

Whole School Development Plan Jan 2015 – August 2017

1. Improve the outcomes for all pupils in key stage 3 and key stage 4		
Outcome / Objective	Action	Lead
a) Ensure that predictions for the end of key stage 4 are accurate within a tolerance of 3 percentage points.	<ul style="list-style-type: none"> • Communicate message that this is a key aim • Ensure common understanding of fine gratings • Maintain as a high profile item through the year • Persistently question accuracy of data • Hold teams and individuals accountable for accuracy • Ensure data packages meet user needs • Ensure accuracy applies to groups as well as headline data • Keep SLT and governors updated 	Kevin Alexander
b) Maximise good and outstanding progress at key stage3 and key stage 4 as per targets stated above.	<ul style="list-style-type: none"> • Shift emphasis from attainment to progress • Introduce new A8 and P8 targets • Apply as appropriate whole school targets to teams and classes • Apply as appropriate whole school targets to groups • Use progress measures to inform interventions • Ensure accountability for interim and final outcomes • Ensure data packages meet user needs • Keep SLT and governors updated 	Kevin Alexander
c) Significantly reduce gaps in outcomes between pupil premium (PP) students and other students at HPS and nationally to half the 2015 gaps	<ul style="list-style-type: none"> • Refine pupil premium action plan • Identify coherent universal, individual and bespoke actions • Ensure accountability with subject and year teams • Ensure data packages meet user needs • Ensure other school initiatives prioritise PP students • Adapt HP Bacc to support improving outcomes for PP students • Keep SLT and governors updated 	Tania Banks
d) Significantly reduce gaps in outcomes between SEN students and other students at HPS and nationally to half	<ul style="list-style-type: none"> • SEE ACTION PLAN AT END OF THIS DOCUMENT • Ensure clarity with roles and responsibilities • Ensure accountability with subject teams for SEN outcomes 	Amanda Meier

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the 2015 gaps	<ul style="list-style-type: none"> • Lead effective CPD for supporting SEN students in lessons • Ensure data packages meet user needs • Ensure other school initiatives support SEN students • Keep SLT and governors updated 	
e) Significantly improve literacy in all groups at all ages	<ul style="list-style-type: none"> • Reading is a whole school literacy focus for 2016-2017. • Literacy coordinator reports regularly on progress • CPD on cross curricular reading and developing teaching vocabulary to run throughout the year. • Whole school literacy audit in autumn term. • Improve collection of reading age data and use by teachers 	Kevin Alexander
f) Maximise the number of students who achieve good grades and who make good progress in a broad range of key stage 4 qualifications so that A8, P8 EBacc and 8EM targets are met	<ul style="list-style-type: none"> • Ensure Yr9 options supports current Yr9 with this objective • Introduce statistics GCSE with maths teaching from Sept 2016 • Utilise HPS KS4 Bacc to support this objective • Identify students at risk and ensure effective interventions • Enforce an expectation where no subject is ‘dropped’ • Keep SLT and governors updated 	Kevin Alexander
g) Significantly reduce subject variations in outcomes at key stage 3 and key stage 4 so that outcomes for all subjects are at least good	<ul style="list-style-type: none"> • Emphasise accountability extends beyond core • Maintain high profile of widened accountability • Share and enforce best practice • Utilise HPS Bacc to support this objective • Apply as appropriate whole school targets to teams • Ensure accountability for interim and final outcomes • Ensure data packages meet user needs • Keep SLT and governors updated 	Kevin Alexander

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2. Improve the quality of teaching, learning and assessment for all pupils		
Outcome / Objective	Action	Lead
a) Develop the effective use of <u>digital learning</u> to raise achievement and enrich learning	<ul style="list-style-type: none"> • Refer to separate Digital Learning Plan 	Michelle Prentice
b) Develop a learning culture in which learning and teaching behaviours are underpinned by <u>growth mindset</u>	<ul style="list-style-type: none"> • Establish growth mindset working group with a shared understanding of the concept • Identify and trial classroom, teaching and pastoral tools • Review effectiveness of tools that were trialled and construct a whole school strategy • Share the strategy with all staff and implement. Review effectiveness and amend as appropriate 	Rob Reed
c) Embed effective <u>oracy</u> strategies that develop collaborative, independent and deep learning	<ul style="list-style-type: none"> • Embed Kagan structures in KS3 and KS4 lessons • Embed consistent approach to group work in KS3 and KS4 lessons • Develop oracy assemblies • Embed through tutor time/assemblies HOY 	Michelle Prentice
d) Ensure that <u>assessment</u> causes learner responses leading to more rapid progress for all students	<ul style="list-style-type: none"> • Ensure all understand the focus on student response to marking • Revise and relaunch marking policy • Share criteria for good and outstanding marking • Ensure marking policy supports Digital Learning • Ensure marking policy accommodates different subject needs • Ensure provision of effective CPD to improve marking • Hold teams and individuals accountable for effectiveness • Ensure marking meets needs of PP, SEN and HPA students • Keep SLT and governors updated 	Michelle Prentice
e) Develop a culture in which staff are constantly seeking and finding effective forms of <u>continuing professional development</u> that directly causes higher standards of teaching	<ul style="list-style-type: none"> • Develop effective lesson observation programme • Personalised programme of CPD to ensure all staff are at least good • Develop voluntary CPD programme • Ensure school priorities lead CPD opportunities 	Michelle Prentice

