

Forest Hill School School Improvement Plan December 2021

	KEY OBJECTIVES
1	Improve the consistency of ambition in curriculum intent across all subjects
2	Improve the consistency of ambition in curriculum implementation across all subjects
3	Improve progress and outcomes for all students
4	Improve the consistency of good student behaviour in lessons (minimising low-level disruption), in corridors and in the playground
5	Improve the consistency of support for SEND pupils in mainstream lessons

Glossary:

A2L	Attitude Towards Learning
A8	Attainment 8
CPD	Continuous Professional Development
HoF	Head of Faculty
HT1	Half term 1
HT2	Half term 2
KS3	Key Stage 3
P8	Progress 8

QA	Quality Assurance
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SLG	Senior Leadership Group
SLT	Senior Leadership Team
SOW	Scheme of Work
T&L	Teaching and Learning

KEY OBJECTIVE	KEY ACTIONS	SUCCESS CRITERIA	EVIDENCE	LED BY & MONITORING MILESTONES
1 Improve the consistency of ambition in curriculum intent across all subjects	1.1 Ensure that each subject has an ambitious curriculum map which complies with and goes beyond National Curriculum requirements	Curriculum review meetings carried out to ensure that all subjects cover the National Curriculum	Minutes from Curriculum Review Meetings	GGN All meetings to have taken place by 14/01/22
		Shared Curriculum Map format discussed and agreed by T&L Leads which at least shows clear sequencing	T&L Leads Minutes	GGN Format agreed on 08/12/22
		Curriculum Maps developed which evidence National Curriculum and shows clear sequencing	Curriculum Maps developed and shared on school website for all subjects	GGN 28/01/22
		Peer/expert review process for curriculum maps from external sources put in place, initially focusing on areas of weakness from Ofsted (eg Maths, PE, DT)	Notes from peer/expert review meetings	GGN Maths, PE and DT - 25/02/22 Other subjects on a rolling program up to 21 July 2022
	1.2 Ensure that schemes of work in each subject are highly ambitious for all students, accurately reflect the curriculum map and provide clarity about content delivery and resources to use for each lesson	Curriculum review meetings carried out to ascertain the situation with each subjects SOW	Minutes from Curriculum Review Meetings	GGN All meetings to have taken place by 14/01/22
		SOW format discussed and agreed by T&L Leads is ambitious and provides clarity and guidance	T&L Leads Minutes	GGN Format agreed on 25/01/22
		SOW developed for each subject using format showing ambition and guidance	SOW developed and shared on network for all subjects	GGN Spring 2 SOW in place by 11/02/22 Summer 1 SOW in place by 25/03/22 Summer 2 SOW in place by 20/05/21
		Peer/expert review process for SOW from external sources put in place, initially focusing on areas of weakness (eg Maths, PE, DT)	Notes from peer/expert review meetings	GGN Maths, PE and DT - 25/02/22 Other subjects on a rolling program up to 21 July 2022

KEY OBJECTIVE	KEY ACTIONS	SUCCESS CRITERIA	EVIDENCE	LED BY & MONITORING MILESTONES
2 Improve the consistency of ambition in curriculum implementation across all subjects	2.1 Agree a common teaching structure in lessons to ensure that students of all abilities know more, remember more and can do more	Common structures agreed amongst leaders	Roll out of agreed structures in place with clear timelines for implementation.	SLT: agree short term lesson structure priorities by 6 Dec 21 HTS: Consult with SLG & T&L Leads 6 Dec 21
		CPD to train staff and build confidence before trial begins	CPD feedback shows 75% of staff feel confident in how to incorporate new lesson structures into Y10 lessons for the trial	HTS + SLE: train staff on 6 Jan on new structures for Y10 trial All Y10 teachers: start trial 10 Jan 21 HTS + IHN: Y10 launch assembly
		Feedback gathered from trial	Feedback notes from trials show 75% of staff found the lesson structures successful in improving T&L and behaviour in lessons Student voice shows improvement in learning atmosphere in classrooms - MS Forms survey	HoFs: gather feedback on Y10 trial 23 Feb in Faculty meeting – to include completion of survey SLG: give feedback from teams in SLG meeting 24 Feb HTS & SLE to gather student voice data w/c 21 Feb 2022
		Roll out trial with all other year groups (using feedback from trial to adapt where needed)	Whole staff email Friday briefing minutes Faculty meeting minutes	HTS: announce roll out in Friday briefing 4 Mar 2022 All staff: incorporate shared practice into all lessons w/c 7 Mar 2022
		Longer term T&L changes for 2022/23 discussed and agreed	Meeting minutes evidence discussions CPD plans put in place for 22/23 to reflect new T&L priorities	HTS to lead discussions in SLT, SLG and T&L Leads by May half term HTS + RW + SLE by 31 May 2022

