Harrow Way

Community School

Specialist School in Maths & Computing

Headteacher: Mr M Serridge

HWCS

LEARNING FOR LIFE
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School Improvement Plan 2014 - 2015

Learning for life, success for all.

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Priority 1 – Achievement

Develop outstanding achievement and attainment for the students of our school
OVERARCHING SUCCESS CRITERIA:
• Key Stage 4 August 2015: (Above FFTD 52%) 58%-60% gaining 5+ A* to C inc. English and Maths; 100% gaining 5 A* to G grades and an average points score and capped points score per student in line with/above national average.
• Key Stage 4 students making the expected and above levels of progress (3 levels) to be in line or above the nationally expected progress
• Close the gaps between Disadvantaged/SEN students when compared nationally.

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG January/July
1.1 Maximising the number of students at KS4 achieving 5A*-C including English and Maths so results are well above our FFT (D) Estimate and ensure Progress 8 will be at least in line with the national average in 2016 and then above in following years.	Create a raising achievement management group for the class of 2015 and 2016 and put together a raising achievement management plan (RAP)	MS1	MS2	NPE	5+A-C In En/Ma FFTD 52% (58%-60%) Students who are failing to make the expected progress areas picked up straight away after a data collection & acted upon. Groups of students with differing needs targeted more effectively	Zone 11 RAP group meeting time	S&C Governors SLT meetings Data collections RAP meetings Core meetings SISRA analysis Minutes Student voice including exit interviews	
	Close monitoring of all groups to ensure underperformance is identified and interventions are effective in addressing underperformance	MS1	MS6		More precise analysis of underperformance in place			
	Identify targeted subjects for pupils at risk of not achieving 5 A*-C with En and Ma Look to use War room more effectively with staff and students	MS1	MS6		Rapid intervention to accelerate progress takes place half termly Improved performance of previously underperforming departments			
	Fortnightly meetings involving DHT/ AHT/ Core Curriculum Leaders and Year Leader – Progress driven Further develop robust student tracking system for this group of students	MS1	MS6		Improved attendance and progress of key individuals in Year 10/11			
	Clear action plans put in place to support departments that underperformed in 2013. Use of LA support and METAL	MS1	MS6					
1.2 Further improving the number of students	Increase the number of students sitting iGCSE in English	MS1	MS1	MW/JM/KK /NPE	Achieve 80% plus in English and 70% plus in Maths at 3LOP and to be above national averages for 4 LOP.	RAP group directed meeting time	LM Meetings Fortnightly	
	Fortnightly LM meetings of Core CLs	MS1	MS5				RAP Meetings	

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG January/July
achieving 3 and 4 levels of progress in English and Maths (KS2-4)	with Deputy Head Challenge days in place to support students Regularly review this data and ensure interventions target underachieving students in this area. Set up a war room to include this category.	MS1 MS1 MS1	MS3 MS5 MS1				S&C and PPD	
1.3 Reducing in-school variation so our best practice becomes standard practice	Audit all departments using the five key drivers in reducing in-school variation: Use of data, student voice, teaching and learning, standard operating procedures, and middle leadership. Based on the audit organise training and opportunities for middle leaders to share best practice.	MS3	MS4	MJS	All middle leaders aware of the five key drivers for reducing ISV and are able to identify areas they still need further professional development so our best practice becomes standard In school variation shows less variability and less year to year volatility	Meeting time On-going leadership development	Line Management Middle leadership Audit and action shared with PPD	
1.4 Successfully implement all the changes to assessment, attainment and progress measures and ensure all stakeholders fully understand and are successfully using them to set challenging targets for students so they make rapid gains in their learning	Devise and develop a whole school target setting system that is fit for purpose and clearly understood by all stakeholders. New mark sheets created on SIMS SLT/Middle leaders/S&C governors are all aware of the Curriculum and Accountability changes and the timeline for HWCS to prepare for these changes	MS1	MS6	MJS/MW NPE	Target setting system in place, targets set and information shared with all stakeholders New mark sheets in use by staff Timeline shared with all leaders and the actions needed at whole school level and department level to prepare for these changes	GF/NPE to attend PiXL (Approx. £200)	S&D and PPD Middle Leaders meetings Line Management	
1.5 Further develop a range of strategies to maximise achievement through our involvement in	NPE to meet with Juliette Baldwin to discuss the strategies available and attend a Raising Standards Meeting Identify the strategies most appropriate for the needs of the current cohort and timeline their implementation	MS1 MS2	MS1 MS3	NPE	Raising standards leaders (NPE) inducted into post PiXL Champions in place in English, Maths and Science PiXL strategies are further embedded across the school	PIXL Membership £5000 and training	SLT Meetings Middle Leaders S&C and PPD Meetings	

