

## Improvement Plan – Old Buckenham High School – 2021-22

Targets from last Ofsted inspection and progress against the targets	Grading: Good (October 2015)
<p><b>PRIORITIES</b></p> <p>Middle Leadership self-evaluation as an area for development.</p> <p>Approaches to the teaching of writing are not as consistent across the school.</p> <p>Improve the progress made by boys, especially in English.</p> <p>Enable students to make excellent progress more consistently by making sure that all subject areas and teachers:</p> <ul style="list-style-type: none"> <li>• follow the school’s new Key Stage 3 Assessment methods and embed fully the requirements of the new GCSEs into their planning and marking</li> <li>• plan challenging work to ensure that students of all abilities develop the skills and knowledge that will enable them to secure the highest possible outcomes.</li> </ul> <p>The school needs to work closely with students and families to ensure that attendance, especially for disadvantaged students and students who have special educational needs, continues to improve.</p>	<p><b>PROGRESS</b></p> <ol style="list-style-type: none"> <li>1. All leaders are required to complete 2 self-evaluations as part of the ITQ process, PM targets link to areas for further development identified. Middle Leader Quality Assurance is built into the departmental meeting calendar and Line Management Meetings – this involves a triangulation of student data (performance, A2L and work produced, work scrutiny and stakeholder voice). In addition, the curriculum board process, curriculum mapping SLT QA and related Line Management discussions have required Middle Leaders to evaluate the quality of their curriculum and justify decisions made moving forward in line with the OBHS curriculum specification.</li> <li>2. Senior Curriculum Leader in English (new role 2020) has led to a newly designed KS3 curriculum and progression documents to accurately assess students. CPD has focused on the identification of barriers to learning for vulnerable groups (including MPA boys and establishing non-negotiable minimum expectations in terms of teaching).</li> <li>3. Appointment of new ELT English leading on whole school literacy. LC will review and evaluate whole-school literacy approach (20-21) in light of updated whole-school feedback policy. A range of literacy intervention strategies (whole-school/ targeted) in place. Ongoing focus on Extended Writing Tasks and developing effective strategies to support students (scaffolding). Continued focus through CPD (19-20). Introduction of a new approach to KS3 Assessment– removal of pathways to ensure full potential for progress in all students.</li> <li>4. Review of KS3 Assessment in light of Ofsted Curriculum Framework (Summer 2020). 3 formal summative Assessment points each academic year. Data collected is subject to timetabled moderation meetings and samples captured as evidence of standardized marked work. Class action plans are created to track the impact of Wave 1 intervention (Quality First Teaching). The PPG literacy coordinator targeted identified groups of KS3 students not meeting age-related expectations or making good progress. Teachers report half termly on Quality of Work and Attitudes to Learning. Criteria for these include SPaG and presentation of work. The QA scrutinizes the standardization of this. Challenge has been a key priority in terms of developing a consistent approach across the school.</li> <li>5. The AHT Line Management of the Progress and SEND team has led to a greater degree of accountability and consistency and coherence of strategies in place with regards to attendance, sanctions and rewards systems, and SEND administration. There is evidence through both behavioural and SEND data of strong and sustained relationships with parents and carers and higher levels of parental engagement. This has been evident throughout the Covid lockdown period and the completion of regular parent and carer surveys. New systems were introduced in the second term which have a clearer process for the attendance team to follow. All teaching staff have undertaken TA101 training in line with the school’s relational approach to behaviour management.</li> </ol>

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<b>What is the current position of the school?</b>	<b>Self-Evaluation Form</b>	<b>Grade</b>	<b>Commentary on strengths September 2021</b>

