| | | | | | Date: Sept 20 - July 2021 | | | Leads : DBN/ASD | | |

| 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 evaluations judge the school 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 support an improving professional standard that is consistant across all departments. |

1	Issue	Action	Inputs	Outputs	Lead	Key Dates/Milestones		Short Term Outcomes - Term 1	Long term Outcomes - Term 2	Impact and Evaluation - Term 3	RAG
						Start Point	End/Review Point	Progress in term 1 (Changes in attitude, knowledge or behaviour)	Progress in term 2 (Changes in attitudes, knowledge or behaviour)	How well has the issue been met? What evidence is there to prove it?	
Effectiveness of Leadership and Management	To ensure consistency in the quality of leadership and management to support improved outcomes for all students.	Further develop positive engagement with all stakeholders	Positive engagement with parents: Improve quality of information on the website, further develop communication through social media, encourage greater involvement of parents with SEND students (with a particular focus on the APDR cycle), facilitate parental involvement in student learning through the Teams learning platform and shared learning strategies, raise parental awareness of College expectations through the Parent information evenings.	Positive response through Parent voice, improvement in parental support for SEND students, improved parental engagement in supporting their children's learning and understanding of their curriculum offer	CHT, DBN, ASD	Jun-20	Jun-21				
			Positive engagement with students: Increase student ownership of and independence with their learning through the use of Teams as a learning platform, to enable them to continue learning at home. Further improve the quality of provision, both academic and pastoral, for all students with a view to achieving external recognition.	Engagement of all students in particular those who are absent, ill or excluded from lessons. Achieve Inclusion Quality Mark and Healthy Schools status.	CHT, DBN, ASD	Jun-20	Jun-21				
			Positive engagement with staff: Embed quality CPD, further reduce workload pressure, respond to areas identified through staff voice, continue to develop support for staff wellbeing.	Staff 'own' the College vision and demonstrate this in their day to day practice. Positive response through staff voice, reduction in staff absence, fewer referrals through HR	CHT, DBN, ASD	Jun-20	Jun-21				
		Redefine the role of support staff and ensure a first-class service is provided for all	Devise a support staff strategy and mission statement that is communicated to all staff and driven through departmental Key Performance Indicators (KPIs)	Strategy and aims within each department are established, developing a service across all departments that is timely, professional and provides accountability. KPIs developed for all departments for measurable results and to create a culture of continuous improvement.	SHN/DME	Jun-20	Jun-21				
			Develop a CPD programme for support staff at all levels.	Provide training that gives support staff context and expectations of their role including managing a team, IT skills and customer service. Develop role specific skills.	SHN/DME	Jun-20	Jun-21				
			Promote the roles and work of support staff within the College.	Improved communication between support staff and teaching staff to drive service improvements. Providing a sense of pride and ownership in departments and increasing awareness amongst all staff of what support staff can do and how they can drive projects.	SHN, DME	Sep-20	Jun-21				
		Ensure consistent high-quality leadership at all levels across the college	A clear, transparent line management system is in place across all levels of leadership, for both support and teaching staff. Development opportunities and support are provided for all leaders to enable effective succession planning.	Leaders at all levels are driving the College vision and are able to articulate and are held to account for their role within this. Effective communication is assured at all levels and across all staff.	CHT, DBN, ASD	Jun-20	Jun-21				
			Raise expectations of Subject Leader role - ownership of Intent and its embedding within department pysche; ownership of responsibility for pegagogical development within department; ownership of assessment and feedback as tools for learning. Further develop accuracy of reflection and improvement planning through standardised models for and effective support with DSEFs and DIPs	All members of the dept can articulate their dept intent, how this is interpreted within their planning, why learning is sequenced as it is and how assessment is used to inform planning. Student voice reflects improved engagement, motivation and learning. There is an accurate understanding of dept strengths and areas for development - and how improvememts will be achieved. Subject leaders work as a team.	DBN, ASD, AAO, AWO	Jun-20	Jun-21				
			School team leadership to embed consistent practice within their school which has a positive impact on attendance, punctuality, conduct, behaviour and attitude to learning, as well as the personal development of all students	Practice within school teams (support, intervention, developmental) is highly effective and consistent across all year groups, resulting in improved attendance, punctuality, behaviour and attitudes to learning and personal development. Evidenced by internal data, staff, parent and student voice.	DBN, ASD, HOS	Jun-20	Jun-21				
Evidence											

2	Issue	Action	Inputs	Outputs	Lead	Key Dates/Milestones		Short Term Outcomes - Term 1	Long term Outcomes - Term 2	Impact and Evaluation - Term 3	RAG
						Start Point	End/Review Point	Progress in term 1 (Changes in attitude, knowledge or behaviour)	Progress in term 2 (Changes in attitudes, knowledge or behaviour)	How well has the issue been met? What evidence is there to prove it?	