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG January/July
PiXL	Identify a Maths, Science and English PiXL champion to work collaboratively with the explore specific subject strategies Explore further the ideas that have come through our membership of the PiXL group. Diagnosis-therapy-testing, Pre Public examinations Walking talking mocks, personalised learning checklists, fine grading at KS4 and scorecards	MS2	MS6					
1.6 The attainment and progress of disadvantaged pupils to be at least match or are rapidly approaching those of other pupils nationally and in the school.	SLT standing agenda item on current practice and future goals Set our aim for disadvantaged students at HWCS for the next 3 years Identify the specific barriers to learning for our disadvantaged students. % Spend on different year groups, individuals and whole school strategies. Further use the Sutton Trust toolkit to decide our most effective strategies – and how we want to exploit this research. Ensure our curriculum meets needs for disadvantaged students. Full review of the deployment of LSAs Ensure our literacy strategy addresses the different needs of disadvantaged students. Prepare a new disadvantaged plan and implement it.	MS1 MS2 MS3 MS3	MS6 MS3 MS3 MS6	NPE	We will continue to narrow the gap between are disadvantaged and non disadvantaged students so they are below the national gap as seen in transition matrices and Raise online and FFT data 5+A*-C In En/Ma Levels of Progress in En/Ma METAL observations and learning walks indicate that departments are aware of their disadvantaged students and the impact of the interventions they are putting in place	£208,000 Budget Share	S&C PPD SLT Meetings Link Governor Meetings	
1.7 The learning of groups of students, particularly those who are disabled, those who have special educational needs and the most able, is	At each data capture monitor progress of pupil groups and contact relevant Curriculum/Year Leaders to discuss interventions where appropriate. Monitor progress of groups SA+ students being targeted in interventions. Individual health care plans for medical students created.	MS2 MS3 MS1 MS2	MS6 MS4 MS6 MS6	KW/GF SENCO	Learning and progress of all groups is in line with national expectations and at least good or better. As indicated in SISRA, Raiseonline and FFT data Groups make expected progress which consistently good or better. Staff have access to and are using the IHCP	Training opportunities for SLT, Middle Leaders and staff	S&C SLT Meetings Ling Governors visits	

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG January/July
consistently good or better.	Ensure we have pathways for all abilities in the curriculum in discussion with MW. Develop staff knowledge on SEND.	MS3 MS3	MS3 MS6		Curriculum is meeting the needs of all pupils Needs are being met.			

Priority 2 – Teaching

To develop outstanding teaching and learning in our school
OVERARCHING SUCCESS CRITERIA: • No inadequate teaching   • 80 %+ good or better of which 28 % is outstanding by July 2015.

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
2.1 Opportunities through CPD for staff to recognise and understand the characteristics of outstanding learning, so that teacher planning facilitates exceptional progress. <mark>Ofsted Action Point</mark>	Ensure all departments have portfolios of 'Excellence' to model with students	MS1	MS4	CL/MW	Portfolios in place (evidence in METAL)		METAL	
	Build on the 'Outstanding teaching' INSET day through continuing discussion and sharing best practice at Middle Leaders and 'teach meets'.	MS1	MS6		Increase in outstanding teaching by July 2015	£5000	Lesson observations	
	INSET programme- T+L workshops run by Harrow Way experts (outstanding teachers)	MS3	MS5		Teachers give positive responses in survey		Survey	
	Provide more time for Core Curriculum Leaders to meet with their departments to focus on improving teaching and learning.	MS4	MS6		Meetings take place		Minutes	
	Use Teaching & Learning board in staff room, Teaching & Learning blog and newsletter to showcase outstanding practice	MS2	MS6		Board updated every half term Increase in outstanding teaching by July 2015	£100 for materials	Lesson observations	
2.2 - To devise our own approach to formative assessment, to support pupil attainment and progression so	Decide how a new tracking system would link to target setting.	MS1	MS6	GF	System for deciding targets/tracking progress confirmed to all staff.	£1000	S&C Link Governor meetings SLT Meetings	
	Establish working group to develop whole school system for monitoring student attainment and progress.				Whole school system for monitoring student attainment and progress in place for relevant year groups for September 2015.			
	Departments to develop level/grade				All departments to have completed level/grade			