	<p><b>Quality of Education</b></p>	<p>2</p>	<p><b>Intent</b></p> <p>Our curriculum is underpinned by the OBHS curriculum principles. The school's curriculum principles reflect our clear vision and set of values: all of which are clearly communicated to all stakeholders. These principles are reflected in the breadth of our offer at both KS3 and KS4 – evidenced in our responsive KS4 offer which changes year on year (through a straw poll and open options process) and our increased EBACC uptake (68% 2021-22).</p> <p>We are confident that our curriculum offer is well-matched to learner needs and appropriate for our students. Curriculum Intent documents detail the curriculum rationale and justification of content and organisation, while our Implementation documents show how the curriculum is sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The KS3 curriculum has been designed to effectively succeed KS2 curriculum content and prepare students appropriately for KS4 programmes of study. In addition, it has been reviewed in terms of ensuring that it is 'fit for the 21<sup>st</sup> century' and subjects have particularly focused on decolonising the curriculum in light of the BLM movement. This is evident in not only the programme of study across all subjects and years, but also in the renaming of our Houses to reflect 21<sup>st</sup> century role models and our students' interests.</p> <p>Our lesson study approach (during lockdown and the 20-21 academic year), PM observations (Summer 21) CL Quality Assurance activities and learning walks evidenced a well-planned and consistently delivered curriculum.</p> <p>The OBHS Habits (of learning) capture the skills we feel our students need to develop alongside subject specific content and skills to ensure that they are able to succeed in life and support our students in developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> <p>The implementation of the curriculum has attended to the arising need for amendments in light of the pandemic: In 20-21 we moved to a 3 period day (100 minute lessons). Staff have received training throughout the year with regards to appropriate planning and resourcing to make effective use of 100 minutes both in the classroom and online during periods of lockdown (the 4 phase lesson and OBHS protocols). Training will continue (21-22) to further develop consistently high-quality teaching in every classroom across the school. Staff have adapted well to the use of Microsoft Teams and other online platforms and continue to adapt their practice in the classroom to accommodate current health and safety guidelines. We have invested in technology (such as additional visualisers to share student work, model student responses and allow for practical subjects to continue to offer demonstrations and experiments where possible). The CPD and meeting schedule has opportunity planned throughout the year (21-22) to ensure that this remains a priority for all teaching staff and leaders. The updated planning and observation paperwork ensures clarity in communication of underpinning principles and non-negotiables.</p> <p><b>Implementation</b></p> <p>A cohesive suite of documents underpin the consistent approach to teaching whole-school: the OBHS Protocols and 4 Phase Learning Model are central to the ITLQ guidance, Performance Management,</p>
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			<p>Quality Assurance and Professional Development processes ensuring a collective and focused drive on achieving consistently high-quality teaching. The OBHS approach to teaching ensures that subject matter is presented clearly, and pupils' understanding is systematically checked. Responsive teaching (<i>AforL</i>) is an identified priority (OBHS Protocols) – ensuring that the lesson narrative is responsive and appropriate for the learners.</p> <p>In addition to this, our feedback policy which places responsive planning at the forefront ensures that the curriculum narrative responds to identified student need in terms of skills, understanding and knowledge gaps.</p> <p>Subject-specific CPD with a focus on subject pedagogy and PCK has been planned into our CPD sessions for the past year, and features again 21-22. Subject Leaders identify priorities based on QA and PM feedback from the previous academic year and plan sessions which address subject teachers' needs – including any non-specialists within their teams.</p> <p>'Starting Point' assessments are conducted in all subjects within the first half term of Year 7 to identify current knowledge, skills and understanding and this is used to inform planning and teaching. At KS3, students are assessed formally (and summatively) once a term. The design of these assessments reflects each subject's curriculum design and content.</p> <p>Subject Leaders complete SAPs at the start of the academic year and update with Actions each half term based on a live review of progress against the objectives set. These objectives are priorities which are determined following the setting of whole-school priorities and an initial analysis of student performance and progress across all year groups.</p> <p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Updates to the OBHS protocols for 21-22 have focused on the teaching of reading within the disciplinary literacy of all subjects.</p>
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	<p><b>Behaviour and Attitudes</b></p>	<p>2</p>	<p>The school has a behaviour policy which underpins our high expectation for pupils' behaviour and conduct. It clearly states our classification of behaviours with relevant sanctions. This provides a consistent approach and fair treatment for all students. Rewards are also included within our behaviour policy. This is embedded by our habit of learning cards, the OBHS award and the distribution of positive points.</p> <p>Learning in the classroom is of paramount importance to the school and low-level disruption is not tolerated. We operate a one warning system which will lead to a removal from the learning environment if behaviour is not adapted by the student. We have moved from a two-warning system approach as our behaviour in classrooms improves and the expectations are increased.</p> <p>Bullying is not accepted, and we work with our anti-bullying group which conceived our anti bullying policy for the school. Student voice is evident throughout the school year to help support our culture in the school.</p> <p>Our attendance and action protocols have improved through working with the Trust advisor and the county liaison officer. Attendance is dealt with in swiftly and the appropriate steps are actioned in accordance with our policy.</p> <p>Recent feedback from student and staff surveys supports that student feel safe and staff feel behaviour has improved.</p> <p>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.</p> <p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread</p> <p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p> <p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p>
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			<p>Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).</p> <p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe</p>
	<b>Personal Development</b>	2	<p>In a recent school student survey, all students who took part stated that they felt safe and supported by the school and the pastoral team.</p> <p>The PSE and Independent Learning sessions at KS3 ensure that the school prepares students for modern life in Britain and promotes the equality of opportunity diversity.</p> <p>Our school curriculum has responded swiftly and effectively to local and national priorities.</p> <ul style="list-style-type: none"> <li>In response to the National Harmful Sexual Behaviours Agenda including Everyone's Included, the school has ensured all staff are up to date with their training; prioritized the communication of key information linked to HSB to all students and parents through assemblies, form time and dissemination of relevant updates; and students' voice linked to HSB is the key school priority for Autumn 1.</li> <li>In response to BLM, all staff have undertaken specialist training in the form of <i>Show Racism the Red Card</i> and have completed a decolonizing the curriculum audit, to inform their curriculum review and development over this academic year. Listening to student voice, the school provided the opportunity for students to decolonize the House names. Through research projects undertaken across all year groups, the five new House names were chosen which reflect a far greater level of diversity and their 21<sup>st</sup> century role models.</li> <li>Prior to Covid, the school had a range of activities which actively promoted LGBTQ+ activities and saw the school become a Stonewall Champion school. These will be reinstated during this school year.</li> </ul> <p>Our habits of learning are reflected upon during the school year to support and develop our student's character. Mental health and wellbeing are supported by the pastoral team and by enrichment activities for our students to engage with, fostering a sense of belonging to our school.</p> <p>Our Career support includes external advice, career fairs and time spent in lessons. This is a focus of our KS4 PSE and independent lessons.3. The Gatsby benchmarks are partially met, but compliant with statutory requirements</p>
	<b>Leadership and Management</b>	2	<p>The school has a clear set of values that guide all school improvement activities and are translated into practice through rigorous quality assurance, performance management and professional development.</p>

