

Longdean School Improvement Plan

Draft December 2021

LONGDEAN SCHOOL PRIORITIES 2021/2022



- ❖ We want to help you to improve your writing and to know and understand more words.
- ❖ We will ALL (us and you) work at being supportive and innovative; we will keep challenging you to be the best you can be and you will continue to challenge us to be the best we can be.
- ❖ We will keep improving our Post-16 offer to make our Sixth Form bigger and better.
- ❖ We will use new computers, tablets, software and programmes to improve our teaching and your learning.
- ❖ We will make sure our lessons and our feedback help ALL of you improve and learn at a level that is right for you.
- ❖ We want to make sure that all of you are coming into school all of the time.
- ❖ We want to make sure all of your parents and carers know about everything that is happening in school and that they feel fully involved in your education.

From evaluation for priorities to SIP

The priorities are reached following a review of all of our evaluation work in the previous year. For 2020 – 2021 this included but is not limited to:

- Two SEA visits
- Build back better survey completed by students, staff and parents when school returned in June 2020 and March 2021
- NPQH placement work, with a focus on both curriculum and disadvantaged students.
- Internal Quality Assurance of Teaching and Learning (T&L), student voice carried out by the Senior Leadership Team (SLT)
- Trustee Exam meetings in September
- Year 6 - & transition visits from Primary Headteachers
- Trustee Strategic Planning Day
- Issues arising from the appraisal process

Monitoring and review:

The plan is measured by Trustees against the KPI evolved by them and reported on by the Headteacher each term. The SIP is also discussed termly by SLT and the SDC to determine the progress against it.

People

What we want to do	How to do it?	Key performance indicators	When/Notes
Developing people	<p>Establish an ECF programme for teachers across Dacorum in the first two years of their career</p> <p>Review the appraisal process: 10% QA by Trustees. Headteacher to prepare report for Trustees on process around pay</p> <p>T&L meetings to make clear expectations of Middle Leaders around leadership of their subject areas; behaviour, attendance, T&L, accountability & team building</p> <p>Bespoke CPD (Continuing Personal Development) for groups of staff, e.g. unqualified staff, colleagues who aspire to teach and people who have changed role. CPD to enable collaboration between and within department and pastoral structures</p> <p>Redesign the website and working for us booklet to support recruitment of the best people for roles at Longdean</p>	<p>All ECT pass Year 1 across Dacorum</p> <p>Stronger appraisal targets reflecting school priorities and personal development. Clearer pay requests with evidence base.</p> <p>Less variation between the results of department and between the teachers within a department.</p> <p>Less variation with the standard of leadership.</p> <p>Evidence of CPD seen in classrooms</p>	<p>ECF to be established and ongoing from Sept 2021 review in Spring</p> <p>HT1 2021 with mid-year review in HT3</p> <p>From September 2021</p> <p>Ongoing from October 2020 when twilight etc begins</p> <p>Ongoing from Autumn 2021</p>
Retaining people	Develop a range of staff benefits, e.g. gym, health insurance in response to staff voice	Healthy staff turnover.	Autumn/Spring 21-22

	<p>Continue with providing career development opportunities (paid and unpaid).</p> <p>Develop a model of secondment to 'the next role up' through LEP or an Associate Programme</p> <p>Continue to focus on time stealers and electrifying any bureaucratic systems, appraisal for current year</p>	<p>Longevity of staff – people move on for progression rather than because they're not happy.</p> <p>Staff turnover to be lower than national</p> <p>Fully staffed with all colleagues appointed and contracted to Longdean</p>	<p>Spring Term ready for next year</p> <p>HT4-6 this year</p>
Boost Post 16 numbers	<p>New recruitment booklet</p> <p>Revamped Pathways Day and Options Evening</p> <p>Research and investigation into T Levels</p> <p>Social Media presence</p>	<p>Increased number of students remaining in Post 16. Incremental steps towards 300 staying on. First target is over 200 for September 2022</p>	

Culture

What?	How we want to do it	Key Performance Indicator	When/Notes
Promotion of key marketing messages & Specialist Streams –	Develop new website	<p>Full in Year 7 on first choice</p> <p>Increased Post 16 students</p>	Ongoing from Autumn Term