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
we can check what students have learned and whether they are on track to meet expectations at the end of the year	descriptors to underpin new system and ensure assessments and targets are robust.				descriptors and to have adapted whole school system to needs of own department.			
2.3 - Make sure that marking provides students with useful feedback on how well they are doing and what they must do to improve their work and then and respond and act upon feedback given **Ofsted Action Point**	TLR3 post holder to produce an outstanding marking guide with relevance to all subjects following an audit. Organise work-sampling events in line with the Monitoring & Evaluation calendar with a focus on marking and feedback. Focus at least one SLT learning walk on Marking and feedback. Teach Meet to focus on feedback Use Teaching & Learning board in staff room, Teaching & Learning blog and newsletter to showcase outstanding practice relating to feedback	MS2 MS1 MS1 MS1	MS4 MS6 MS6 MS6	CL/MW/ TLR3 Post holder	Outstanding marking guide in use by all staff For all points - More consistency in outstanding marking across the school as indicated in METAL reports, learning walks and work sampling activities	£250 for guides TLR 3 x2 £1500	Monitoring and Evaluation Calendar PPD Meetings SLT Meetings	
2.4 - Ensure all teaching is good or better with structured support for weaker teaching	Ensure all staff are observed at least termly and track outcomes. Ensure any RI/I teaching is followed up rigorously by using the 'good in ten' programme. Put in place a structured programme of support with tight time scales by pairing up weaker teachers with Lead Practitioners, including joint planning. Identified teachers on Next Step programme at LEARN	MS1 MS2 MS2	MS6 MS6 MS6	CL/MW	90% teaching is good or better with an increase in the proportion of outstanding teaching Requires Improvement teaching becomes good by the end of the year Successful completion of the programme (including external observation)		Lesson observations Calendared monitoring activities Lead Practitioner Action plans	
						£100 x2 (£200)		
2.5 - Ensure teaching staff have the	Focus a 'Teach Meet' on this topic. Through LM meetings, SLT to ensure	MS3 MS3	MS3 MS5	CL	Successful development of new schemes of work Positive responses by staff to CPD		SLT Meetings Learning walks Middle Leaders	

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
necessary professional development to prepare students for the new GCSEs (Revisions strategies, memory techniques and examination preparation)	Curriculum Leaders are aware of new requirements and are building them in to KS3. Address in Teaching & Learning INSET workshops One edition of Teaching & Learning newsletter to focus on this	MS3 MS5	MS4 MS6		Staff survey indicated staff confidence in revision strategies, memory techniques and examination preparation		meetings	
2.6 - Ensure all staff (teaching and support staff) have relevant coherent activity based professional development	Ensure CPD is linked to needs identified in PM meetings. Further develop CPD for support staff- starting with work shadowing (LEARN alliance) Further the link with Andover College in supplying courses for our support staff Start to develop working in triads to plan, do, review (with view to launching whole school 2015/16)	MS1 MS1 MS2 MS4	MS5 MS5 MS6 MS6	CL	Successful performance management reviews Successful IPP reviews Triads in place for September 2015 across the school	Approx.£100 per course	PM reviews IPP reviews Lesson observations	
2.7 - Further develop the skills of Middle Leaders and SLT in lesson observation and evaluating teaching over time	Ensure all Leaders conduct at least one joint observation with MW during the year. Use one work sampling activity to focus on progress over time as evidenced in students' work. Develop triads of single Curriculum Leaders to enable them to monitor the work of each others' departments	MS1 MS2 MS3	MS6 MS6 MS6	MJS/MW	Joint lesson observations show Middle Leaders are making more accurate judgements regarding teaching and learning and are giving accurate feedback to teachers on the strengths and development areas Middle leaders able to judge progress over time more accurately	Lesson observation time	Lesson observation overview METAL	
2.8 - To deepen our understanding and application of how new	Audit and review all ICT resources and impact made across the school. Identify key areas to use new technology to enhance learning. Use of ICT to remove barriers for SEN	MS3	MS6	NCP/KP GD/MJS AVW	Use of new technologies in the classroom started to feature more in lessons and supporting good to outstanding teaching Revision of 3-year ICT financial spending plan in light of hardware and software budget allocation ICT to	Hardware and Software plan Hardware - 4494 £130,000 13/14 £55,600 14/15	F&GP ICT Strategic Planning group Lesson Observations	

