

Forest Hill School

School Improvement Plan

2023 - 24

	KEY OBJECTIVES <i>(not related to sections of the framework, just the most important objectives. This would give more coherence to the document.)</i>
1	Embed the consistency of ambition in curriculum intent across all subjects
2	Embed the consistency of ambition in curriculum implementation across all subjects
3	Narrow the gaps and improve progress and outcomes of key groups of students
4	Embed the consistency of good student behaviour in lessons (minimising low-level disruption), in corridors and in the playground
5	Embed the consistency of support for SEND pupils in mainstream lessons
6	Embed the consistency of leadership at all levels in school

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 Embed the consistency of ambition in curriculum intent across all subjects	Ensure Department Improvement Plans for identified subjects (Food, DT, Drama) include actions to raise ambition	Curriculum Plans show clear ambition to meet the National Curriculum and beyond	Curriculum Maps SOW	GGN 31/09/23
	Ensure that personal development and careers is embedded in the curriculum intent of all subject areas	Curriculum leaders and teams are able to clearly show where their subjects support personal development and careers	T&L Leads Meeting Minutes Curriculum Maps/SOW	GGN/RVS/AKA 31/01/24
	Ensure that the option of a second language in Year 8 is offered for all students	A cohort of students studying an effective offer of a second language in Year 8	Registers Progress Reports	GGN/PLA 31/10/23
	Ensure that the curriculum supports the re-certification of the school as a Stonewall Gold Award school	Re-certification as a Stonewall Gold Award	Certification from Stonewell	GGN/ESU 1/10/23
	Ensure that number of students selecting the EBACC subjects in GCSE cohort starting in 2024 continues to increase	At least 50% of students selecting the EBACC	Option choices	GGN/AKA 01/04/24
2 Embed the consistency of ambition in curriculum implementation across all subjects	Further embed the T+L priorities of Building Knowledge, Checking Understanding, Working Independently, Literacy, SEND in the Classroom, Behaviour for Learning and Effective Written Feedback to ensure that students of all abilities can know more, remember more and do more.	In the overwhelming majority of lessons there is consistently strong practice demonstrated in all of the key areas	QA data	HTS Half termly

		T+L CPD structures to ensure all priorities are strengthened and built upon throughout the year	CPD calendar Staff feedback on CPD	HTS/RWF Termly
	Further embed the QA structure to ensure even greater consistency and high standards of T+L across the school.	Continue to embed the use of updated learning walk proformas Continue to embed and develop the use of half termly Faculty Audits To develop the use of Faculty and SLT book looks to ensure the quality of EWF improves throughout the year	QA data Faculty Audit analysis documentation QA data	HTS Half termly HTS Half termly HTS Half termly
	Develop pedagogy and share best practice opportunities across the school to ensure a rich T+L experience for students across the school (within the shared lesson structures).	Develop a new CPD plan to ensure subject priorities and whole school priorities are developed. Ensure CPD plan is directly linked to academic research and improving pedagogical practice.	T+L calendar LM notes CPD evaluation notes	HTS and RWF Half termly HTS and SLT Half termly
	To implement and embed the revised EWF policy	Revised policy is published QA data demonstrates that teachers are applying the policy	QA data shows policy is being implemented Teacher voice	RWF/HTS
	Continue to implement low stakes testing	QA data shows an increased use of other low stakes testing methods in addition to the memory bank		
	Embed Year 11 intervention programmes to support progress of key students and ensure correct students are targeted	Clear evidence of gaps continuing to narrow for SEND, PP and BCRB students in Year 11	Progress data	GGN