		<p>The school's approach during the pandemic was very well supported by all stakeholders as demonstrated by regular surveys.</p> <p>The school's research-informed ITLQ (Improving the Quality of Teaching and Leadership) is grounded in a strong evidence base and is mature in its implementation. At the heart of the process is a well-articulated and clear definition of high-quality teaching, systematic quality assurance procedures which pinpoint areas of practice that require improvement and a curriculum that is designed around the schools values and external requirements. The school has a relentless focus on improving the quality of teaching with developing PCK at its heart.</p> <p>The inclusive culture and personalised curriculum enables all students to complete a programme of study which is matched to their needs. The school does not off-role or 'game' the role. Significant effort is undertaken to ensure students and families are encouraged to complete both Key stages.</p> <p>The school has an outward facing ethos, which supports many community outreach programmes. The recently developed allotment, with charity and community involvement is a good example, in addition to work with local schools.</p> <p>Leaders are very aware of workload issues and implemented several strategies, based on national guidance to reduce workload. The new assessment policy, which removes 'marking' is an example. The school has also introduced other initiatives to support well-being, the Certificate of Appreciation' is a peer lead reward scheme for staff. Staff surveys indicate that they feel safe and supported. The school has a well signposted whistle blowing policy and the Trust provides confidential help and support. The Trust and Local Governing Board ensures all statutory responsibilities are carried out the school is held to account by the Trust and LGB working collaboratively. The school has a clear school improvement strategy that is in line with the Trust's objectives and is visible through all levels of the school's systems. The LGB and Trust proactively ensure the school promotes a strong culture of safeguarding as a result the school responds quickly to local and national issues. Students and staff respond positively to regularly surveys indicating that reporting and recording systems are well understood and well used. In conjunction with the Trust, secure and rigorous systems are in place to ensure safer recruitment and that all allegations against adults are followed up. SEND Leadership has been turbulent due to staffing recruitment and retention. However, steps are firmly in place to address this. Following guidance and support from the Trust, the Senior Leadership team have developed and are implementing a Rapid Improvement Plan.</p>
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## Section 1: Overall Effectiveness (Trust): Key areas for school improvement

### Quality of Education

- Each school is ambitious for its pupil and is at least 'good' in Ofsted terms, striving towards genuine world-class provision
- Each school within the Trust will deliver progress levels that are at least in line with or exceed nationally expected levels & age appropriate, for all groups of pupils (incl SEND & Disadv)
- High ambition through the setting of clear targets for outcomes, attendance and Ebacc, for all groups of pupils (incl SEND & Disadv)
- An ambitious curriculum that impacts positively on student outcomes. It is broad, wide ranging and research informed with clear intent and implementation.
- Assessment systems are effective and fit for purpose
- Enhanced student academic experience through remote learning opportunities across the Trust
- The Curriculum is accessible and meets the needs of all pupils, including SEND, the most able and Disadvantaged
- Each school within the Trust will deliver teaching and learning that is at least typically 'good' with a proportion that is typically 'outstanding'
- Further improvement in reading, writing and mathematics in the primary phase

### Behaviour and Attitudes

- Schools have high expectations of behaviour evidenced in policies and robust processes
- Pupil attendance is in line or above the Trust's targets for schools, supported by effective policies
- Attendance is effectively monitored and processes in place to prevent and address low levels of attendance at school, group and pupil level
- Pupils receive an holistic approach to their care where concerns arise

### Personal Development

- All schools deliver a comprehensive and effective SMSC programme to support the personal development of all pupils
- All schools deliver a comprehensive and effective RSE programme to support the personal development of all pupils



Section 1: Overall Effectiveness: Key areas for school improvement - SET pathway to school improvement	
1.	To secure a consistently high quality of education for all by ensuring the curriculum is taught effectively resulting in all students making good progress.
2.	To strengthen accountability at all levels – particularly between governance, senior leadership and middle leadership for the quality of education in order to demonstrate positive impact on the quality of education for all.
3.	To improve the consistency of between subjects with regards to the rationale and implementation of the curriculum.
4.	Ensure that a 5-year curriculum is well matched to the needs of all learners, under-achieving vulnerable groups of learners to improve the impact of the quality of education.
5.	To foster greater independence regarding learning within the student body.
6.	To improve attendance by embedding the new pastoral structure to by ensuring clear lines of responsibility and accountability for attendance, Attitude to Learning and conduct.
7.	To ensure that there is equity in representation from all groups in the breadth of co-curricular activities offered.
8.	To ensure that our Personal Development/RSE curriculum is responsive to the changing dynamics and culture of the school, and reflects the local, regional and national picture.
9.	To ensure Teachers' subject, pedagogical and pedagogical content knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.
10.	To ensure Staff consistently report high levels of support for well-being issues.