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
technologies can enhance learning and have a 3-year ICT financial spending plan in place	pupils (software and hardware solutions e.g. read write gold). Staff CPD. Attend BETT convention in New Year. Digital Leaders student group in place. Strategic ICT Group to ensure value for money and to develop IT across Curriculum, to meet monthly. SIMS Learning Gateway (SLG) Launched to teaching staff.				be used in Good/ Outstanding lessons Positive student feedback (monitoring, student council etc.)	£56,712 15/16 Software – 4495 £28,000 13/14 £28,000 14/15 £28,000 15/16		
2.9 – Further promote students' literacy, numeracy and problem solving skills in all curriculum areas. <mark>Ofsted Action Point</mark>	Having researched best practice, produce a clear action plan for developing, literacy, numeracy and problem solving skills at Harrow Way. Develop a series of events/activities to promote reading across the school. Working group looking at 'Literacy/Numeracy across the Curriculum' leading to INSET. To investigate Accelerated Reader as a way of increasing students' reading ages. To introduce 'Everyone Read in Class' (ERIC) time to encourage all students to read for pleasure. Develop further reading in tutor time Refine and develop our Year 7 Warhorse literacy project Departmental reading lists to be published to encourage wider reading. Reading – Reading mentors to be trained and used to help increase targeted students' reading ages.	MS1 MS3 MS3 MS3 MS5 MS3	MS2 MS4 MS6 MS3 MS6 MS4	GF	Action plan in place by Jan 2015 Clear milestones and activities in place for 2014/15 Literacy mats being used in classrooms to support learning. Reading has a higher profile in the school. Warhorse project evaluated and launched again in June 2015. Literacy/Numeracy becomes a planned for activity in lessons evidenced from lesson observations and learning walks. Notice Boards are used as resources during lessons and form part of teaching and learning (evidenced from METAL/learning walks). Positive feedback received from staff, students and parents through surveys	£1000 possible purchase of Accelerated Reader through software (4495)	S&C Action plan Learning Walks METAL	
2.10 – Implement the SEND code of practice	KW/SENCO to re-write the Inclusion Policy and then implement the procedural changes needed. Update staff on the new SEND code of practice.	MS2 MS3	MS3 MS6	KW SENCO	Policy in place. New procedures being put in place Staff and governors updated	Whole school Inset/meeting	Line management meetings. Middle Leaders meetings	
2.11 – Homework is regularly set in order to encourage	Homework is set consistently using Show My Homework as per timetable and monitored by middle leaders and SLT. Further develop Project style	MS1	MS6	MW	Student Voice METAL and learning walks	Show my homework £1200 (Software 4495) Learning to learn £200	Line management meetings Middle Leaders meetings Work Sampling	

Objective	Activities/Milestones	Timescale From- To	Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
independent learning and develop students' study, research and time management skills	homework in Foundation subjects in Year 7&8. Year Leaders monitoring homework each term. Homework reported on in METAL reports and a focus for learning walks Learning to Learn module introduced as part of PSHE/tutor time.			HT weekly work sampling Annual parent survey			

Priority 3 – Behaviour and Safety

Develop and create an environment with outstanding behaviour and safety for all

OVERARCHING SUCCESS CRITERIA:

- By July 2015 behaviour management strategies are used skilfully and consistently use by teachers and support staff 100% of the time.
- Attendance (94.5%-95.0%) and PA less than 6%
- Rewards strategy used by 100% of staff from July 2015 - Positive feedback from students and parents
- Reduction in the number of days lost through exclusion to a figure that matches or is less than the average number of days for schools with a similar profile.
- Audit students' understanding of all forms of bullying. Students demonstrate a good attitude towards learning and others in school. Instances of bullying are rare. Students feel safe at school.

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
3.1 - To model the behaviours we expect from our students ensuring that respect, responsibility, cheerfulness and optimism promote high self-esteem across the school	Staff well being/morale calendar in place Staff code of conduct developed SLT/Middle leaders to be trained to spot the signs of stress and act upon this. Positive rewards for staff performance/attendance.	MS1 MS3 MS3 MS1	MS6 MS3 MS4 MS6	MJS/KW	Calendar implemented, Evidenced through learning walks Staff attendance Letters and meetings celebrating praise	£800	Staff survey results PPD	
3.2 - Further develop consistent behaviour management in classrooms and further secure good behaviour around the school (out of class)	Over the year create an ethos where all staff and students sign up to our 'Core Values'. Adherence to HWCS Rewards and Sanctions. The 'Harrow Way' Produce a 'Behaviour for Learning' guide for Students, Staff and Parents Restorative justice training for all staff to encompass strategies in tackling out of class behaviour Staff training on emotional literacy. Staff experts to support staff.	MS1 MS3 MS5 MS5	MS6 MS4 MS6 MS5	KW/MJS	All staff using the behaviour for learning policy consistently as evidenced through learning walks and lesson observations Reduction in ECO call outs Calmer atmosphere at lunchtimes and lesson changeover	£400	S&C Student Survey Parent Survey Learning walks	

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
	Staff visibility during change over periods.	MS3	MS4					
3.3 -Further reduce the number of fixed term exclusions	Assistant Headteacher to lead the Inclusion team and continue to develop the role of the FLC in supporting vulnerable students.	MS1	MS6	KW/MJS	Further reduction in FTE.

