SUPPORTING LEADERSHIP AT ALL LEVELS (LD)

REFOCUS ON THE PRIMACY OF LESSONS (LE)

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|  | **Strategic Priority** | **Arising From** | **Specific Actions** |
| 1 | Develop curriculum pathways that allow support and intervention for students with SEND and support and challenge for students who are high prior attainers | * Increasing scale and complexity of SEND need * Initial development of PIC and nurture pathway * Low attendance rates of SEND students * High number of R points and suspension rates of SEND students * Feedback from staff and parents regarding impact of previous mixed attainment policy * Negative progress of high prior attaining students * [Ofsted report 2018](https://reports.ofsted.gov.uk/provider/23/137877) * [Essex LA Inclusion Strategy and Framework](https://schools.essex.gov.uk/pupils/Inclusion/Pages/default.aspx) | 1. Initiate the RISE curriculum for delivery through the KS3 nurture pathway (BCL, JRI) LE, LD 2. Apply for funding from LA to develop an alternative pathway (CCO) LE 3. Our current aspirational curriculum opportunities to be strengthened and made more explicit with intent clearly identified (BCL) LE 4. Redesign the school timetable model to allow more flexible student grouping (JMA, CCO) LE, LD 5. Work with curriculum leaders in targeting the most able to achieve the highest possible grades (All) LD 6. Re-design the school timetable model to allow easier student groupings in response to latest feedback (RDR, MM) LE, LD   **SEND plan**  **Q of E plan** |
| 2 | Improve leaders’ use of assessment data and other information to impact provision and outcomes | * Outcomes 2023 * Poor availability of student data for curriculum and teacher planning * Lack of systematic monitoring processes and practice * Exam review meetings * Lack of rigour and consistency in KS£ assessments | 1. All student data including KS2 to be made easily available to all staff LE, LD 2. Student data used to draw up performance targets for curriculum areas (JMA) LE, LD 3. Monitoring cycles to be calendared and practices standardised across leaders. LD 4. Monitoring cycles will use a range of information sources to identify curriculum gaps, curriculum non-engagement and students not making progress through the curriculum ( All leaders) LD 5. Monitoring findings a standing item for line management conversations LE, LD 6. New appraisal system implemented (JMA, CCO) LE, LD 7. Curriculum assessment processes to be reviewed (RDR) LE 8. Assessment and Marking & Feedback policies updated to ensure minimum expectations are set and that there is clarity, consistency, and rigour. End of year summative assessments across the curriculum in KS3 year groups provide important information on student progress (RDR, KSH) LE 9. Sixth form leaders to communicate best and expected practice to sixth form teachers (ACO) LD, LE   **Team Improvement Plans**  **Sixth form plan**  **Monitoring Paperwork** |
| 3 | Improve the engagement of students with school and lessons reducing low level disruption | * Punctuality to lessons * Observations of classroom practice and routines * Teacher feedback * Behaviour data/ incident reporting * Attendance rates of some student groups | 1. CPD programme to focus on developing practice with de-escalation and forming positive working relationships (KSH, TPO) LD 2. Consistency to be achieved in the delivery of the curriculum. Agreed lesson frameworks will support rigour and provide support through collegiate practice (ALL) LE 3. Maximise the use of school’s rewards system to promote and acknowledge positive engagement and success (TPO) LE 4. Refine school behaviour policy to allow better responsiveness to disruption (TPO, JRI) LD, LE 5. More opportunities provided for staff to share best practice (KSH) LD   **Attendance Plan**  **Behaviour Plan**  **Q of E plan**  **Mental Health strategy** |
| 4 | Strengthen the engagement of the parental community with school | * Attendance and persistent absence rates of some students indicating the value placed on school by their parents * DfE’s [Working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) * Feedback from parents about their perception of the school as an academic place of earning * Feedback from staff about the response they receive from parents when seeking support | 1. Develop a school communication strategy (CCO) LD 2. Re-design school newsletter and use of school website (CCO) LD 3. Create curriculum evenings for parents of year 11 students (BCL) LD, 4. Return to in-person parents evenings (RDR) LE 5. Re-visit use of social media for promotion of good news stories LE 6. Improve use of Edulinkone (RDR) LE, LD 7. Offer support to our parents, through the National College, in keeping their children safe online (DJB) LD 8. School awards presentations reinstated as an opportunity for reward, community positivity and parental engagement LE 9. New Holiday Club provision established that brings much needed income and contact with current and future parents (SR) 10. SHS alumni established LD |
| 5 | Staff and student wellbeing | * Staff absence rates * Feedback from staff * Post-covid impact * Recruitment challenges * [DfE’s Education Staff Wellbeing Charter](https://www.gov.uk/guidance/education-staff-wellbeing-charter) * [DfE’s School workload reduction toolkit](https://www.gov.uk/guidance/school-workload-reduction-toolkit) * CPOMs entries * Reasons cited for non-attendance of individual students * Student feedback * [Promoting children and young people’s mental health and wellbeing](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing) | 1. Mental Health and Wellbeing strategy introduced (JRI, GE) LD 2. [MHST practitioners](https://www.gov.uk/government/publications/transforming-children-and-young-peoples-mental-health-provision) ‘housed’ at SHS LD 3. Curriculum time for PSHRE increased in years 7 and 8 (LHO) LD 4. New PSHE curriculum introduced into sixth form (ACO) LD 5. Sixth form students trained as peer mentors (ACO) LD 6. Student voice used to inform and develop policy and practice around issues of equality, diversity and tolerance (DJB) LD 7. Staff absence procedures to be reviewed (CCO, KW) LD 8. New appraisal system provides transparency and equity and supports school improvement LD, LE 9. All staff to have accurate job descriptions that provide clarity on roles and responsibilities (CCO) LD 10. Support staff structures to be clarified and a succession/ sustainability plan developed (CCO, SR) LD 11. The school’s CPD programme provides development and instruction for middle and senior leaders and aspirant leaders (KSH) LD 12. Recruitment strategy produced (CCO, KW) LD 13. Continue improving the working environment (SR) LD   **Mental Health strategy** |
| 6 | Future proof the school through better integrated curriculum and financial planning and a long term premises strategy | * In 2022-23 much work was done to evaluate the health and safety of the school site and the maintenance requirements. * Newly appointed Estates Manager has made improvements to the workflow of the team and has started to develop an Estates Management Strategy. * Budgetary stresses arising from energy costs, costs of living increases and teacher and support staff pay awards * Curriculum developments both school directed and resulting from national strategy | 1. Value for money to be introduced into our school language and used as part of our monitoring processes (SR, SH) LD 2. Budget nominals to be applied to allow a more forensic examination of budget spend patterns across cost centres (SR) LD, LE 3. Premises strategy written using the [DfE’s Good estate management for schools tools](https://www.gov.uk/guidance/good-estate-management-for-schools/tools-and-checklists) and checklist (SR, SA) LD 4. Termly meetings between HT and DHT for curriculum and chief finance and operations lead (CCO) LD |