Priority 21-22	Ofsted Link (see RAG rating) Numerical Links to Detailed Improvement Plan Below	Foci	OBHS Action 2021-22
Pedagogy	<i>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</i> <b>(Quality of Education – Implementation) (1)</b> <b>Teaching and Learning and ICT Hub</b>	<b>Improving the quality of teaching:</b> <i>Developing and Enhancing Pedagogical Content Knowledge</i>	Removal of in-school variation between subjects with regards to the consistent delivery of Quality First Teaching, in particular for under-achieving vulnerable groups of learners- Pupil Premium and SEND with a focus on high quality teaching of literacy within the classroom at KS3. (Teachers and CLs)
	<i>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i>		Implementation and consistency of OBHS protocols and 4 phase lesson during the new 100-minute lessons. (Teachers and CLs)

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	<p><b>(Quality of Education – Implementation)</b>  <i>Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. (Leadership and Management) (2)</i>  <b>Teaching and Learning and ICT Hub</b></p>		<p>Subject-specific pedagogy secured through CPD and QA – (subject reviews and peer work scrutinies). (Teachers and CLs)</p>
	<p><i>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</i></p> <p><i>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic.</i></p> <p><i>Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</i>  <b>(Quality of Education – Implementation)</b></p> <p><i>Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. (Leadership and Management) (3)</i>  <b>Teaching and Learning Hub</b></p>	<p><b>Assessment:</b>  <i>Responsive planning and responsive teaching</i></p>	<p>Identify gaps in curriculum knowledge, skills and understanding as a result of school closure due to covid and address via interventions and QFT. (Teachers and CLs)</p> <p>Remove inconsistencies in terms of summative assessment design and content at KS3 and align quality of summative assessments to exam spec at KS4. (CLs)</p> <p>Introduce a Learning hierarchy to track progress through curriculum at KS3 and updated feedback policy written and ready for re-launch. (SLT)</p>
<b>Curriculum</b>	<p><i>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</i>  <b>(Quality of Education – Intent) (4)</b>  <b>SEND Hub</b></p>	<p><b>SEND: every teacher a teacher of SEND</b></p>	<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of students with SEND. (Teachers/ CL)</p>
	<p><i>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.</i>  <b>(Quality of Education – Intent) (5)</b>  <b>Character Education Hub</b></p>	<p><b>Breadth: an ambitious curriculum for all</b></p>	<p>To secure a curriculum that has a clear intent &amp; is implemented which reflects local and national themes and is diverse and inclusive and addresses current issues. (CL/ PL)</p>
	<p><i>The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. (Quality of Education – Intent)</i>  <i>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. (Quality of Education – Implementation) (6)</i></p>	<p><b>Intent &amp; Implementation:</b>  <i>curriculum narrative is clear to students and staff</i></p>	<p>To ensure the curriculum is ‘visible’ and conforms to our curriculum documentation. (CL)</p>

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	<b>SEND and Teaching and Learning Hub</b>		
<b>Relationships</b>	<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p> <p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> <p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p> <p><b>(Personal Development) (7)</b></p> <p><b>Character Education and Teaching and Learning Hub</b></p>	<p><b>Securing the school community:</b> Developing Student Agency, collective Teacher efficacy and increasing stakeholder engagement</p>	<p>Deliver a broad curriculum which develops student agency, strength of character and learning habits. (PL)</p>
	<p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic. <b>(Leadership and Management)</b></p> <p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. <b>(Leadership and Management) (8)</b></p> <p><b>Performance Management Hub</b></p>		<p>Improved feedback loops of teacher involvement in goal setting and consistent teaching. (SLT, CLs, PLs)</p> <p>Relationships within the school, with parents and the community are strengthened with regard to transition. (PLs)</p>
	<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. <b>(Behaviour and Attitudes) (14)</b></p>	<p><b>Behaviour and Attitudes:</b> developing active learners in the classroom</p>	<p>The strategic use of data to increase positive Attitude to Learning across all groups of learners through early identification and effective intervention. (PL)</p>
	<b>Leadership</b>	<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p> <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <b>(Quality of Education – Intent)</b></p> <p>Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. <b>(Quality of Education – Implementation) (9)</b></p> <p><b>Performance Management Hub</b></p>	<p><b>Leading teaching and the curriculum</b></p>
		<p><b>SEND Leadership</b></p>	<p>SEND Leadership will be improved by the appointment of a full-time SENDCO in line with the Rapid Improvement Plan for SEND following guidance and support from the Trust.</p>
<p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their</p>		<p><b>Well-being</b></p>	<p>To ensure Staff consistently report high levels of support for well-being issues. (CLs, PLs, SLT)</p>

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workload. This includes managing staff workloads proactively in response to COVID-19. <b>(Leadership and Management) (10)</b>		
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21-22	Ofsted Link (see RAG rating)	Foci	OBHS Action 2021-22
<b>Overall Effectiveness</b>	<i>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. <b>(Behaviour and Attitudes) (14)</b></i>	<b>Attendance</b>	Secure high levels of attendance for all students. (PL)
	<i>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. <b>(Quality of Education – Impact) (15)</b></i>	<b>Progress</b>	Removal of in-year gap in progress between disadvantaged students and non-dis at end of Key Stage 3
	<i>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. <b>(Quality of Education – Impact Outstanding) (16)</b></i>	<b>Outcomes</b>	Removal of progress and attainment gap for disadvantage students at the end of KS4
	<a href="http://www.gov.uk">Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)</a> <b>(17)</b>	<b>Safeguarding</b>	Ensure all students are aware of the risks and how to safeguard themselves from harmful sexual behaviours. (SLT, PLs)

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## Detailed Improvement plan

Each term, we will review the impact of the sub-actions which have been undertaken and determine the sub-actions for the following half term.