Improved outcomes for students with whom the FLC works.

Analysis of IER/ECO room data to evaluate this provision.

Strategies identified and put in place.

Sharing best practice | Meeting time | Half termly at S&C and SLT | |
	Assistant Headteacher leads all case review meetings using the levels of intervention document and ensures greater consistency by Year Leaders.	MS1	MS6					
	Development of the Internal Exclusion room and Partner policy with John Hanson as an alternative to fixed term exclusion for persistent poor behaviour.	MS3	MS6					
	Report cards used as per new Behaviour Management Policy and alternatives to fixed term exclusions considered including Saturday detentions and afternoon school.	MS1	MS6					
	Boxhall profiling introduced for vulnerable students.	MS3	MS4					
	Work with primary/junior schools inclusion team to share best practice and flag up students at an earlier stage	MS3	MS4					
3.4 - Further develop rewards for students within the school and embed the new house system	House system developed over the year. Half termly house assemblies and a calendar of activities in place with regular updates on the noticeboard and across the school. House system scores and activities to go the school web site. Further links developed with the Hawk Conservancy.	MS1	MS6	NPE	House System in place and well established – half termly House assemblies. Regular house competitions run by departments

New rewards in addition to the stamper system in place and monitored. | To review current rewards budget £9000 | S&C meetings School Council feedback METAL and learning walks | |
| | New rewards poster in place and carefully monitored to make sure this is | MS1 | MS6 | | | | | |

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
	applied consistently across the school. Review of current expenditure for rewards. Use student voice to improve the rewards system. Develop and implement a manageable and meaningful policy Gather staff voice on rewards. Develop rewards strategy which addresses feedback, cost model. Launch with staff and students.	MS3 MS3 MS4 MS6	MS3 MS3 MS4 MS6					
3.5 - Investigate vertical tutoring as a strategy to a harmonious school community	Research vertical tutoring in other school. School council to visit other schools where this system is in place. SWOT analysis of this systems and current system. Staff, students and parents views gathered.	MS3	MS4	MJS and SLT	Decision made whether to go ahead with a vertical tutoring system	SLT Meeting time Middle leader meeting time Visits to other schools with the school council	S&C meetings	
3.6 - Develop further the role of the Year Leader/Tutor in monitoring students' progress	Year group profile to be created for each year group by attached SLT and Year Leader. CPD session for year leaders on using data to support progress. Each Year Leader to create a list termly of students at risk of underachievement and intervention put in place to support. Attendance and progress carefully analysed by each Year Leader Carefully monitored Tutor programme. METAL process to be introduced at year group level. Year Leaders involved in visiting lessons of their year group, work sampling and homework monitoring. RAP meetings introduced in Year 10. Investigate tutor academic mentoring at KS4 (group model)	MS1 MS2 MS2 MS1 MS1 MS2 MS3	MS2 MS5 MS6 MS6 MS6 MS6 MS6	NPE/GF	Staff and tutors aware of the vulnerable groups they teach or support – Disadvantaged, SEN and LAC, Appropriate interventions are recorded Progress is measured as good or better on review of data at end of year Monitoring report shows delivery of tutor programme is good or better All tutors observed 3 times a year and given feedback	Meeting time	PPD SLT Meetings Link governor meeting	
3.7 - To maximise opportunities for	With TLR holder for RRR look at ways to combine our work to develop student voice.	MS2	MS4	CL	School policy and practice responds to student voice. Wide variety of students are involved in school	TLR 3 Salary Small budget for	Student survey	