Quality of Education	To continue to develop expert teaching and embed consistency in the quality of classroom practice	Ensure the ambition and ownership of the curriculum support high-quality learning	Publishing and implementation of curriculum overviews for each subject.	Learning walks show that planning and teaching is reflective of the ambition and aims of subject curricula, and is inclusive to meet the needs of all students.	AAQ/PSY	May-20	Jun-21				
			Communication of curriculum overviews through department development time and scheme of learning usage. Audit teachers' understanding of their curriculum, its rationale and implementation through staff voice and feedback process.	Work scrutiny, learning walks and departmental drop-ins show evidence of teachers utilising new curricula and schemes of learning, and that there is challenge throughout. Teachers are able to articulate and demonstrate ownership of the aims and ambitions of their subject curricula, and how they fit into the college vision.	AAQ/CNN	Jul-20	Jun-21				
			Review and revise alternative curriculum offer so that it is ambitious and provides all students with equitable access to the NC and KS4.	Vulnerable students are accessing appropriate curriculum where they are suitably challenged and they are making progress which will support their life chances.	AAQ, PSY	Jul-20	Jun-21				
			High quality schemes of learning are in place with consistent elements of subject specific pedagogy and detailed resourcing and are regularly reviewed.	Work scrutiny, learning walks and departmental drop-ins show evidence of teachers utilising new curricula and schemes of learning, and that there is challenge throughout. Staff voice indicates reduced workload as a result of decreased planning and resourcing time.	AAQ/CNN/PSY	Jul-20	Jul-21				
		Drive quality-first teaching for all students through the College Teaching and Learning strategy	Revised teaching and learning strategy, consolidating the previous 10 Building Blocks, Learning Structures and Learning Walk criteria into a single, concrete strategy that promotes a culture of every teacher working to improve their teaching.	Observations of development time, learning walk feedback and coaching demonstrates that teaching staff and leaders are able to communicate the elements of the teaching and learning strategy and give concrete examples of improvements made to their classroom practice.	AAQ/AWO	Jun-20	Jun-21				
			Utilise INSET, Twilights, Subject Leader development time and Department development time to communicate, model and coach the principles in the college teaching and learning strategy. Ensure SL are responding to QA and strategically planning and effectively supported in delivering improvement to Teaching and Learning to reflect the priorities set out by their DIP.	Observations of development time, learning walk feedback and coaching demonstrates that teaching staff and leaders are able to communicate the elements of the teaching and learning strategy and give concrete examples of development priorities for classroom practice.	AAQ/AWO	Sep-20	Jun-21				
			QA the development of teaching and learning across college through a varied evidence base, including learning walks, deparmental drop-ins, work scrutiny and progress checks.	Data from QA shows that the proportions of quality first teaching are improving, and that teachers are acting on feedback and demonstrating improvements to practice in lessons.	AAQ/AWO	Sep-20	Jun-21				
		Support students to improve their reading and numeracy, as skills for learning and for life	Implement the whole college reading strategy, focusing on reading as a skill, reading to support learning and reading for pleasure.	Increasing proportions of students working at AR, AR+, GD and GD+ for English and Humanities. Average reading age gap closed. Male/female reading gap closed in terms of reading age and attainment.	AAQ, JPN	Jun-20	Jul-21				