3 Narrow the gaps and improve progress and outcomes of key groups of students	Develop and implement a plan for raising progress and attainment of HPA students in Year 11	Improved HPA progress to ensure it is in line with other groups	Progress data	GGN
	Develop and implement a plan for raising progress and attainment of Other bucket subjects in Year 11	Improved Other bucket progress and attainment to ensure it is in line with other buckets	Progress data	GGN
	Develop and implement a rapid improvement plan for key subjects that underperformed at GCSE to raise attainment (e.g. Combined Science, Geography, IT, Business, Art)	Improved progress and attainment to ensure subjects are in line with other subjects	Progress data	GGN, Subject Leads
	Further embed KS3 interventions to maximise the impact on progress	Overall PP gap is reduced at KS3 Overall SEND gap is further reduced at KS3 Progress of identified BCRB boys in Year 8 improves from Year 7	KS3 progress data	RWF/RVS Autumn data Year 7 & 8 (Dec) Spring data Year 9 (Feb) July 2024
	Ensure progress of HPA students at KS3 is good	HPA students have good outcomes in EBACC subjects	KS3 progress data	RWF Autumn data Year 7 & 8 (Dec) Spring data Year 9 (Feb) July 2024
	Fully implement EAL strategy	EAL audit in place EAL students assessed on entry Teachers develop confidence in supporting EAL students EAL students making good progress	Audit Assessments taking place QA and teacher voice Progress data	RWF/RVS Audit Oct 23 Assessments underway by November 23
	To improve the coherency of the reading offer	Identified students have appropriate interventions Relevant staff trained in phonics Intervention programme using older students is in place and data shows that it is effective All staff aware of how to support struggling readers in the classroom All staff familiar with reading data	Reading Tracker data CPD records Student voice QA data	RWF/RVS Reading interventions commence by end of September 23 Phonics CPD completed by November 23 Reading scheme in place by end of October 23

				Whole staff CPD delivered by end of Oct 23
	To develop academic reading	Teachers understand what is meant by academic reading Subject leads include the development of Academic Reading in DIPs	Staff voice DIPs SoW QA	RWF Academic reading in DIPs Sept 23
		Implementation of Academic Reading takes place in identified subjects	QA data Student & teacher voice	RWF + FLs
	Further embed the implementation of behaviour protocols & good behaviour for learning towards 100% for lessons observed.	95-100% of lessons observed show effective use of protocols 95%-100% pf lessons observed show good behaviour for learning	QA data Staff voice Student voice	IHN SLT FLs HOY
4 Embed the high expectations of good student behaviour in lessons (minimising low-level disruption), in corridors and in the playground	Develop the strategic use of data across all Year Groups and Faculties to ensure that middle leaders use data to effectively monitor the consistent implementation of the behaviour policy.	Fortnightly data sets produced and disseminated to SLG Data sets adopted as standing item in all SLT LM meetings to agree actions Referral use decreases when compared to 2022-23 Decreases in internal and fixed term exclusions sustained a 2022/23 levels or better	Behaviour monitoring data SLT Line management minutes	
	Further develop the school system for incentivising and rewarding good behaviour.	Rewards system in regular use by 90% of staff Functioning rewards incentivise good behaviour- positive points increase from spring/summer term averages 2023	Behaviour monitoring data	IHN HOY FL
	Develop a school wide system of student voice.	System for the regular capture of student voice in place across the school	Student voice data	IHN SLT FLs HOY

	Further improve the monitoring of the corridors and stairwells to ensure a high level of consistency across the school.	Good presence of teachers at their classroom doors at all lesson changes system for monitoring stairwells at movement time is embedded Students move purposefully to lessons- Data shows that punctuality to lessons has improved	Behaviour monitoring data Lateness to lesson data	
5 Embed the consistency of support for SEND pupils in mainstream lessons	To embed the Provision mapping software to share SEND information in one area	All staff know the needs and individual strategies to be used with all SEND students in the school	SEND Seating plans QA data Book looks Student voice	RVS Software to be updated by October half term
	Embed regular ISA training on supporting in key areas/ subjects	ISAs have subject specific training in their areas which will ensure that support is tailored, and progress made in lessons	QA data Student voice Assessment data Staff voice (SLG)	RVS Training - Tuesday meetings
	Embed Student/staff and Parent voice / Reviews– SEND	Voice surveys will ensure that support is tailored and specific to individual needs	Student voice Staff voice Parent voice	RVS Each full Term
	Continue CPD for staff on different subject strategies and SEND specific strategies	Staff will be aware of different SEND and subject specific strategies to use in their subject areas to meet the needs of the students in their classes through quality first teaching	QA Data CPD calendar Student and staff voice	RVS
	Continue to embed intervention for SEND pupils after each data point to close gaps on progress	SEND gaps continue to close (-0.29 2023) for Y11 students Interventions will run through Coursework and after school intervention which should again help with closing all SEND gaps	QA data Assesment data CW data	RVS

