College Improvement Plan 2022-2023

COLLEGE VISION:

FOR ALL STUDENTS TO BE SCHOOL READY; WORK READY; LIFE READY
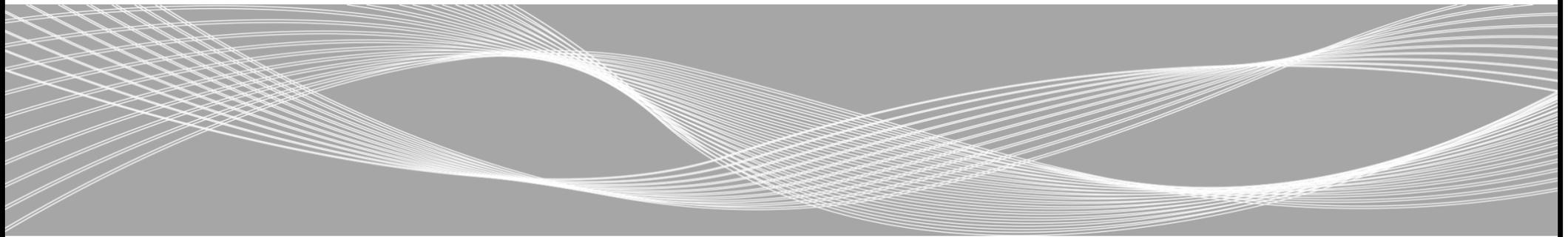
COLLEGE IMPROVEMENT PRIORITY:

TO ENSURE THAT THE COLLEGE DELIVERS AN AMBITIOUS CURRICULUM THAT CONTINUES TO RAISE ASPIRATIONS AND STANDARDS FOR ALL GROUPS OF LEARNERS IN EVERY SCHOOL YEAR.

SUCCESS CRITERIA:

HCC SELF EVALUATION AND EXTERNAL EVALUATION JUDGE THE COLLEGE AS OUTSTANDING; STANDARDS CONTINUE TO IMPROVE, WITH ALL STUDENTS AND GROUPS OF LEARNERS MAKING PROGRESS IN LINE WITH NATIONAL OR ABOVE NATIONAL IN ALL SUBJECTS AND BEING SUPPORTED TO ACHIEVE THEIR FULL POTENTIAL. THIS WILL ENSURE THE HIGHEST PROFESSIONAL STANDARDS, CONSISTENT ACROSS ALL DEPARTMENTS.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT				
		2021/22 Term RAG		
		1	2	3
A	To ensure consistency in the highest quality of leadership and management to deliver ambitious outcomes for all students.			

OBJECTIVES					
Actions		**Review**	**Lead**	**2021/22 Term RAG**	
				1	2	3
Further develop high quality leadership at all levels.						
1	Embed Associate Assistant Principal roles and revised pastoral team structures.		CLT, As Asst Principals			
2	Refine subject leadership teams to ensure clarity of individual roles but cumulative overall responsibility.		ASD, DBN, SLs			

3	Continue to develop support staff leadership, so that all roles and teams are clearly defined, and leaders ensure a high quality service across all areas of college life.		SHN, DME			
4	Raise the profile of student voice, using findings to inform whole college decisions, and continue to develop student leadership through the Student Council, Student Ambassadors and Natural Leaders.		CAN, NOA, RGT			
5	Use QA data to ensure CPD is highly effective in developing practice at all levels.		PT, SBN, JMR, TKS			
Further develop positive engagement with all stakeholders.						
6	Introduce and develop Power BI as a tool to analyse data, identify patterns and trends, and inform next steps.		DME			
7	Introduce the SIMs student app, to increase the effectiveness of communication with students.		DME			
8	Achieve the silver Be Well at Work Award, to reflect the high quality of support for staff wellbeing and workload.		SGL			
9	Further develop parental communication, through face-to-face information evenings and interactive workshops (eg SEND, whole year group).		CLT			
10	Embed effective communication through the college website, ensuring subject and pastoral teams take ownership of their areas.		JOR, SLs, CLT			
Ensure Governors and Trustees fully understand all aspects of College life and carry out their role effectively.						
11	Governors to attend all meetings including LGB and Governor challenge meetings to understand the position of the college - strengths, areas for development and the college improvement priorities.		PT, MGW			
12	Governors to attend appropriate training sessions in line with their link role and responsibilities		PT, MGW			
13	Governors to ensure effective challenge is provided through the link governor role via regular meetings and feedback to the LGB.		PT, MGW			
14	Governors to attend college events when invited and promote the college when engaging with the public.		PT, MGW			
15	Governors to complete and reflect on the Horizon Governor Audit		PT, MGW			
Further develop the highest quality of Safeguarding practices.						
16	Ensure all students are aware of the college's wellbeing offer and needs are met in a timely manner.		NOA			
17	Refine roles and responsibilities and consistent practices across wellbeing and safeguarding teams.		NOA			

QUALITY OF EDUCATION				

		2021/22 Term RAG		
		1	2	3
A	To drive the development of a challenging curriculum and expert teaching to ensure the highest quality of student experience.			