Section 1: Overall Effectiveness					
Priority	Action	Sub-Actions	Who and how much? Resources	Intended Impact	Live Review (Monitoring to ensure we are on track to meet the intended impact). Dec 21
<b>Improving the quality of teaching:</b> <i>Developing and Enhancing Pedagogical Content Knowledge.</i> <b>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</b>	Removal of in-school variation between subjects with regards to the consistent delivery of Quality First Teaching, in particular for under-achieving vulnerable groups of learners- Pupil Premium and SEND with a focus on high quality teaching of literacy within the classroom at KS3.	CPD – AfL, 100 minute lesson, PCK CPD, Literacy	SM, LC, AF + CLs	To equip all staff with specific and relevant training linked to SIP	CPD September for all staff. PM cycle and targets linked to high-quality teaching and curriculum design. LO cycle 1 mid-way – all logged in Lessons Learned. AI focus for Spring 1 = responsive planning and no-open marking policy. Activities Subject PCK session 1 taken place Autumn 2. All plans checked September 2021.
		PM Observation 1 – diagnostic and evaluative	SM, AF + CLs	To identify appropriate CPD pathway (Spring Term – see IQTL) and areas of development and support.	See above for amendments to AI focus based on Trust Review (November).
		CL Learning Walk (QA Activity) Y10 – PPG/ SEND	CLs	Accountability of Middle Leaders for QFT. Identification of good practice, CPD needs, consistency within subject.	Autumn 1 – SEND and PPG focus for Middle Leader QA Activities. MLSAP focus Autumn 1 – see ML Handbook.
			SLT	Identifying level of in-school variation, good practice and CPD needs.	Reviewing progress against SAPs with all MLs in final fortnight of term. Updated RIP to identify priorities for support. See AI focus for Spring 1.
		SLT QA Activity: Subject Review 1	SLT	Accountability of subject teachers for QFT. Identification of good practice, CPD needs, consistency within subject curriculum intent, implementation and impact.	Trust Review: used Ofsted Deep Dive methodology 3Is were tested and areas of strengths and development were identified. ML activity Spring 1 to build confidence in common language and articulation curriculum design choices.
		PPG Advocacy	LC, PD	To identify students at greatest risk of making less than good progress.	Intensive mentoring taking place (cover dependent) and Covid absence mentoring in place.
		Introduce whole-school literacy platform (AR)	LC	To identify precise literacy needs of all PPG learners.	AR in place – all students SR tested and data collated. See PPG literacy action plan.

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<p><b>Assessment:</b> <i>Responsive planning and responsive teaching.</i></p> <p><i>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</i></p>	Identify gaps in curriculum knowledge, skills and understanding as a result of school closure due to covid and address via interventions and QFT	Baseline Assessment for Y7 (CATs + KS2 data + Subject Assessment 1)	CLs	A responsive Y7 curriculum tailored to meet the identified needs of students.	CPD sessions on gap analysis (teachers) and Bounce Back Curriculum (MLs). Work scrutiny focuses on responsive curriculum. LO process includes verbal work scrutiny linked to responsive planning.
		Initial analysis of summer data (all year groups) to inform SAP objectives.	CLs	A precise and collaborative focus on making progress in identified areas which attend to subject and whole-school priorities. A curriculum which remediates gaps in knowledge skills and understanding.	All SAPs and YAPs written September 2021 and moderated to ensure compliance and links to Summer data and whole school SIP.  See responsive planning, Y11 class action plans, mock PLCs and therapies and ML QA activities.
		PD – No Pen feedback policy – updates to Protocols – responsive teaching and planning.	SM to lead	A coherent and consistent approach by all staff. Highly responsive planning and teaching to attend to gaps in student knowledge.	Trust feedback highlighted inconsistent practice: <ul style="list-style-type: none"> <li>- AI session focus for Spring Term in department teams (linked to staff feedback).</li> <li>- Student PowerPoint created and shared with all KS3 students on Assessment, feedback and how I know how I am doing?</li> <li>- Plans to share info with parents (Dec 2021).</li> </ul>
		PPG Advocacy Programme	LC	To identify students at greatest risk of making less than good progress.	See notes above.
		NTP Tutoring	LC	To ensure all vulnerable students in y11 have a tutoring programme in place and that the programme is effective in engaging students.	Advertised tutoring role Autumn 2. Review potential NTP provision Spring 1. As a result of significant organisational difficulties regarding recruitment of appropriate tutors a different approach is needed in January.
		Y11 Class Action Plans	Teachers	All y11 classes have a 'smart' action plan based on 'diagnosis, therapy, testing' by Oct half term.	In place. Created from Summer mock gaps and updated following QLA of Y11 mocks. PLCs and therapies in place for all subjects. LC and ET to QA ILT in Y11.
		<p><b>Attendance:</b> <i>High levels of attendance across vulnerable groups</i></p>	Secure high levels of attendance for all students	Send a letter sent to all students who were below 93% in Summer 2.	AD/VE