KEY OBJECTIVE	KEY ACTIONS	SUCCESS CRITERIA	EVIDENCE	LED BY & MONITORING MILESTONES
	2.2 Ensure consistent implementation of common teaching structure in lessons to ensure that students of all abilities know more, remember more and can do more	All teachers are using shared structure and evidence of pupils knowing, remembering and being able to do more	Meeting minutes show that shared lesson structures are a standing item on all T&L lead, SLG, SLT and Faculty meeting agendas. Meeting minutes show high quality discussions are happening around implementation of structures and how to make them as effective as possible T&L bulletin produced on half termly basis to promote T&L priorities and best practice	HTS: review feedback each half term and respond accordingly SLE and HTS to distribute half termly
		QA cycle shows teachers are using the agreed structures	QA Spring 2 shows at least 70% of lessons show the common structures. QA Summer 1 shows at least 80% of lessons show common structures. QA Summer 2 shows at least 90% of lessons show common structures	End of Spring 2 term End of Summer 1 term 30 June 2022
		Progress of students in Y7-11 improves as they know more, remember more and can do more	Progress data Book looks Student voice shows improvement in learning atmosphere in classrooms – MS Forms survey and QA cycle data	RWF and GGN to analyse at each data drop MSU to gather data from QA cycle on progress shown in books HTS + SLE each half term
	2.3 Establish a consistent school-wide approach to	Current provision within each subject established	<ul style="list-style-type: none"> Baseline Report which includes: <ul style="list-style-type: none"> minutes of individual meetings with subject leaders and teachers 	RWF 31 January 2022

KEY OBJECTIVE	KEY ACTIONS	SUCCESS CRITERIA	EVIDENCE	LED BY & MONITORING MILESTONES
	developing literacy in lessons		<ul style="list-style-type: none"> - SoW survey - Book Look sample 	
		All SoW list key vocabulary for each topic	<ul style="list-style-type: none"> • Baseline Report (as above) • 25% increase on Baseline Report by End of Mar • 80% increase on Baseline Report by end academic year 	31 January 2022 31 March 2022 30 June 2022
		SoW contain clear guidance on a range of literacy strategies	<ul style="list-style-type: none"> • Baseline Report (as above) Survey of SoW & teachers of identified subjects includes clear, helpful guidance • Survey of SoW & teachers of second set of identified subjects includes clear, helpful guidance 	Baseline - 31 Jan 2022 By 31 Mar 2022 By 30 June 2022
		QA demonstrates a quantifiable increase in the volume and quality of extended writing in Years 7 - 10	<ul style="list-style-type: none"> • Baseline report on quality of extended writing from Book Looks • QA data from Spring HT 2 • QA data from Summer HT2 	31 Jan 2022 31 Mar 2022 30 June 2022
	2.4 Implement clear processes of support for staff who are not consistently implementing the curriculum effectively	Current support protocols document reviewed and updated	<ul style="list-style-type: none"> • Draft final document produced 	MSU/HTS 17 December 2021
		Consultation on support protocols document with union representatives complete	<ul style="list-style-type: none"> • Final document in place 	MSU/HTS 21 January 2022
		Support protocols implemented (as appropriate) following QA window Spring HT1	<ul style="list-style-type: none"> • QA data shows teachers on support plans (as appropriate) 	MSU/HTS 12 February 2022
		Support protocols used (as appropriate) in all subsequent QA windows	<ul style="list-style-type: none"> • QA data clearly shows teachers on support plans (with the stage of plan clearly indicated) 	MSU/HTS End of each half term

KEY OBJECTIVE	KEY ACTIONS	SUCCESS CRITERIA	EVIDENCE	LED BY & MONITORING MILESTONES
3 Improve progress and outcomes for all students	3.1 Improve Year 11 outcomes to be in line with national achievement for boys	P8 of boys is at least -0.27 and A8 at least 4.39 (2019 averages nationally)	Year 11 Action Plan successfully implemented subject to monitoring Attainment data	GGN Reviewed at the end of each half term 16/12/21 10/02/22 31/03/22 26/05/22 August 2022 for A8 and October 2022 for P8 and for new averages
	Ensure consistent implementation of assessment strategies to give clear evidence that students make excellent progress across all key stages	QA evidence of feedback rises from 63% to 100% by the end of the academic year	<ul style="list-style-type: none"> • QA evidence report Spring HT1 • QA evidence report Spring HT2 • QA evidence report Summer HT2 	RWF 28 Feb 2022 31 Mar 2022 30 June 2022
		Use of low stakes testing is widespread in subjects in Yrs 7 - 11	<ul style="list-style-type: none"> • SoW review • SoW review shows • QA evidence report Spring HT1 • QA evidence report Spring HT2 • QA evidence report Summer HT2 	31 Mar 2022 30 Jun 2022 28 Feb 2022 31 Mar 2022 30 Jun 2022
		Teachers regularly use a range of feedback strategies which allow students to know more, remember more and do more	<ul style="list-style-type: none"> • QA evidence report Spring HT1 • QA evidence report Spring HT2 • QA evidence report Summer HT2 • Student voice report 	28 Feb 2022 31 Mar 2022 30 Jun 2022 31 May 2022
		Books have clear evidence of effective written feedback and student response	<ul style="list-style-type: none"> • QA evidence report Spring HT1 increase of 10% on baseline	28 Feb 2022