<p>Performing Arts and STEM</p>	<p>Transition work with Year 5,6 and Primary Heads</p> <p>Develop a marketing calendar of key events to promote school linked to use of social media</p> <p>Recruitment Booklets used extensively staff and Post 16</p>	<p>Website established</p>	
<p>Develop understanding of use of language and implications around race, sex, harassment and sexuality</p>	<p>PSHE dept to oversee development of mandatory elements of PSHCE alongside SLT link and DOY</p> <p>Student Voice around understanding of the terms and what the school should/could do about it.</p> <p>Assess ourselves as a school against Ofsted indicators in these issues</p> <p>Use speakers, assemblies, form time and curriculum to promote student understanding</p> <p>Audit the curriculum to ensure reflection of diversity of our school community.</p>	<p>RSE seen in Schemes of Work, lesson obs etc</p> <p>Accurate recording of incidents and consistent method of dealing with them</p> <p>Student voice alluding to the effectiveness of the school approach in these areas</p>	<p>Ongoing from Autumn Term</p>

	<p>Staff training to ensure all incidents are dealt with consistently with staff having confidence to do so</p> <p>6th form carousel of activities related to these issues through PSHCE</p>	<p>Staff more confident and consistent in dealing with issues around race, sex and sexuality</p> <p>PSHCE programme established and delivered</p>	
Cultural Capital (wider curriculum)	<p>Run a successful Activities Week in the Summer Term</p> <p>Embed the cycle of feedback through student voice and school council</p> <p>Longdean Journey Idea based on ACS model</p> <p>More clubs/ enrichments which are non-curriculum based; which are life skills e.g. signing, first aid, finance; and which are general interest.</p> <p>Track the attendance of PP/CLA/SEND at clubs and on visits</p>	<p>95% attendance in Activities Week and students engaged with activities as seen in the feedback</p> <p>Longdean Journey seen on website</p> <p>Disadvantaged engagement with extra-curricular in line with all students</p>	Attendance tracked each half term

Display	<p>Student achievement - 'roll of honour' displays in every curriculum area of the school; More memorable quotes from inspirational speakers</p> <p>Get two boards into each department area of the school in corridor and one for each year</p> <p>Develop display to reflect the diversity of our school community linked to LGBTQ, Race, Sex & Sexuality</p>	<p>Student engagement in the system;</p> <p>Numbers of students achieving rewards;</p> <p>Achievement vs. Negative Behaviour points; Positive student voice in all year groups; House system reinvigorated</p>	
Rewards - complete overhaul/ start again!	<p>Development of school colours;</p> <p>Calendared events for all elements;</p> <p>Agreement/ Purchase of badges/ rewards etc; relaunch house system with competitions etc</p>		

Technologies

What	How	Key Performance Indicator	When/Notes
Continue to develop the laptop leasing system	<p>Visit to local schools to observe how they rolled the programme out</p> <p>Staff training in Autumn Term</p> <p>Role out in Year 7 in Spring Term and evaluate</p>	<p>Students using these extensively in lessons in Year 7 especially</p> <p>Evidence of staff use in planning and delivery</p>	<p>Training in Autumn</p> <p>Roll out in Spring</p> <p>Spring Term to go again</p>

<p>Develop potential of G4S as Information Management System</p> <p>Develop a new website</p> <p>Develop robust GPDR procedures across the school</p>	<p>Promote the scheme again in January and once school allocations are made</p> <p>Data available for DOL to monitor behaviour and reward in their subject areas</p> <p>Utilise the capability of the system for assessment and reporting purposes.</p> <p>Seek to use the G4S app to engage with parents</p> <p>Transitions Portal on it</p> <p>Reflection of school key messages</p> <p>Undertake GDPR training for all staff</p> <p>Undertake more detailed training for key staff – HR, Office, Finance</p> <p>Carry out GDPR compliance audit and develop action plan</p> <p>Complete all tasks on action plan</p>	<p>DoL monitoring and intervening on behaviour in their areas.</p> <p>New format school reports this year and increased accuracy in KS3 assessments</p> <p>GDPR compliance. Processes understood by all</p>	<p>Ongoing from Autumn Term</p>
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Teaching & Learning