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
leadership among our students and promote student voice	Set up working parties (between Student Council and UNICEF peer educators) to develop leadership: school site, behaviour/restorative justice, teaching and learning, charity work.	MS4	MS6		improvement process and there is clear evidence of their input around school.	working parties		
3.8 - To embed the attendance strategy and philosophy of 'attend and achieve' to further improve attendance and punctuality	Deputy Head to have the overview of attendance. Lead the introduction of new legal guidelines to ensure all parents understand consequences of school time holidays (in partnerships with local schools at all phases) Introduce a traffic light approach to the monitoring of attendance.	MS1	MS6	NPE/JMc	The numbers of PA students to decrease, through new cluster group set up as a replacement for the locality team. NP and Julia to discuss fortnightly Attendance at or above 94.5% % Figures for lates published daily, no more than 2% per day PA is less 6% (National 6.7%) Improvement in attendance for each year group Renewed awareness by the whole school community of the importance placed on punctuality and attendance	Attendance postcards / posters Attendance rewards for each year group £1000	S&C meetings SLT Meetings Attendance reports PA Reports Data dashboard	
	Implement regular monthly review meetings for each YL with SLT line manager about patterns and trends of attendance and punctuality. Set termly attendance targets for each year group and tutor group	MS1	MS6		Raised awareness by students of the impact of poor attendance on attainment Improved attendance rates for targeted students			
	Run termly attendance prizes and issue attendance certificates for excellent attendance 99-100% good attendance 96-98% and most improved. Half term analysis and report to SLT and termly report to governors. Systematic tracking of lateness and unauthorised absence.	MS1	MS6					
	CPD for tutors in challenging a drop in attendance, supporting during an illness and upon return to school, building a culture where missing a lesson is undesirable for students.	MS3	MS6					
	Monitor extra stamps are being rewarded. Year 11 attendance tutor group – monitor impact. FLC attendance groups set up and monitor impact. Offer support to the feeder schools who historically have low attendance	MS1	MS6					

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
	students. Persistent Absence to be monitored closely. Action the SLT lunchtime detentions for persistently late students.							
3.9 - Introduce a whole school enrichment programme to excite and inspire learners to aim high and to support learning and engagement	Audit current provision at HWCS by numbers involved and % of vulnerable groups. Research best practice on schools that have outstanding enrichment programmes which excite and inspire learners to aim high and to support learning and engagement. Draft enrichment programme put in place and strategies to engage more students.	MS3 MS3 MS5	MS6 MS4 MS5	MJS and SLT	Audit findings of current provision Examples of outstanding provision at other schools Draft programme in place for HWCS ready for launch in September 2015	£3000	S&C SLT meetings Middle leaders	
3.10 - Continue to work collaboratively with Harrow Way families to ensure positive outcomes for all	Parent workshops planned and introduced. Improved communication with parents prior to transition. Friends of HWCS re launched with parents. Establish links to feeder schools looking at families needing additional support. Better links with feeder schools to identify troubled families.	MS4 MS4 MS3 MS3 MS3	MS6 MS4 MS4 MS4 MS4	MJS/KW	Parents workshops in place and calendared for 2015/16 JEB to work with families identified at junior school	Planning and meeting time	Feedback from parents Improved parental support Line management	
3.11 - Ensuring students at Harrow Way are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try	PSHE lessons updated to include bullying. Assemblies delivered. ICT lessons have embedded schemes of work on cyber bullying and e-safety. AYL – restorative justice, students restorative justice. FLC intervention group around bullying. Update Bullying Policy using students	MS1 MS2 MS2 MS3 MS1 MS3	MS3 MS2 MS6 MS3 MS6 MS3	CL/KW/NPE	90% of students' surveys indicate that they understand about the different types of bullying and they feel safe at Harrow Way. 90% of Parents Surveys support this. There will less than 20 bullying incidents this year. Lesson plans and feedback from Student Voice.	£100	Learning walks Data from JT	

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to prevent it from occurring.	(Anti-Bullying charter, acceptable language) Displays around the school/Charters. Use SIMs to log bullying and look at trends and patterns. Carry out an audit via student survey. Agenda item on the Student Council Take forward solutions/ideas put forward by the Council.	MS4 MS3 MS2 MS3	MS4 MS6 MS2 MS3		Decrease in numbers of students involved in incidents. School aware of true feelings of the students. Actions taken resulting from this reduce incidents reported.		Student survey in Summer 2015	
3.12-Ensure the school's arrangements for safeguarding students including e-safety are exemplary	Half termly meetings with Safeguarding Group. Update Safeguarding Policy. E-safety 360 complete with GD. Ensure Safeguarding Policy is implemented. Complete student survey in all years which include questions about student e-safety.	MS1 MS2 MS2 MS3 MS3	MS6 MS3 MS2 MS3 MS3	CL/KW/NPE	Policy up to date Policy implemented	Meeting time	Half termly meetings	

Priority 4 – Leadership and Management

All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achievement

OVERARCHING SUCCESS CRITERIA:
1. There are robust and rigorous line management procedures at all levels of leadership including SLT and Middle Leaders
2. Through strong leadership, HWCS will have achieved all of the targets in the above areas for **2014/15** and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students
3. Successful planning for the new Curriculum and Accountability Changes
4. All line managers at all levels know what their roles and responsibilities are and are accountable for success in those areas
5. School self review accurately indicates progress and areas for development
6. There is a clear system for monitoring standards of attainment, and evaluating student progress using a wide evidence base
7. Performance management targets for every member of staff encapsulate the key priorities to focus on sustainable focussed progress