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<p><i>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</i></p>		<p>Pastoral team to be alerted by AO of vulnerable students who trigger concern.</p>	VE	<p>VE to alert PM to any concerns regarding attendance of students so swift action can be undertaken.</p>	<p>place to support students on their return. All work set on G4S and followed up with parental contact. The school fulfils obligation regarding student access to online learning during absences. Current cum. Attendance in 91.14% compared to current National Average of 89%. Vulnerable groups (inc. SEND and PPG) av. 87%+ PA has increased to 28% - analysis conducted which identified 74 positive Covid cases, medical issues related to Covid: a significant proportion of PA. Covid absences tracked effectively – VA.</p>
		<p>Medical evidence for obtained for any student who cites medical reasons for non-attendance</p>	PM	<p>Medical evidence collated and MNT included if criteria met. Fewer students using medical reasons for non-attendance.</p>	<p>Vulnerable students with identified medical needs have been referred through the MNT. 2 pending cases.</p>
<p><i>Pupils consistently achieve highly</i></p> <p><i>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</i></p>	<p>Removal of in-year gap in progress between disadvantaged students and non-dis at end of Key Stage 3</p>				
		<p>Comparison of data between PPG and A2L and neg incidents v non-PPG</p>	SA/SC/ET	<p>Swift actions in place to remove the disparity, with support to close any gaps that exist.</p>	<p>Based on Autumn 2 data, PLs will intervene with identified students.</p>
	<p>PPG literacy strategies visible in lessons</p>	NG/LC	<p>New PPG literacy TLR post holder to have developed a year's programme.</p>	<p>Action plan in place. Literacy needs for individual PPG students shared in staff bulletin. CB to take over whole-school literacy (including PPG literacy strategy).</p>	
	<p>Removal of progress and attainment gap for disadvantage students at the end of KS4</p>				
		<p>Comparison of data between PPG and WP v non-PPG</p>	SA/ET/SC	<p>Swift actions in place to remove the disparity, with support to close any gaps that exist</p>	<p>Based on Autumn 2 data, PLs will intervene with identified students.</p>
		<p>RAP process fully embedded</p>	ET/LC/SM	<p>Regular RAP in place, early identification of students at risk of making less than good progress.</p>	<p>Operational as per RAP and calendared fortnightly meetings.</p>
<p><b>Safeguarding:</b> To further and better the culture of safeguarding within the school</p>	<p>Ensure all students are aware of the risks and how to safeguard themselves from harmful sexual behaviours.</p>				
		<p>Student voice activity</p>	ET/SC/SA	<p>Diagnose student understanding and concerns within our school setting</p>	<p>SLT (AD) have undertaken student and parent voice activities which have then been visibly responded to.</p>
		<p>Assembly</p>	AD	<p>Consistent and clear key messages to all regarding safeguarding.</p>	<p>Focus of assemblies was on HSB, Anti-bullying and county lines.</p>

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		Regular CPD and QA of PD curriculum (form-time)	RT/ MW	High quality teaching of sensitive curriculum by all staff as demonstrated by QA indicating at least good lessons in KS3/4. All aspects of safeguarding covered by curriculum.	PD deep dive likely. Fully resourced curriculum in place. Staff CPD undertaken. Curriculum overview in place to track statutory content. IAG curriculum review being undertaken to meet Gatsby Benchmarks. QA to take place in Spring Term as planned QA significantly impacted by staff absence.
		IL activity	ET/SC/SA	Follow up and embedding of the school assembly. This allows a more personal approach	Significant work needs to be undertaken (Spring Term). ILT groups restructured to support high-quality curriculum delivery. QA postponed due to staff absence. High levels of in-school variation particularly at KS4.
		Successful SG Audit	AD	To ensure OBHS is fully compliant with KSIE etc.	Trust Safeguarding audit conducted in Autumn Term and safeguarding practice complies. No recommendations made by the Trust.

Section 2: Quality of Education					
Priority	Action	Sub-Actions	Who and how much? Resource	Intended Impact	Live Review (Monitoring to ensure we are on track to meet the intended impact). Dec 21
<b>In-school variation in terms of QFT</b> <i>The work given to pupils is demanding and matches the aims of the curriculum</i>	Implementation and consistency of OBHS protocols and 4 phase lesson during the new 100-minute lessons.  (QFT) Subject specific pedagogy secured through CPD and QA – (subject reviews and peer work scrutinies).	Updated PM documentation and observation cycle	SLT, ELT, CLs and SLs	Staff attending appropriate CPD Pathway (Spring) based on accurate diagnostic observation (Autumn)	See notes above re. responsive AI focus based on Trust review and staff feedback.
		Whole School PD: updated OBHS protocols	SM and CLs PD Time	A consistent approach to teaching in all classrooms. All staff are confident in updated OBHS protocols and expectations.	Shared Language doc created to reinforce 'how we speak about...at OBHS' This is in response to Trust QA (November).