6 Embed the consistency of leadership at all levels in school	Monitor the consistency and quality of LM meetings, improvement planning and team meetings for: <ul style="list-style-type: none"> • SLT • FLs • HoY • T&L leads • Lead Teachers 	LM meetings for all staff happen every two weeks with notes and actions being posted in common proforma in Teams	Regular spot checking of proformas by HT and SLT line managers	MSU Spot checks every 4 weeks from September 2023
		Improvement plans (DIPs/YIPs) are produced by agreed deadline and are reviewed termly(?) by FL/HoY and SLT line manager	<ul style="list-style-type: none"> • DIP/YIP • Record of review in LM notes in Teams 	MSU & SLT From September 2023. Termly monitoring
		Faculty and Year team meetings adhere to agreed format following the annual planner and whole school priorities	<ul style="list-style-type: none"> • Spot checking of meeting notes and actions in Teams • Spot checking of LM notes and actions in teams • Visits to team meetings by SLT line manager 	MSU & SLT Checking from September 2023
	To establish a leadership development scheme for middle leaders which gives them experience in preparation for senior leadership.	Identify a suite of whole school responsibilities which middle leaders (MLs) (FL, HoY, T&L Leads) could take responsibility for	<ul style="list-style-type: none"> • Responsibilities identified and made available to staff • Clear 'job descriptions' and success criteria are produced for each responsibility 	MSU/SLT September 2023
		Develop a strategic system by which to support and monitor MLs in carrying out whole school responsibilities	<ul style="list-style-type: none"> • A clear system for support and monitoring is established as part of LM of MLs taking on extra responsibilities 	MSU/SLT September 2023
		Ensure activities carried out as part of the leadership development scheme are included and monitored in Performance Management and are taken account of in pay progression decisions	<ul style="list-style-type: none"> • PM objectives • PM review notes 	MSU & SLT September 2023

	<p>Establish a programme of CPD which aligns directly with:</p> <ul style="list-style-type: none"> • SIP priorities • T&L priorities identified by QA • External qualifications e.g. NPQs 	QA evidence and CPD evaluation demonstrate that T&L CPD is impacting positively on classroom practice and staff professional development	<ul style="list-style-type: none"> • CPD programme plan firmly in place and shared with staff at the start of the Autumn Term 	RWF & SLT September 2023
			<ul style="list-style-type: none"> • Staff providing CPD for their area of responsibility (e.g. T&L) lead on the planning, delivery and evaluation of it 	Agreed between RWF and SLT by September 2023
			<ul style="list-style-type: none"> • CPD evaluations show that the majority of staff find CPD useful • QA evidence shows areas prioritised for CPD show improvement following its delivery 	Half-termly throughout 2023-24
	Continue to embed the school's equality agenda	LGBTQ+ equality remains prominent across the school, including reapplication for Stonewall Gold Award	Stonewall Gold award is successfully granted to FHS again for the next two years	Autumn term 2023 – ESU and HTS
		Anti-racism remains prominent across the school, including application for CRED accreditation.	CRED anti-racism award is signed up to and actions taken to achieve it.	HTS and JGN – ongoing
		BCRB strategy to improve attainment and engagement is rolled out across the school	BCRB strategy is successfully implemented	HTS, MSU, GGN, RWF and JGN – ongoing