

1. Ethos, Behaviour, Student Well-being

Embed Behaviour for Learning
 Further develop Equalities agenda
 Strengthen safeguarding review system
 Introduce Well-being Centre and extend counselling services

2. Achievement, Curriculum, Learning, Assessment

Maximise Outcomes for all students.
 Improve attendance.
 Implement Teaching and Learning Agenda, with tighter departmental monitoring:

- *Common format for Lessons at HGS.*
- *Knowledge; Reading; Rhetoric; Feedback; Excellence Exhibitions*
- *Cultural Capital: poetry by heart, the HGS timeline*

 Focus on SEND Provision and role of mainstream teachers.
 Streamline Assessment and Reporting; Embed KS3 1-9 Grading

3. Development of Sixth Form Provision

Roll out the EPQ and the National Baccalaureate, with Personal Development Programme.
 Develop more rigorous first term induction process.

4. Leadership and Management; Staff Development

Full implementation of Head of School structure.
 Develop Review system with termly themed reviews to reinforce Departmental Reviews:

- SEN, Rhetoric, Top End

 Develop support planning system linking Student Support/Behaviour Team/ Heads of School
 Develop Fortnightly CPD and ITT Programmes
 Introduce Middle Leadership CPD strand

5. Systems, Finance and Premises

Strengthen all aspects of budget control.
 Sixth Form Building Programme
 Health and Safety Audit
 Introduce Google Classroom
 Introduce online rewards/badges system eg ePraise.



Priority 1: Ethos, Behaviour and Student Well-Being		GB Committee: Discipline and Safeguarding			
Tasks	Review Criteria	Timing/ Review	SLT Lead	RAG	
1.1 Consolidate the Behaviour for Learning system.	<ul style="list-style-type: none"> a. Use of C1-C3 more consistent and restorative process for exits and C4s is routine. B8 focus weeks have been introduced and follow-up for missed detentions tightened up. Daily presence of SLT and all post-holders around lesson change-overs is secure. Data and evaluations show improving standards in all areas. b. BfL has been embedded into whole school training calendar at key points in year. Staff survey and review systems inform planning of effective training. c. Weekly SLT Behaviour meetings review B8/C3/C4 data; BSC students and exclusions are planned effectively in line with Head of School oversight. d. Curriculum for C4s and Behaviour Support Centre has been reviewed with appropriate materials generated through HoS and HoDs to support effective learning. 	Dec and on going.	PGI		
		Sept.	PGI		
		Review in Dec.	PGI/TSH		
		Nov.	PGI/HoS		
1.2 Strengthen internal safeguarding systems, case reviews and logging procedures.	<ul style="list-style-type: none"> a. Revised Designated Safeguarding Lead structure is in place with LMA as DSL, handing to MLI/ALY as required; TSH as back-up. b. Monthly case reviews by Key Stage/Year Group including all LAC/CIN students planned and actioned. c. Development of electronic file system for all notes and chronologies completed. 	Sept	LMA		
		Oct onwards	LMA/TSH		
		Sept	TSH/LMA		
1.3 Further embed values attitudes associated with the Equalities agenda: Race, gender and LGBT rights for staff and students	<ul style="list-style-type: none"> a. BfL and other ethos messages make explicit reference to equalities issues, including a strong line on racism, sexism, homophobia and Transphobia? b. Assemblies, PSHE sessions and events using the Stonewall and Diversity Role Model resources tackle Gender equality issues routinely. c. We have secured GOLD Stonewall Champion School status 	Review Dec	RLA		
			RLA		
			RLA		
1.4 Restructuring internal Support Services to improve student wellbeing Ensure Healthy Schools requirements are all in place.	<ul style="list-style-type: none"> a. Well-being Centre has been established with good attendance and positive feedback b. School Councillor appointed, systems in place, with positive feedback from students and pastoral staff. c. We have gained Gold London Healthy Schools Status 	October	RLA/USI		
		Sept	RLA/USI		