What we want to do?	How we want to do it?	Key Performance Indicators
Middle Leader Accountability for standards	<p>Use of T&L meetings to clarify expectations around monitoring of T&L</p> <p>Develop a new proforma for each term for DOL to report on T&L in their areas. This will lead to a strengths audit across the school.</p> <p>Use of SLT link to provide cover to support DOL in monitoring</p> <p>Explore use of tech such as IRIS to support monitoring and staff development</p> <p>Implement a system of reviews of subjects, aspects of our school, by external professionals SEA as an example</p>	<p>Overall standard of T&L to be higher.</p> <p>Earlier intervention where T&L is a concern, led by middle leaders.</p> <p>Increased used of IRIS by staff and booking with LPs to review the lessons</p>
Feedback	<p>Reiterate basic expectations of green pen system and two key questions – what am I doing well? What do I need to do to improve?</p> <p>Use of inset to promote effective questioning as a means of feedback</p>	<p>Book scrutiny to show green pen system being used and students aware of it</p> <p>QFU seen explicitly in lesson drops and observations</p>
SEND	<p>Girls with autism training for all staff as an emerging issue. SRP ongoing progress around building, entry & exit & finance.</p> <p>AHT and ADOLs in lessons to support implementation of strategies they wish to see used</p> <p>Thursday briefings re: SEND strategies</p>	<p>Results of SEND in line with expectations and next steps all sorted</p>
Literacy	<p>Focus on closing the word gap (DEAR bit not needed, it's all reading out loud etc.)</p>	<p>Better responses to extended question answers in English, History etc.</p>

	<p>Establish and monitor the reading groups in each year led by PP champions</p> <p>Strategies to promote writing stamina and variety of command words</p>	Lesson observations show strategies being used in lessons.
Maths	<p>Raise standards of teaching in some classes Ensure that mastery is embedded in KS3</p> <p>Ensure new KS3 curriculum has sufficient depth and challenge in it. Use of SEA to review this.</p>	All lessons good or better
Technology	<p>Ensure results in all disciplines are of a high standard</p> <p>Monitor the progress of STEM group who has just finished Year 8</p>	<p>Results in all Tech subjects</p> <p>Science and option results of students in Yr9</p>
Social Sciences	<p>Ensure systems exist in the department for moderation and assessment leading to accurate forecasts, working at and results.</p>	Results in all department subjects in line with forecasts and of a high standard in all courses at all levels
Curriculum	<p>Liaison with primary schools re: curriculum to ensure appropriate challenge and coverage of what was missed in Summer Term</p> <p>Primary Headteachers to observe Year 7 students and liaise with PP Transition Coordinator about how we can support students in Years 5 – 7 better</p> <p>Investigate T Levels Post 16 –</p> <p>Science – correct tier of entry and pathway through Science examinations. Key to exam success and outcomes next year</p>	<p>Smoother transition from Year 6 – 7 – 8</p> <p>Attendance above 95% for all groups</p> <p>P8/A8 of school. Science results</p>
Disadvantaged students	<p>Achievement and attendance gaps reduced</p> <p>Reduce Fixed Term exclusions of disadvantaged and especially the repeat offender figure</p>	<p>Positive P8 & achievements and attendance gaps reduced</p> <p>PA figure declining</p>

	<p>Closer guidance of PP option choices led by champions in each year. Link this to ensuring they reflect the right pathway for these students.</p> <p>Use of PP Champions to intervene with key students and families with good practice being shared with tutors to scale up</p> <p>Use of attendance officer to engage with parents and families</p> <p>Use of appraisal to ensure all staff have a PP focus in this process</p> <p>Marking early and thoroughly with targeted feedback – integration of live marking</p> <p>Staff to focus on a single PP student in their class and ensure they understand before they leave the room.</p>	<p>Attainment 8 gap closing in option choices and overall</p> <p>Appraisal targets to reflect this</p> <p>Lesson observations to show this is the case</p>
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Well-being

What we want to do	How we want to do it	Key Performance Indicators	When/Notes
<p>5 ways to well-being Herts initiative follow it</p>	<p>New well-being group with reps from – SLT, non-teaching, trustees, pastoral, students</p> <p>Student voice reinvented and more frequent</p> <p>Staff questionnaire more frequent Appoint a Deputy Well Being Champion</p>		<p>How do you measure soft skills?</p> <p>Autumn HT2</p>

	Deliver Level 1 Mental Health training to all staff		Spring
Re-launch the well-being programme/staff benefits programme	Survey staff to see what they would like. How do we reward/recognise staff who constantly give and rarely take?	Staff turnover lower than national Retention of NQT and Yr1/2 staff and unqualified progressing to QTS	Autumn Term

Parental Engagement

What do we want to do	How	Key Performance Indicator	When/Notes
Increase parental engagement at events such as parents evening	TAs linked to a year group to promote attendance to SEND students. Event held remotely via Parent Booking System to allow parents to attend virtually and balance childcare and their own work.	85% attendance or higher at all relevant events	
Work with families to close the attendance gap PP to all	Use new FSW to work with identified families including attendance at key events.	Reduce PA figure 95% or above attendance for all students	
Develop a transition portal to support Year 6 – 7 movement			Autumn/Spring ready to go on allocation day
Develop parental engagement with G4S app			