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	<ul style="list-style-type: none"> • Establish CPD calendar with identified CPD activities 	
<p>f) Develop devolved distributed <u>quality assurance</u> that ensures widespread shared understanding of teaching standards and informs effective CPD</p>	<ul style="list-style-type: none"> • Lesson observation protocols established and agreed • Evidence base for lesson judgements understood and agreed • Lesson observation cycle established, shared and agreed • Numerous shared observations undertaken for moderation • Numerous peer observations undertaken for CPD purposes • Work scrutiny applied with same rigour and status as observations • Work scrutiny criteria understood and agreed • Work scrutiny cycle established, shared and agreed 	<p>Michelle Prentice</p>

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3. Ensure high quality provision for the personal development, behaviour and welfare of all pupils in key stage 3 and key stage 4		
Outcome / Objective	Action	Lead
a) Develop a whole school ethos of <u>restorative approaches</u> RA that underpins all conflict management in the school and supports an outcome of outstanding behaviour	<ul style="list-style-type: none"> • Ensure we start with a shared understanding of RA • Develop and implement a CPD programme for the wider staff team • Adjust wider school policies as appropriate 	Joe Brooking
b) Improve uniform standards to ensure that students' appearance when wearing <u>uniform</u> in school and out of school is exemplary	<ul style="list-style-type: none"> • Ensure staff, students and parents are aware of expectations • Ensure that all staff enforce uniform expectations • Ensure sanctions are applied for non-compliance • Review uniform to make high standards more enforceable • Review uniform to ensure that it is fully inclusive 	Head of Campus
c) Secure outstanding <u>behaviour</u> by all students so that exclusions remain below national averages and are reduced further	<ul style="list-style-type: none"> • Review and recalibrate existing behaviour policy • Relaunch behaviour policy to ensure new staff can implement it • Monitor variations in behaviour between groups • Intervene to ensure all groups maintain outstanding behaviour 	Joe Brooking
d) Secure outstanding levels of <u>attendance</u> at school by students so that attendance continues to improve, and both overall absence and PA are below national averages	<ul style="list-style-type: none"> • Ensure accurate and timely data to monitor attendance of groups • Monitor attendance of each year group • Ensure that the HPS Bacc supports excellent student attendance • Ensure a clearly defined role for year teams to improve attendance • EWO to work closely with colleagues to ensure maximum impact 	Jim Roberts
e) Secure outstanding universal and targeted pastoral <u>care</u>	<ul style="list-style-type: none"> • Strong oversight and leadership from senior deputy headteacher • Campus leaders provide day-to-day senior leadership • Tutors and heads of year at the centre of pastoral provision • Effective staffing structures with effective line management 	Jim Roberts
f) Develop <u>attachment aware</u> and <u>trauma informed</u> working practices	<ul style="list-style-type: none"> • Develop staff understanding in daily interactions with students • Use approach to support RA and growth mindset 	Gill Hibbert

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	<ul style="list-style-type: none"> • Ensure strategy fits with vulnerability index tools 	
g) Develop and consolidate and outstanding programme of extra-curricular enriching activities that supports the development of all students	<ul style="list-style-type: none"> • Head of campus ensures broad extra-curricular provision • Monitoring system established to record student participation • Over time, records used to ensure all students participate • Particular emphasis given to pupil premium participation 	Head of campus
h) Ensure strong persuasive student voice and leadership	<ul style="list-style-type: none"> • Clear structures that effectively represent students • Students have a voice on achievement, teaching and behaviour • ‘You said we did’ exercises regularly undertaken • SAWWS, PASS and Kirkland Rowell inform policy and interventions 	Deputy head of campus
i) Ensure all members of the community are safe, equally valued and respected	<ul style="list-style-type: none"> • Values promoted through PSHE and elsewhere in the curriculum • Pastoral systems equally promote Hove Park values • Student leadership actively supports Hove Park values • Hove Park values embedded in behaviour systems • SAWWS and PASS data used to support interventions and actions 	Simon Paul