OBJECTIVES				

Actions	Review	Lead	2021/22 Term RAG		
			1	2	3
Embed curriculum development, through the ownership of college and departmental intent and the development of robust schemes of learning.					
1 Reflect on and review the development and implementation of subject intent, long-term curriculum plans and schemes of learning to identify and drive areas of curriculum development and update the website accordingly.		JMR, TKS, SLs			
2 Promote students making connections between subjects, through teachers identifying cross curricular links within schemes of learning and lessons – driven through a working group.		TKS			
3 Continue to develop staff and student articulation of the curriculum, through college and departmental drop-ins and development time, so that they understand why they are learning what they are learning now and how this builds on previous learning.		ASD, DBN, TKS, JMR			
Continue to drive and support the effective curriculum implementation, to ensure high quality teaching and learning.					
4 Introduce and develop instructional coaching with subject leadership teams, to ensure consistent, high quality drop-in feedback and follow up.		SBN			
5 Continue to improve the quality and consistency of home learning in all subject areas and increase parent/carer involvement.		JMR			

No.	Description	Lead				
6	Introduce the EAST model of CPD, with focus groups and triads, to improve identified T&L priorities identified from college and departmental drop-ins.	SBN				
**Further improve the quality of formative and summative assessments, and consistent use of feedback and response systems to develop metacognition and students' independence in the classroom.**					
7	Refine best practice guides to demonstrate high quality presentation, and the use of assessment, feedback and response cycle in each subject area, including the appropriate tools available to develop students in becoming metacognitive learners.	JMR, TKS				
8	Further improve the quality and consistency of assessment, feedback and response using findings from the college and departmental drop-ins, work scrutiny and CPD.	JMR, TKS				
**Continue to develop students' literacy and numeracy skills.**					
9	Establish a 'literacy link' in each department to continue to drive the 3 aspects of disciplinary literacy (reading, writing and oracy) in all areas of the curriculum.	SCS				
10	Further establish the library as a central hub for the curriculum: a place where students can study and read for pleasure.	SCS				
11	Continue to develop to support students with weak reading and writing skills (identified through NGRT, KS2 information) and assess impact through English assessments.	SCS				
12	Embed the consistent use of corporate methods for the teaching of numeracy across the relevant areas within college and work with the Personal Development team to further develop the life-long numeracy skills of students.	RCN				
**Provide all students with tailored, timely and effective support.**					
13	Further improve the engagement and progress of PP students through whole college and targeted CPD, as evidenced through QA process and data collections (refer to PP action plan).	AAO	13			
14	Improve student progress through the offer of small group, school-led tutoring, utilising face-to-face and online programmes to provide appropriate support where needed (refer to PP action plan).	AAO	14			
15	Further improve the engagement and progress of SEND students through whole college and targeted CPD, as evidenced through QA process and data collections (refer to SEND action plan).	SPD, DCD				
16	Continue to improve the quality and consistency of SEND support, through effective practices across the SEND team and classroom teachers (refer to SEND action plan).	SPD, DCD				

BEHAVIOUR AND ATTITUDES					
			2021/22 Term RAG		
			1	**2**	**3**
A	To enable students to become **positive role models**.				

OBJECTIVES						
Actions		**Review**	**Lead**	**2021/22 Term RAG**		
				1	**2**	**3**
Continue to improve attendance and punctuality for all groups of students.						
1	Ensure the college attendance figures return to pre-covid expectations **(whole college target: 96% cumulative attendance by May 2023)**. Reduce the college persistent absence **(PA) figure to below 10%**. This will all be supported by personalised interventions, form tutor wellbeing calls and targeted individual student attendance plans led by form tutors, celebration of excellent attendance and improved attendance, partnership between college and parents to support attendance.		SKN & attendance leads			
2	Continue to improve the **attendance of SEND and PP** students through effective and bespoke attendance interventions, (internal trackers, letter system, wellbeing calls, incentives, weekly meeting between SEND, PP and attendance teams, home visits), specific focused role of ZHT on PP attendance and supporting PP students college wide.		SKN, ZHT, DSR, Head of Upper, Middle and Lower School			
3	Further improve **punctuality** to college/lessons and tackle **internal truancy** of key students. Ensure a consistent, stepped approach in all areas across the college (at year group and subject level).		SKN, attendance team, year groups			

Further embed positive student character, high standards of behaviour and conduct.