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		CL training 02.09.21 on updated PM Target Setting	SM + CLs	All staff set appropriate targets – see ITLQ document – with OBHS protocols and 4 Phase Learning as central focus.	All staff set high-quality targets inline with whole school SIDP, Trust Policy and modelled through Guidance document. TLR and UPS clear differentiated targets linked to experiences/responsibility. All shared with Trust. Not on LL due to platform reorganisation.
		Subject CPD planned for 2021-22 to reflect subject priorities in terms of PCK.	CLs (SM to review with CLs)	Subject-specific training needs are attended to through carefully planned CPD sessions. These complement and are additional to whole-school CPD.	Subject CPD plans in place and moderated September 2021. Link with Maths Angles hug being fully explored (LC), DT specialist support from JM (Trust) NCCE and RE (Trust) supporting development of Computing curriculum and related staff training.
		CL QA Activity 1		SLT to set focus based on climate walk, informal staff and student feedback and Summer 21 data analysis.	Middle Leader handbook establishes expectations but allows for personalisation linked to SAP following wellbeing/ feedback. MLs logging all QA on LL. Activities completed, but due to Covid and staffing issues, SLT/ML review meetings postponed to Jan 22.
		SLT Subject Review 1	SLT (AF and SM)	Further investigate an area of potential concern based on Summer 21 data analysis (SAPs and YAPs) and identify SMART targets to increase progress towards achieving objective.	Trust QA – deep dives into English, Maths, MFL and Science. Response: AI Spring Term now focussed on no-pen marking to ensure consistency; shared language document created for all teaching staff and MLs (planned speed-dating role play planned for CPD in January); Transition Action PAn in place for after Christmas; subject-specific feedback has been shared with MLs. Postponed QA of ILT curriculum to take place Spring Term.
<b>Assessment:</b> <i>Assessment is optimally designed, implemented and used.</i> <b>Leaders understand the limitations of</b>	Remove inconsistencies in terms of summative assessment design and content at KS3 and align quality of summative assessments to exam spec at KS4.  Introduce a Learning hierarchy to track progress through curriculum at				
		CLs set up assessment tracking on G4S (G4S or better)	CLs	To enable students to identify gaps in their learning and to ensure teaching at KS4 is precise in terms of knowledge gaps and misconceptions.	G4S mark-books set up at KS4 to identify QLA, will be used post mock. PLCs and therapies in place for all subjects and shared with Y11 students for use in ILT and at home for revision. KS3 mark books amended-further work needed to resolve accuracy of assessment in non-core at KS3.
		Review current KS3 assessment design and content	SM and AF	Identify strengths and concerns in terms of assessment content and design.	

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<p><i>assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</i></p>	<p>KS3 and updated feedback policy written and ready for re-launch.</p>	<p>Revisit Learning Hierarchy design (2020) with CLs</p>	<p>SM and AF</p>	<p>Establish current levels of understanding and engagement with proposed Learning Hierarchy. Determine actions 21-22 to have fully in place for 22-23.</p>	<p>AF/LG/SM to initiate working party after Christmas to include learning hierarchy.</p>
<p><b>SEND:</b> Every teacher a teacher of SEND.</p> <p>Pupils with SEND achieve the best possible outcomes.</p>	<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of students with SEND.</p>	<p>Staff training (03.09) Priority Students, Provision Map, 7Cs, SSA Deployment.</p>	<p>AD/ AF</p>	<p>Ensure all staff know how to access relevant information on students and how to plan to meet their needs. Updates on how SSA support will be allocated to increase impact on intended students.</p>	<p>See send action plan-actions in all areas undertaken. CB to continue post-Christmas in new role.</p>
		<p>SEND Lead Teacher (new role 09.21)</p>	<p>AD/ PGG/ KW</p>	<p>Clear direction and leadership of SSAs. Improved communication between PPG and SEND. Ensure consistency in SSA deployment.</p>	
		<p>Diagnostic Observations (PM 1)</p>	<p>SM</p>	<p>Identify any training needs for staff in terms of planning to meet the needs of SEND learners in their classroom.</p>	
<p><b>Intent &amp; Implementation:</b> curriculum narrative is clear to students and staff</p> <p>The curriculum is coherently and consistently planned and sequenced</p>	<p>To secure a curriculum that has a clear intent &amp; is implemented which reflects local and national themes and is diverse and inclusive and addresses current issues To ensure the curriculum is 'visible' and conforms to our curriculum documentation.</p>	<p>Review curriculum intent docs for KS3 subjects</p>	<p>CLs (SM)</p>	<p>A current curriculum with a clear rationale. All teaching staff to be confident in curriculum intent for their subject area/s</p>	<p>Curriculum documents (intent and implementation) in place for all KS3 subjects. Further work needed in developing an overview for ASDAN and Study Skills at KS4 to detail the intent and implementation of these courses.</p> <p>The English and Maths Catch-Up Curriculum is currently under development to meet the needs of Year 7 and 8 following Covid and Lockdown. Intent and implementation documents will be developed as part of this process.</p>
		<p>Complete suite of implementation docs in all subjects</p>	<p>CLs (SM)</p>	<p>Effective communication of curriculum implementation between Middle Leaders and Teachers, and Teachers and students.</p>	
		<p>Curriculum Intent docs for form-time curriculum (Autumn 1)</p>	<p>PLs/ HoY (AD)</p>	<p>A current curriculum with a clear rationale. All teaching staff to be confident in curriculum intent for their subject area/s</p>	

