well planned, high quality staff training and meeting time drive high levels of consistency, so that: <ul style="list-style-type: none"> <li>High levels of adherence to the uniform expectations</li> <li>Students follow instructions first time every time</li> <li>Students are motivated and engaged in their learning</li> <li>Attendance and punctuality targets are met</li> </ul>	Autumn Autumn Autumn Spring Ongoing
<b>Objective</b>	<b>Impact</b>	<b>Actions:</b> What are we going to do?	<b>Milestones:</b> What would we want to see as a result of the actions?	<b>By</b>
<b>6: A Culture of Hard Work &amp; Aspiration</b>	<b>Students are motivated and committed to their education and have the skills to learn independently</b>	Drive high quality homework completion for all students.	<ul style="list-style-type: none"> <li>There is consistency and alignment in the system for setting, submitting and monitoring homework</li> <li>The availability of study spaces and homework clubs has been increased for students in all year groups</li> <li>Every student who does not regularly complete homework has a personalised intervention in place with measurable impact</li> <li>Homework has a high profile via assemblies (rewards), tutor time, lessons, parent/student bulletins</li> <li>Parents are well informed and supported through PIEs, workshops, the school website and the parent bulletin (parent survey)</li> <li>There has been a 50% reduction in the number of corrections issued for incomplete homework</li> </ul>	Autumn Autumn Spring  Spring Spring  Summer