Priority 2: Achievement, Curriculum, Learning, Assessment		GB Committee: Curriculum and Standards				
Tasks	Review Criteria	Time Scale	SLT Lead	RAG		
<p>2.1 Improving the quality of teaching and learning Embedding agreed principles across all areas of the curriculum leading to outstanding teaching and learning.</p>	<p>a. 2016/7 Teaching and Learning Agenda implemented with tighter monitoring via fortnightly SLT learning walks and Departmental Review . <i>(Common format for Lessons at HGS: Seating plans, starts and ends of lessons, Bfl routines, praise. Top priorities: Questioning and Feedback securing improvement:</i></p> <p>b. All staff in each department are delivering on:</p> <ul style="list-style-type: none"> • <i>Knowledge organizers with associated testing</i> • <i>Reading plan and Rhetoric Roadmap according to published curriculum plans.</i> • <i>Excellence units – feeding into Excellence Exhibitions each term following a format that is agreed with HoDs and HoS.</i> 	<p>From Oct</p> <p>Dec</p>	<p>HoS</p> <p>LMA/LM RKI/LMA HoS</p>			
<p>2.2 Maximising GCSE Outcomes A step-change in attitudes to learning and engagement with intervention programmes. Set target to Progress 8 > 0.0</p>	<p>a. SLT support to Maths and English departments is in operation as priority on weekly basis to secure engagement and work completion.</p> <p>b. Monitor and review system is in place for Y11 progress using PiXL Raising Standards Lead model working with HoDs for Maths and English.</p> <p>c. Programme of academic mentoring is in operation for targeted Year 11 students at risk of underachieving; mentors trained delivering consistent and effective approach.</p> <p>d. Intervention strategy implemented with very focused, targeted programme of sessions during the week, weekends and holidays.</p> <p>e. All achievement and/or exam process issues identified with plans in place in all subjects based on exam review and subgroup analysis based on SMIF and RAISE.</p>	<p>Sept</p> <p>Sept</p> <p>Oct</p> <p>Oct</p>	<p>MLI/ALY/ TSH MLI</p> <p>SST/MLI</p> <p>MLI/SST</p> <p>HoS/LM</p>			
<p>2.3 Other curriculum developments; New Courses Strengthen Student Induction Process Cultural Capital initiatives. Music Provision</p>	<p>a. All new GCSE and A level courses are planned and resourced with exam board training in process.</p> <p>b. Induction week and ongoing Year Team and Teacher input have supported improved study habits, school routines and work completion.</p> <p>c. <i>Assemblies and KS3 lessons deliver inputs on poetry by heart and completed HGS timeline and classroom names initiatives</i></p> <p>d. KS3 Music curriculum based around the MiSST programme is further embedded with new instrumental tuition system working well feeding into ensembles, Specialist School and GCSE groups.</p>	<p>Nov</p> <p>Sept/ Ongoing Review Termly Review Termly</p>	<p>MLI/ALY</p> <p>HoS</p> <p>LMA/TSH</p> <p>TSH with HoD</p>			

<p>2.4 Attendance Aim to achieve minimum average 95% attendance and reduce % students below 90%.</p>	<p>a. Year Team systems are tracking attendance effectively with early issue of warning letters and Penalty Notices evidenced termly, using last year's attendance for pre-emptive targeting.</p> <p>b. Intensified intervention for Year 11s with <90% attendance is having impact.</p>	<p>Oct</p> <p>Dec</p>	<p>JOA/AHTs</p> <p>MLI/SST</p>			
<p>2.5 Improve quality of SEND Provision within mainstream lessons.</p>	<p>a. Thinking Reading programme is fully implemented with measureable outcomes reported termly.</p> <p>b. Communication of in-class support strategies to teaching staff is routine via briefing and SEND student passports.</p> <p>c. Staff knowledge of SEND student's needs and analysis of SEND students' progress is included as part of Departmental Reviews evidencing positive impact on standards.</p>	<p>From Oct</p> <p>By Oct</p> <p>Termly</p>	<p>RLA/USI</p> <p>RLA/SEM</p> <p>HoS/RLA</p>			
<p>2.6 Assessment and Reporting; Progress Interventions</p>	<p>a. Increased frequency of short-run low stakes testing for knowledge and understanding is evidenced in Dept Reviews and learning walks.</p> <p>b. Tiered follow-up system to reward success and support underachievement has been drafted and implemented driven by DoS and HoS. Students show strongly positive gains from the support element.</p> <p>c. System of rewards has been strengthened with introduction of ePraise dovetailing with House points.</p> <p>d. Profile of key celebration events including GCSE Prize Giving and KS3 Graduation has been raised with good attendance from parents of target groups.</p> <p>e. KS3 1-9 Grading has been embedded via departmental CPD and inter-departmental moderation forum; all staff understand and use EGSP progress grades, 1-9 attainment scale to lever improvement as evidenced through departmental review.</p> <p>f. Streamlined assessment and reporting cycle has been introduced with simplified annual written reports; positive feedback from parents and students.</p>	<p>Dec</p> <p>Oct</p> <p>Oct</p> <p>Oct/Nov</p> <p>Termly reviews</p> <p>Review July</p>	<p>LMA/SLT</p> <p>LMA</p> <p>RLA</p> <p>HoS</p> <p>LMA</p> <p>MLI/HoS</p>			

Priority 3: Leadership and Management; Staff Development		GB Committee: Personnel, Curriculum				
Tasks	Review Criteria	Time Scale	SLT Lead	RAG		
<p>3.1 Full implementation of new SLT/Head of School structure.</p>	<p>a. All members of SLT have clear job roles and the Key Stage and Year Leadership teams are securing improvements in attendance and behaviour.</p> <p>b. Heads of Schools have established identities in the new roles with students, parents, staff and subject leaders.</p> <p>c. Systems for monitoring achievement are having an impact across all departments and year groups.</p>	<p>Ongoing Review through LM and Prof. Review.</p>	<p>TSH</p> <p>TSH</p> <p>TSH</p>			