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4.1 - To further develop an inclusive, innovative and diverse curriculum, which raises achievement across the school and meets the needs of all learners in all year groups	To review the vocational aspects of our curriculum to ensure it is fit for purpose.	MS2	MS3	MW	New curriculum in place		Student and parental feedback during Options process	
	To explore the possibility of developing Level 1 courses with Andover College and other local schools that will count in performance tables.	MS2	MS3		Programme agreed with local schools and available for options	£800 per student		
	To review the time allocations to Maths and English across the school.	MS2	MS3		Review carried out and results discussed at SLT			
4.2 - Strengthen and develop Careers Education including the essential elements of Career Planning, Careers	To gain an overall picture of HWCS current position and to identify areas for further development, we will carry out an audit of existing CEIAG. In many institutions there are a number of standalone careers-related activities taking place, but because they are not centrally coordinated, many go unrecognised or are even duplicated by	MS2	MS3	NG/MJS	A well-planned programme that is strategically led and embedded within the curriculum, as well as meeting the needs of all learners, should automatically lend itself to meeting the Ofsted framework and statutory duty and destination data requirements. It is important to recognise that careers education is the foundation for effective careers advice and guidance.	£1000	SLT meetings	

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
Information, Work-Related Learning and Employability Skills	different members of staff. A strategic, coordinated, whole-institution approach is required to maximise impact on young people and outcomes. Using the results of the audit, we can identify where their strengths lie and the areas in which there are gaps in provision. Having carried out an audit of our CEIAG provision we will then set priorities for inclusion in this section of the school improvement plan.	MS3 MS4	MS3 MS4					
4.3 - Introduce the Harrow Way Community School 'Guarantee' a series of educational experiences, which we guarantee to offer our students and for them to work towards.	To visit Kingsbury school, London. To draw a draft proposal for SLT. To share a draft proposal with staff. To liaise with ICT team to develop a method of self-recording by the students. To introduce the idea to new parents on Induction Evening.	MS1	MS4	MW/EE	Harrow Way Guarantee in place for September 2015	£1500	Student and parental feedback	
4.4 - Undertake a review of the staffing structure, retention patterns and career development pathways in all areas	Full review of current staffing/leadership structure undertaken by the Headteacher. Careers pathways put in place and support given for aspirant middle/senior leaders.	MS3	MS4	MJS	New staffing structure in place and full review of current TLR/Leadership structure	Planning time	Staffing and Pay Committee Meetings SLT Meetings	
4.5 - Further strengthen Performance	New paperwork launched. NPE to review quality of the process. Build a spreadsheet of training needs	MS1 MS2 MS2	MS2 MS2 MS2	NPE	Performance management is completed consistently and hold all staff to account. A system is in place that is transparent and supportive for all	£2000	Staffing and Pay Committee	

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Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
Management procedures, so we can develop staff at every stage in their career/professional development	and share with CL to help planning. Launch 360 review for middle leaders. Look at ICT software options to integrate process with CPD better.	MS2 MS3	MS2 MS4		staff at all stages. Targeted professional development in place and linked to the process. A new online system will be in place by MS6.			
4.6 - Further develop middle/senior leader accountability for progress, consistently high achievement and quality of teaching	Provide training for senior and middle leaders in pedagogy and leadership. Develop a bespoke senior and middle leader training programme. Coaching developed with a key group of staff with Maureen Bowes.

At every milestone SLT will complete a triangulation exercise looking at Attendance, Behaviour and Progress to identify any correlations. Any students identified in two or three areas will be identified and the appropriate interventions will be put in place.

To ensure all Year Leaders and Curriculum Leaders complete a termly monitoring sheet with SLT Line Manager in the first instance, including evaluating monitoring activities that have been carried out. | MS1 MS1 MS1 MS1 MS1 | MS6 MS6 MS6 MS6 MS6 | MJS MW | More consistent monitoring between departments and more informed middle leaders as seen in termly reports and line management meetings | Meeting time | SLT line managers | |
| 4.7 - Ensuring that self-evaluation is rigorous and captures a realistic picture of the school's performance to which staff contribute | Ensure that the new 3 Year SIP is in place and provides strategic aims for the school. All departments use the SIP to support their DIPs. HT termly report to Governors gives feedback of SIP priorities.

SEF updated.

Joint observations with Middle and Senior Leaders.