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towards cumulatively sufficient knowledge.		Implementation docs (Autumn 1) for form time curriculum completed.		Effective communication of curriculum implementation between Middle Leaders and Teachers, and Teachers and students.	Middle Leaders to review KS4 1-page subject overviews in January prior to Y9 Options Process to ensure that the rationale and IAG sections are fully completed.
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Section 4: Personal Development					
Priority	Action	Sub-Actions	Who and how much? Resources	Intended Impact	Live Review (Monitoring to ensure we are on track to meet the intended impact). Dec 21
<b>Relationships:</b> <i>A broad curriculum</i>  <i>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</i>	Deliver a broad curriculum which develops student agency, strength of character and learning habits.	Introduction of PD in ILT – staff CPD half termly.	MW/RT (SM)	All staff have access to appropriate training and resources to effectively deliver PD and form time curriculum.	CPD sessions Autumn Term took place; all PD resources shared on SharePoint, including curriculum implementation and intent documents. Weekly bulletin shares resources with staff.
		Global readers (literacy in ILT)	HL (LC)	All students receive literacy teaching of reading to develop inference and comprehension in addition to explicit opportunities to develop oracy through engagement with real world events. All staff are supported in facilitating this.	Weekly resources developed in response to current affairs. Delivery and reception by students is positive. Consider how strategies are easily and well communicated to students and staff.
		Study Skills and Independent Learning in ILT	SA/ SC/ ET/ AD	All students actively engaged in SS/ILT. SS/ILT curriculum secure-meaningful and relevant.	This area needs further development following informal QA (Autumn). Groups have been reorganised to address student and staff perception of ILT. SLT have taken steps to increase the accountability and responsibility for this area. Formal QA planned for Spring Term.
		All statutory curriculum mapped and delivered including RSE/SMSC/BV/PHSE/Careers	SM/MW/RT	Suite of appropriate curriculum docs completed by Oct HT to ensure compliance with Trust etc	All shared internally and on school website. See above re. Curriculum.

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Section 5: Leadership and Management					
Priority	Action	Sub-Actions	Who and how much? Resources	Intended Impact	Live Review (Monitoring to ensure we are on track to meet the intended impact). Dec 21
<b>Securing the school community:</b> <i>Increasing Collective Teacher efficacy and stakeholder engagement</i>  <i>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</i>	Improved feedback loops of teacher involvement in goal setting and consistent teaching.	Collective teacher efficacy survey undertaken	Whole school undertake Hattie/Hoolihan survey	To identify focus of CTE to ensure CPD/leadership responds in targeted areas	CTE survey to be undertaken after Christmas. 3 CPD sessions dedicated to CTE Spring Term. Shared Language document developed featuring CTE.
		PD day 2 to reaffirm school priorities	AF presentation: Curriculum Leadership Assessment Relationships Teaching	To ensure all staff are aware of whole school priorities and theme of 'bounce back better' and priorities are visible in CPD/PM/QA	Bounce back better identified as key task with ML. Jan 22 update staff on progress re school priorities
	Relationships within the school, with parents and the community are strengthened with regard to transition.	Parent forum restarted and publicised	AF. Bi termly meeting	Increased engagement of parents in decision making.	Covid effected. Very poor engagement from parents with parent forum. AF to discuss with Govs different approach.
		HT visit to all primary schools to re-establish post covid links.	AF/PF 1 visit in first H/T	Re-establish close working relationships and identify fault lines in coms around transition.	Transition identified as key priority. HT contact made but due to covid face to face meetings were cancelled.
		Clear and strategic direction for SEND at OBHS guided by the EEF SEND framework.	Trust-appointed SENDCO to lead in-school provision Autumn Term (2 day)	AF/ AD	Consistency of provision and approach for all stakeholders during transition and appointment of SENDCO. To ensure high-quality SEND provision for all SEND learners.

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		Recruitment process		Appoint highly-skilled SENDCO to secure the confidence of stakeholders and the quality of provision.	
<b>Wellbeing:</b> <i>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</i>	To ensure Staff consistently report high levels of support for well-being issues	Well-being survey	Anonymous in-house survey based on NAHT NEU survey. AF/LC	Identify w/school well-being themes and sub group wellbeing. To enable distributed and shared leadership approach to wellbeing	Well being surveys undertaken and activities actioned as a result-see well being survey and actions. Recent feedback from staff indicate a deterioration well-being in some staff. AF to lead re-focus of 'what is meant' by well-being in January.
		Staff committee	LC to set up bi-weekly committee to react to immediate issues and plan events	Ensure all staff have open voice in school and social events restart.	Activity undertaken, Review of potential negative impact
		Mental health champions trained and supervision support available.	AF/SET M/H training costs. 1:1 supervision identified and offered.	All staff have access to in-house mental health support, signposts to external support and professional supervision.	Budget constraints are not enabling supervision to take place. AF to raise with Trust.