			Implement the whole college numeracy strategy, focusing on developing a consistent approach to using mathematical methods across subjects with a significant mathematical base, including DT, Geography, Science and Business Studies.	Increasing proportions of students working at AR, AR+, GD and GD+ for Maths and numerical-based subjects. An increase the expectation for high quality mathematics and consistent methods and layout across the range of subjects with a significant mathematical base.	AWO, RBL	Jun-20	Jul-21				
			QA the implementation of both strategies, using learning walks and work scrutiny to establish impact.	Learning walks demonstrate that teachers are utilising the strategies outlined in the Reading and Numeracy strategies. Increasing percentage scores in progress checks over time.	JPN/RBL	Jun-20	Jul-21				
		Ensure consistent use of data, progress checks and summative assessments to inform curriculum planning and teaching and learning	Implement a clear assessment, data recording and reporting strategy to ensure that all data collected is used to improve learning for students. CLT, SL and teacher level data analysis is in place that leads to strategic action planning.	Data collection and presentation is simplified and in place consistently across college. Data response at CLT, SL and teacher level is in place leading to increased progress over time within subjects across the college.	AWO	Jun-20	Jul-21				
			Ensure that robust and timely formative (in the form of progress checks) and summative assessment is in place in all departments to give students, parents and teachers the information they need to drive forward the learning of pupils. Feedback will be in line with the feedback framework and development of feedback back practices as a result of QA (work scrutiny) will be embedded.	The progress and attainment data picture for the college will be accruate and informed by robust assessment. All stake holders will be aware of their strengths, areas for improvement and be provided with feedback and opportunities to improve as a result of this on going assessment.	AWO/AWK	Jun-20	Apr-21				
			Progress weeks take place through the pastoral form system that give students the opportunity to engage with their progress and use metacognitive strategies to goal set and plan/review positive actions that will drive their learning forward.	Student progress over the year increases. Effort grades improve for students over the course of the year.	AWO/JMR/NPT	Jun-20	Jul-21				
			To support teachers to understand the varying needs of students with SEND and empower them to effectively meet their needs in the classroom	Learning walks and drop-ins demonstrate that teachers are equipped with the knowledge, understanding and skills to implement a range of strategies in their teaching to ensure the learning needs of all students are met	SPD/JWR	Jun-20	Jul-21				
		Embed and ensure the quality of home learning and retrieval practice	All subjects have curriculum plans that specify what home learning and retrieval practice is taking place, and when, with references to knowledge organisers.	Learning walks demonstrate that teachers are planning and running retrieval practice in line with curriculum overviews. Increased percentage scores in progress checks over time.	AAQ/CNN	Jun-20	Dec-21				
			All subjects agree and implement a model for quizing that meets the needs of their subjects, and is focused on knowledge retrieval to support higher order thinking.	All subjects have consistent approaches to retrieval practice in their lessons, across all year groups and teachers.	CNN	Jun-20	Apr-21				
			All learners are provided with the resources and bespoke support (where necessary) to support their home learning and retrieval practice, including knowledge files, modelled methods of retrieval and differentiated materials.	Home learning tracking data shows that increased numbers of students are completing retrieval practice at home. Average quiz scores increase over time.	CNN	Jun-20	Apr-21				
Evidence											

3	Issue		Inputs	Outputs	Lead	Key Dates/Milestones		Short Term Outcomes - Term 1	Long term Outcomes - Term 2	Impact and Evaluation - Term 3	RAG
						Start Point	End Point	Progress in term 1 (Changes in attitude, knowledge or behaviour)	Progress in term 2 (Changes in attitudes, knowledge or behaviour)	How well has the issue been met? What evidence is there to prove it?	