<p>3.2 Develop Monitoring and Review Systems Termly themed reviews to reinforce Departmental Reviews:</p>	<p>a. Fortnightly SLT learning walks focusing on key elements of our improvement agenda happen regularly with positive feedback from staff and positive impact on standards. b. Departmental Review process is rigorous and robust and includes at least two formal observations of all teachers. c. Termly themed reviews have taken place in these areas: SEN, Rhetoric, Top End Provision. Action plans have been produced and implemented.</p>	<p>October From Oct Termly</p>	<p>TSH/HoS ALY/ LM SLT/ ALY</p>			
<p>3.3 Develop support planning system Student Support/Behaviour Team/ Heads of School engaged in systematic planning process.</p>	<p>a. PSP meetings have been replaced with regular planning sessions with Behaviour and Support teams and HoS leading to improved communication and planning of provision. b. Referrals to Alternative Provision, Ed Psych, CAMHS, SEB and other agencies is coordinated and communicated effectively.</p>	<p>Oct Review Termly</p>	<p>HoS/RLA/ USI PGI/HoS</p>			
<p>3.4 Governor training – Development meetings</p>	<p>a. Termly Development Meetings have been introduced to facilitate Governor training. Governors’ knowledge and confidence in key areas is strong and improving.</p>	<p>Sept – termly review</p>	<p>TSH with CoG</p>			
<p>3.5 Embed and improve CPD programme including ITT Programme</p>	<p>a. Fortnightly CPD sessions and wider CPD programme improve in quality evidenced though SLT review, internal survey and TDT audit process, securing TDT Silver. b. CPD sessions are firmly focused on student outcomes and core issues with teaching, learning and assessment, linking directly to departmental improvement plans. c. ALL Professional Review and CPD activities are fully logged and tracked on Bluesky including self-review against Teacher Standards. d. ITT content developed to include Child Development, further BfL and T &L focused on bespoke classroom profiles e. Mentors and participants are all using Bluesky as a reflective tool, to track progress and to store evidence through training and use of the new system</p>	<p>Sept-June Termly review Dec October onwards</p>	<p>SST SST/LM SST JOA/RLA JOA/RLA</p>			
<p>3.6 Introduce in-house Middle leadership training</p>	<p>a. Programme of leadership training for targeted aspiring middle and senior leaders has been implemented with Associate SLT roles included. b. An annual leadership conference has been introduced with strongly positive feedback c. All subject leaders understand OfSTED framework requirements via LM input and Leadership Group discussions.</p>	<p>Oct Oct Oct ongoing</p>	<p>SST/ TSH SST LMA/LM</p>			

Priority 4: Development of Sixth Form Provision and IAG		GB Committee: Curriculum and Standards				
Tasks	Review Criteria	Time Scale	SLT Lead	RAG		
4.1 Improving standards and outcomes.	<ul style="list-style-type: none"> a. A robust enrolment programme ensures improved matching of students for courses. b. The first term induction process is extremely rigorous with strongly positive outcomes evidenced by review of Sixth Form assessments, attendance and attitudes to learning. c. Teaching and learning in the Sixth Form is geared strongly towards teaching students entering with multiple A/A*s or entering with weak prior attainment. d. Ahead of 2017 enrolment, a full review courses has been undertaken, exploring the 3 Linear A level model and the impact on numbers and range of subjects. e. All the achievement issues flagged in the ALPS reports and Exam Reviews have been identified with action plans devised and implemented. 	Sept Oct Dec Dec Nov	ALY ALY ALY/LM ALY/MLI ALY/LM			
4.2 National Baccalaureate: EPQ Personal Development Programme.	<ul style="list-style-type: none"> a. The Personal Development Programme has been launched; students have a means of recording activities and a good range of opportunities has been established. b. The EPQ course has been delivered successfully with strongly positive outcomes including a high proportion of A-B grades. 	Oct Oct	ALY ALY			
4.3 Information Advice and Guidance	<ul style="list-style-type: none"> a. A review of IAG at KS3, KS4 and KS5 has been undertaken with actions in place to ensure continuity across transition points, linking PSHE with options processes and Sixth Form enrolment and UCAS process. 	Dec	ALY			

Priority 5: Systems, Finance and Premises		GB Committee:				
Tasks	Review Criteria	Time Scale	SLT Lead	RAG		
5.1 Strengthen financial monitoring	<ul style="list-style-type: none"> a. Monthly and termly budget review process is tightly run at whole school and department level leading to outturn matching budget within appropriate limits. b. Catering and Cover/Supply budgets and systems are tightly monitored securing improved positions within budget. c. Plans for any further budget reductions in 2017 made in Spring with full consultation. 	Monthly, termly Ditto Jan	SCO SCO SCO			
5.2 Enhance learning systems.	<ul style="list-style-type: none"> a. Introduction of Google classroom has been successful with positive user feedback. b. Introduction on online rewards/badges system ePraise has been a success with positive parental feedback and strong student engagement 	Sept By Oct	PGI RLA			
5.3 Premises Issues	<ul style="list-style-type: none"> a. Sixth Form Building design process concluded with building process underway b. Sponsorship options have been explored with donations supporting the partnership with Samuel Rhodes School secured. c. Health and Safety audit process has been undertaken with actions all implemented. 	Dec Ongoing Autumn	SCO/TSH SCO/TSH SCO			