4	Continue to embed 'character education' through teacher expectations, the form period programme and student ownership of **'Character in the classroom'** and our **Core Values**.		CCS, RGT, Head of Lower, Middle, Upper School, HOYs, Tutors
5	Further develop the role of the Form Tutor and the Form Tutor Programme – provide whole college training for tutors about the importance and value of the role. Form tutors to become first point of contact for standards and expectations – student support and wellbeing, student planner, uniform, attendance plans, exercise books, home learning, first point of call with communication with parents.		CCS, Head of Lower, Middle, Upper School, HOYs, Tutors
6	Introduce new **detention system** which promotes restorative practice and supports the development of positive teacher/student relationships.		FWN and working party
7	Reduce the number of behaviour incidents/repeat offenders at C3, C5, in Reflection, in Internal Suspension and Suspension – through ensuring consistency of the consequence system, early interventions where needed.		Head of Lower, Middle, Upper School, HOY's
8	Ensure agreed actions in the IQM Year 2 action plan are achieved. Continue to disseminate, share and encourage first class inclusive practice with external stakeholders and other IQM schools. Introduce **Trauma informed practice** and findings where relevant – training to be completed by key staff to inform future whole staff training.		CCS, DRY, SPD
9	Increase capacity of **Inclusion Provision** to support our most challenging students and repeat offenders. This will include early interventions, including the role of the key worker, the development of Base, Hub and Bridge and the regular use of ISPs which are reviewed and monitored.		DRY, SPD and team
10	Further develop the **Praise culture** across college, with a particular focus on visits into lessons and the use of CLT and Subject Leader Star cards, and Proud Thursday stickers/cards by class teachers. Ensure the full range of Praise initiatives are embedded at KS4 and promote success.		CAN, CLT, SLs
Ensure a continued 'zero tolerance' of any form of harassment or bullying.			

11	Continue to ensure students and parents know **how to report bullying concerns and how to seek help and advice.** Introduce the QR code in the student planner which links to the resolve form and ensure the online resolve form is accessible on the website. Add parental section C to resolve form – feedback and follow up, not just at student level. Continue to complete the termly student safe and wellbeing survey in form period with follow up assemblies to share findings and actions with students.		FWN, HOY, Student Wellbeing		
12	Further support students and parents to understand the definition of bullying – through raising awareness of **'STOP'** (several times on purpose, start telling other people). Promote this through assemblies, form period, student bulletin, national anti-bullying week and the citizenship programme.		FWN, HOY, Student Wellbeing		
13	Continue to develop a college **culture of 'Kindness'** and further promote our zero tolerance policy on 'child on child' abuse. Continue to educate students about respectful, interpersonal relationships. Introduce the **'Girls on board' Project** with Y7.		FWN, HOY, Head of Lower, Middle and Upper School		

PERSONAL DEVELOPMENT				
		2021/22 Term RAG		
		1	**2**	**3**
A	To further develop students' personal and social development within the academic and wider curriculum.			

OBJECTIVES					
Actions		**Review**	**Lead**	**2021/22 Term RAG**	
				1	**2**	**3**
Develop life enriching opportunities for all students beyond their socio-economic norm within the classroom and through enrichment opportunities.					
1	Continue to raise the profile of the Student Experience Passport in Y7-10, to increase engagement through promotion, tracking and rewarding. Further develop the student experience passport through a new student leadership group who work on delivering enrichment, awareness and community action activities as a team (based on DofE model).		CAN			
2	Further develop student opportunities outside of the classroom – through increasing lunchtime enrichment, participation in Duke of Edinburgh, additional sporting activities, after school enrichment clubs from every subject area within the school, and student leadership groups.		CAN			
3	Increase educational visit opportunities for all groups of students, to develop students' wider knowledge of subject curricula and their understanding of the wider world e.g., theatre trips, sports venues.		CAN, SHN			
4	Expand our use of SIMs and Power BI, to track student engagement in enrichment activities, educational visits and out of classroom experiences and ensure equity of opportunity for all groups of learners, especially disadvantaged and vulnerable students.		CAN, AAO			

Raise awareness and deepen student understanding of modern society, enabling students to make informed choices in their life and be positive, active citizens of society.

5	Embed the delivery of the 6 areas of personal development within lessons and the ability of staff to articulate this. QA through subject drop ins.		CAN			
6	Ensure a carefully sequenced Citizenship and Form Period programme, to respond to the (current) needs of the individual year groups and current affairs.		CAN, RGT			
7	Further develop our 'awareness programme' focusing on both national and school campaigns, including religious events, Antibullying Week, My Money Week, LGBTQ+ Awareness, Safer Internet Day, Black History Month, Global Recycling Week, Mental Health Awareness Week, Student Voice Weeks, Reading Weeks.		CAN, RGT			
8	Continue to develop student ownership of the college building and local community, by driving the cleaner greener and recycling agenda through curriculum, enrichment activities (such as STEM), awareness events and student leadership groups (e.g., Natural Leaders).		CAN			

Continue to develop the quality of student voice and student leadership across the college and its positive impact.

9	Develop the speech writing, delivery and debating skills of students as part of Votes for Schools (form period programme) to improve the quality of student voice, awareness of current affairs and the wider world.		RGT			
10	Introduce the Year 11-7 mentoring programme within form period, to develop peer to peer student leadership and promote positive role models across the college.		RGT			
11	Continue to raise the profile of student voice, celebrating its positive impact on college life, and continue to develop student leadership through the Student Council, Student Ambassadors and Natural Leaders.		CAN, NOA, RGT			

Embed a Careers and Enterprise programme that supports sustained student achievement post-16 for all.

12	Further develop subject links, to enhance subject specific learning by providing appropriate and creative careers and enterprise activities and opportunities beyond the classroom.		SHN			
13	Raise the profile of Work Readiness skills, and work with subject leaders and pastoral teams to ensure these are effectively developed across every aspect of college life.		SHN, CAN			