Behaviour and Attitudes	To enable students to become positive role models	Develop students' character and attitudes, supported by the College Core Values	Development of Student voice and Student Ambassador programme.	Students involved in making decisions regarding college systems and policies thus developing a greater sense of ownership in the College	CMN - Student voice, HOS - Student Ambassadors	Student voice launch in Sept 2020	Jul-21				
			Develop an effective form tutor programme - to build in character education	Students develop skills to strengthen character and demonstrate the College core values.	NPT	Jun-20	Jul-21				
			Introduce and embed systems to ensure students are 'school ready'. These will include: raised expectations re equipment, planner	All students are organised and 'Ready to learn'. Fewer negative conduct points issued for lack of equipment and planner.	HOS	Sep-20	Jul-21				
			Introduce and embed the student passport for Y7 - 9 which provides life enriching activities and opportunities.	Increased participation of students in extra curricular activities and opportunities to broaden their experiences.	CCS	Sep-20	Jul-21				
		Further encourage the positive engagement of students, through effective support, interventions and restorative practice	Reduce the number of Parkings by modifying the consequences system - removal of a step in the Consequences system to encourage students to manage their behaviour more effectively	Fewer incidents of low level disruption reported in lessons (through the Behaviour Dashboard). Staff voice indicates an improvement in behaviour for learning in the classroom. A reduction in numbers of detentions resulting from 'Parking'.	CCS	Sep-20	Jul-21				
			Reduce the number of repeat visits to Reflection and Internal exclusion (introduce new roles of Student engagement and Student support with a key focus on re-engagement and restorative practice.	A reduction in numbers of students repeatedly visiting Reflection and Internal exclusion.	CCS	Sep-20	Jul-21				
			A positive climate around College through: A. More effective co-ordination of On calls, support around college, presence of senior staff in Reflection and Internal exclusion through introduction of the 'Control centre'. B. Introduction of a lunchtime detention room.	A pro-active approach to minimise incidents in lessons and around college. A much swifter response to On calls and any incidents around college. A calm environment during lunchtime. Greater support for staff (Staff voice)	CCS	Sep-20	Oct-21				
			Continue to drive a Praise culture in College - develop Praise initiatives such as Proud Thursday and CLT Star cards (cash incard for a prize)	Increase numbers of students receiving achievement points and other forms of praise - results in positive relationships between student/parent with College.	CAN	Mar-20	Jul-21				
			Improve the effectiveness of internal interventions such as AP, Inclusion, Wellbeing and Bridge to ensure the student experience meets bespoke needs and promotes engagement.	Improved attendance and a reduction in behavioural incidents for those students with barriers to accessing full-time, mainstream provision and thow most at risk of exclusion	PSY/SPD	Jun-20	Jul-21				
		Continue to improve attendance and punctuality for all groups of learners	Poor punctuality to College and lessons addressed through: 3 lates to college results in a C5 detention, late (5 mins +) to lessons to result in a negative conduct point	An improvement in punctuality to College and punctuality to Lessons	ZHT, HOS, DHOS	Sep-20	Jul-21				
			Continue to improve attendance for SEND and PP students through robust intervention strategies (attendance plans, letters, meetings)	An improvement in attendance of SEND and PP students	ZHT, HOS, DHOS	Sep-20	Jul-21				
			Ensuring all students are accessing an ambitious but appropriate curriculum to meet their needs	A reduction in numbers of students accessing reduced provision	PSY/DRY	Jun-20	Jul-21				
			Refinement of attendance interventions (Attendance plans, letters, meetings) in order to support students & encourage positive engagement with parents/carers.	Students and families feel supported in helping them improve their attendance (Parent and student voice). An improvement in attendance overall.	ZHT	Mar-20	Jul-21				
Evidence											

4	Issue		Inputs	Outputs	Lead	Key Dates/Milestones		Short Term Outcomes - Term 1	Long term Outcomes - Term 2	Impact and Evaluation - Term 3	RAG
						Start Point	End/Review Point	Progress in term 1 (Changes in attitude, knowledge or behaviour)	Progress in term 2 (Changes in attitudes, knowledge or behaviour)	How well has the issue been met? What evidence is there to prove it?	