To publish all school monitoring and evaluation processes on the calendar and ensure it is adhered to. | MS1 MS3 MS1 MS1 | MS2 MS3 MS6 MS6 | MJS MW | SIP in place by November 2014.

Increased consistency in lesson observation judgements.

Published in calendar and termly monitoring reports show compliance.

Reports show progress against previous targets. | £1500 | Staff feedback that joint observations improved practice

PPD | |

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
	To produce a termly teaching and learning report summarising the quality and areas for development at Harrow Way. Look at iAbacus and other online tools for our self-evaluation.	MS3	MS4					
4.8 - Work closely with the governing body to ensure they are fully informed and can consistently hold school leaders rigorously to account	Clearly defined map of school self-evaluation which includes governors involvement within that process. Link Governor model in place and reports sent through to PPD and FGB. Annual Governors self-evaluation meeting set up to review effectiveness of GB. Programme of governor visits put in place. Paperwork for meetings must be made available in sufficient time to be analysed for it to be explored effectivelys. Further opportunities created for asking questions in meetings. GB monitoring the robustness of performance management and school performance data. Headteacher's Report will give feedback on progress on the SIP and summary of SEF grades.	MS3 MS1 MS2 MS2	MS3 MS6 MS6 MS3	MJS TH LC	Self-evaluation grades for governance impr Programme of governor visits in place.	Meeting time	Minutes of meetings	
4.9 - Through highly effective, rigorous planning and controls, governors will ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding, curriculum costs	To secure and sustain a financial framework to ensure outstanding learning and teaching opportunities and school facilities and resources are sustained for students and teachers. Annual report on Pupil Premium spending shared with governors. SIP costed annually. Following the redundancy payments from removing our links with AAFL a plan needs to be put in place to deal reducing our in-year deficit.	MS1 MS3	MS6 MS3	MJS DB TH LC SG	HWCS in year deficit reduced year on year Governors improved understanding of pupil premium spending, curriculum costs and staff deployment	Meeting time	F&GP Meetings	

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
and staff deployment	Evaluate licences and services bought that are essential. Review staffing requirements Business Plan proposal to be put in place for use of facilities. Extend effective links with business and the wider community. Review of Lettings charges – benchmarked locally. Generate new income streams from facilities lettings. Grants for Schools to be explored further. Tony Parsons to support bid writing.	MS2	MS4					
4.10 - Continuing to build partnerships (Teaching School Alliances, networking with outstanding schools) which lead to enhanced educational and commercial opportunities for HWCS and further enhance the learning environment at Harrow Way Community School	Continuing to build partnerships with both the LEARN Teaching School Alliance and Anton Junior School as a Strategic Partner. Start networking with outstanding schools. Further involvement in School Direct and SCITT programmes. An increase in the number of staff applying for SLE positions. Middle Leaders Course developed in 2014/15 Spatial Awareness Survey for holistic overview of whole site to be undertaken. General on-going site maintenance: • On-going internal & external lighting replacement rolling programme. • On-going programme of staff and student toilet upkeep. • Replacement programme for student lockers to be explored.	MS1 MS1 MS1 MS3 MS1	MS6 MS6 MS6 MS6 MS6	MJS	HWCS represented on LEARN alliance working groups Trainee teachers and trainee events at HWCS HWCS refurbishment of learning environment developed further	Meeting time Rolling buildings project as per plan		

Objective	Activities/Milestones	Timescale From- To		Led By	Success Criteria	Resource & Cost implications	Monitoring	Progress Review RAG
4.11 - As a Level 2 Rights Respecting School further enhance our culture where learners understand rights, respect and responsibilities	To ensure the Leadership and Management of HWCS are embedding the values of the UNCRC in the life of the school. All staff have received appropriate training. An ethos has been created that centres on valuing and respecting the voice of students in all aspects of the life of the school. Teachers, other adults and students know and understand the UNCRC and its relevance to the school ethos and curriculum. Teaching and Learning in Rights Respecting Classrooms - every class, student and adult, signs up annually to charter of rights and responsibilities (Core Values) which underpins relationships at HWCS. Students are encouraged and enabled to be actively involved in shaping the process of teaching and learning. Students will actively participate in decision-making throughout the school. Students will have a genuine sense of empowerment and are able to participate in decision-making in relation to a very wide range of aspects of the life of the school.	MS1	MS6	MJS NPE HD	The language of rights, respect and responsibilities regularly shapes the discourse of children and adults alike and is a strong contributory factor in the high quality of moral thinking demonstrated by students. From student voice -Students will have a genuine sense of empowerment and are able to participate in decision-making in relation to a very wide range of aspects of the life of the school.	Meeting time	S&C Student voice SLT meetings	