KEY OBJECTIVE	KEY ACTIONS	SUCCESS CRITERIA	EVIDENCE	LED BY & MONITORING MILESTONES
			<ul style="list-style-type: none"> • QA evidence report Spring HT2 increase of 25% • QA evidence report Summer HT 2 increase of 60% 	<p>31 Mar 2022</p> <p>30 Jun 2022</p>
	3.3 Introduce a new KS3 assessment system which effectively monitors progress and accurately identifies students in need of catch-up interventions	KS3 system in place that produces meaningful data that can be used to appropriately identify students in need of intervention	<ul style="list-style-type: none"> • Evaluation review which examines: <ul style="list-style-type: none"> - quality of data - minimum 75% teachers view system positively - minimum 75% students say they understand system • Analysis of progress with students categorised • List of students identified for intervention 	<p>RWF/AKA Evaluation review complete by 25/3/22 (Yr 9)</p> <p>Analysis (Yr 9) by 11/3/22</p> <p>List Yr 9 by 11/3/22</p>
		Interventions in place which impact meaningfully on progress	<ul style="list-style-type: none"> • Subsequent progress checks demonstrate that 66% students improve their progress & A2L scores • Student voice demonstrate that 66% say that intervention is positive • Teacher voice demonstrates that 66% notice a positive improvement in students identified 	<p>AKA/RWF Initial check 25/4/22</p> <p>Student voice 25/4/22</p> <p>Teacher voice 25/4/22</p>

KEY OBJECTIVE	KEY ACTIONS	SUCCESS CRITERIA	EVIDENCE	LED BY & MONITORING MILESTONES
4 Improve the consistency of good student behaviour in lessons (minimising low-level disruption), in corridors and in the playground	4.1 Agree expectations and protocols for lesson, corridor and playground behaviour across the school	Clear expectations and protocols for lesson, corridor and playground behaviour and uniform non-compliance agreed with all stakeholders	New expectations clearly set out within revised School Relationships & Behaviour policy.	IHN New Policy in place 4 th January 2022. Pre opening briefing PowerPoint prepared and shared with students at the start of Spring term
	4.2 Ensure consistent implementation of agreed lesson behaviour protocols across the school	The agreed protocols for lesson behaviour are in use consistently across the school.	<ul style="list-style-type: none"> • Training given to staff • Students informed via assemblies and activities in tutor times • Parents informed • Learning walk data shows minimum of 75% of lessons with successful implementation 	IHN <ul style="list-style-type: none"> • Behaviour Training for staff on 6 & 7th January 2022 • Initial round of Learning walks completed by 28 Feb 2022
	4.3 Ensure consistent implementation of agreed corridor and playground behaviour protocols across the school	The agrees protocols for corridor, playground behaviour and breeches of uniform are in use consistently across the school	<ul style="list-style-type: none"> • Training given to staff • Students informed via assemblies and activities in tutor times • Parents informed • Learning walk data shows minimum of 75% of lesson changeovers/breaks/Lunches with successful implementation 	IHN <ul style="list-style-type: none"> • Training completed by 31 Jan 2022 • Initial round of Learning walks completed by 28 Feb 2022
5 Improve the consistency of support for SEND pupils in mainstream lessons	5.1 Ensure that the SENDCo provides up-to-date information which is easily available and used by staff to inform planning in mainstream lessons	Up to date and useful information available and widely in use by staff.	Clear and accurate SEND register available on shared area Up to date & useful pupil portraits in place for SEND students Best practice information available for staff detailing how to support the most common types of SEND	IHN/HSN Information updated and in place by 1 Feb 2022
	5.2 Ensure the SENDCo provides a range of	Staff more knowledgeable about both the needs of the	INSET schedule produced Staff briefing notes Faculty meeting minutes	IHN/HSN Deliver whole school SEND INSET on 17 th Jan 2022

KEY OBJECTIVE	KEY ACTIONS	SUCCESS CRITERIA	EVIDENCE	LED BY & MONITORING MILESTONES
	appropriate training for staff to support SEND students in mainstream lessons	students they teach and how best to support them		
	5.3 Ensure staff deploy a range of appropriate strategies to support SEND students in mainstream lessons	SEND students receive more appropriate support in lessons which allows them to access the work effectively and make progress	Lesson observation/learning walk records Lesson observation data shows teachers differentiating appropriately for SEND students	IHN/HSN Initial round of Learning walk data shows minimum of 75% of lessons with successful implementation