		Develop life enriching opportunities for all students beyond their socio-economic norm	Introduce the student passport for Y7 - 9 - Life enriching activities and opportunities. Launched through assembly. Design passport booklet ready for Launch on whole College return. Ties in Core Values and employability skills	Development of Cultural Capital - To raise understanding of core values and what they mean and how they impact our lives positively. To develop the opportunity to reflect. For students to experience a wider range of life opportunities that can be completed through extra curricular activities, trips, experiences.	AAT, SHN	Sep-20	Jul-21				
			Further opportunities for discussion, debate and presentation	Increased number of opportunities for students to experience public speaking, presenting and debating through regular debating club.	SHN	Sep-20	Jul-21				
			Promotion of all opportunites through Personal Development section on Website, regular use of Twitter, Hall of Fame in PE corridor, Creation of Learning Journey from Y7 - 11. Branding of PD	Website up and running, regularly updated and informative for students, staff and parents. Branding in place	CCS, School teams, C & E Team	Sep-20	Jul-21				
			Live database and monitoring/mapping of all extra curricular provision and key cohorts particiaption trends	Increase in uptake and key cohorts participation - Database shared with CLT & School term each term	AAT	Sep-20	Jul-21				
	To embed students' personal and social development within the academic and wider curriculum	Raise awareness and deepen student understanding of modern society, enabling students to make informed choices in their life	Co-ordination of Personal Development Calendar including whole college awareness week and planned themed days. Examples include Financial Awareness Week, Anti Bullying week, Mental Health Awareness Week. Relevant assembly schedule	Calendar in use and events take place to raise awareness and deepen understanding - including assembly programme. A wide range of key topics addressed to support students.	CCS	Jun-20	Jul-21				
			Development of Form Tutor programme including British Values, Character education, Votes for Schools work.	Students development of skills to strengthen charcter and demonstrate the core values.	NPT	Jun-20	Jul-21				
			Introduction of Parental Workshops. To cover a variety of topics to support parenting and to inform and update Parents/Carers	6 parental workshops completed by end of the year. Examples include keeping you child safe online and supporting mental health.	CCS	Sep-20	Jul-21				
			Ensure we are compliant with the relationships, sex and health education statutory guidance	Policy checked and ratified by Governors in July. Consulation period completed. Letter to Parents re new guidelines - first week in September.	SHL, CCS	Jun-20	Sep-20				
		Ensure social, moral, spiritual and cultural development is an integral aspect of students' learning	Safer Environment - Anti Bullying Project work and celebration of Anti bullying week	Reduction in numbers of bullying incidents. Effective database in place to log and monitor. Raised awareness through Anti Bullying week	FWN, CCS	Sep-20	Jul-21				
			Effective set up of Well being, including clear lines of communication and robust systems in place with external agencies and school teams , safeguarding and support	Regular, effective Intervention and support in place for all relevant students	PSY, CCS, AWE, KBH	Jun-20	Jul-21				
			Implementation of effective Citizenship Curriculum - relevant and up to date topics/ issues delivered	Curriculum Content updated June 2020 in prep for September delivery.	SHL	Jun-20	Jul-21				
			Develop Student Financial Awareness and Understanding.	Increased understanding of financial awareness	GMN, RBL	Sep-20	Jul-21				
			Development of Student Voice through the Student Council and use of the Student Ambassadors	Students involved in making decisions regarding college systems and policies.	CMN, CCS	Sep-20	Jul-21				
			Establish a recycling ethos across the College - working towards a safer environment that we are proud to be a part of.	A litter free environment, greater number of recycling systems in place across the college	FWN	Sep-20	Jul-21				
			Working part in place to achieve Healthy Schools accreditation	Achieve the accrdiatation - add badge / logo to website and school headed paper.	CCS	01/06/2020	Nov-20				
		Embed a Careers and Enterprise curriculum that supports sustained student achievement post-16	Track individualised activities from Year 7 to ensure that students explore career paths and develop a plan for their progression after Horizon.	Individualised reports that can identify gaps and further opportunities or assist in developing skills and building their personal portfolio. Ensuring a truly inclusive careers programme is delivered. Tracking allows us to look at cohorts in more detail and tailor the support to give every student the same chances to develop skills and cultural capital.	SHN/AAT	Start of School Year Onwards	Jun-21				
			Ensure that all students are equipped with an in-depth knowledge of their post 16 options by the end of Y10.	Sustaining and improving the destinations of ALL students and allowing for more targeted support and guidance in Y11 to improve the 95% sustained destination %.	SHN/ABD	Sep-20	Jul-21				
			Achieve Career Mark Accreditation and 100% Gatsby Benchmarks	Validating the careers programme against nationally recognised standards to ensure continuing improvement and independent assessment. Demonstrating the continued commitment to provide the best careers guidance for our students.	SHN	01/06/2020	Dec-20				

Evidence