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4. Improve the effectiveness of post-16 provision for all students		
Outcome / Objective	Action	Lead
a) Secure outstanding achievement for post-16 students as per targets stated above	<ul style="list-style-type: none"> • Deputy headteacher achievement supports head of sixth form • Adopt wholesale all the effective practice applied at KS4 • High quality data informs effective monitoring and intervention • Shift emphasis from attainment from progress • Close the gap between disadvantaged and other students • Place KS5 agenda items above KS4 • Level 2 achievement pushed as hard as level 3 achievement • KS5 targets distributed, emphasised and understood 	James Miles
b) Secure outstanding standards of teaching for post-16 students	<ul style="list-style-type: none"> • Deputy headteacher leading teaching supports head of sixth form • Adopt wholesale all the effective practice applied at KS4 • High quality data informs effective monitoring and intervention • Use established team reviews system to review KS5 • Develop digital learning, growth mindset and oracy • Assessment causes more rapid progress for all students • CPD directly causes higher standards of teaching 	James Miles
c) Secure outstanding provision for the personal development, behaviour and welfare of post-16 students	<ul style="list-style-type: none"> • Senior deputy head supports head of sixth form • Develop restorative approaches (RA) • Secure outstanding levels of attendance • Secure outstanding universal and targeted pastoral care • Develop programme of extra-curricular enriching activities • Ensure strong persuasive student voice and leadership 	James Miles

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5. Ensure provision of highly effective leadership and management of Hove Park School		
Outcome / Objective	Action	Lead
a) Ensure that the school has an outstanding <u>reputation</u> and maximise <u>enrolment</u> to ensure that the school is oversubscribed and has a significant waiting list	<ul style="list-style-type: none"> • Ensure effective communication with parents and carers • Establish clarity on USPs to be communicated to the public • Ensure that a simple positive HPS narrative is repeated • Ensure capacity for external marketing • Consolidate relationships with schools, the press and other groups • Consolidate relationship with Hove Cluster • Ensure high quality experiences for primary children • Ensure annual open evening is compellingly persuasive 	Rob Reed
b) Ensure the continued development of effective communication and strong <u>relationships</u> with the immediate school community of students, families and staff	<ul style="list-style-type: none"> • Ensure effective communication with parents and carers • Ensure that all colleagues understand our role as servants of our community • Adopt restorative approaches grounded in the concept of cultivating a culture of respect • Make our expectations clear as to what constitutes professional behaviour towards colleagues, students, families and in the wider community 	Rob Reed
c) Develop and maintain a <u>financial</u> surplus that is sustainable and ensures that resources maximise student achievement and opportunity	<ul style="list-style-type: none"> • Ensure effective financial monitoring • Ensure effective financial controls • Create a culture aware of austerity and opportunity costs • Lead discussions for determining difficult financial decisions • Construct and implement effective budgets • Ensure budgets support strategic and operational objectives 	Jon Ashwell
d) Evaluate and amend school <u>staffing structures</u> to ensure the best possible value for money provision for students and families	<ul style="list-style-type: none"> • Evaluate all staffing structures (support staff and teaching staff) • Where appropriate, plan new structures • Implement new structures 	Rob Reed
e) Develop and consolidate a <u>curriculum</u> at KS3, KS4 and KS5 that effectively	<ul style="list-style-type: none"> • Assess the extent to which the curriculum meets the needs of all students at all key stages 	Gill Hibbert

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<p>meets the needs of all students within the parameters and direction determined by national government</p>	<ul style="list-style-type: none"> • Review and revamp HPS Bacc to support the development of an effective curriculum at KS3 and KS4 • Ensure provision of routes and courses appropriate to meet the needs of all students at KS4 • Ensure provision of courses appropriate to meet the needs of level 3 students at KS5 • Assess the extent of possible provision of level 2 courses at KS5 	
<p>f) Persistently and consistently audit all school activities to ensure that they <u>focus on core business</u> and make effective contribution to key outcomes</p>	<ul style="list-style-type: none"> • Audit all whole school involvements, projects and activities] • Decide which are key to supporting core business and which should be postponed or cancelled • Apply this ‘audit mentality’ from top to bottom of strategic, tactical and operational thinking 	Rob Reed
<p>g) Develop effective <u>accountability</u> systems that support effective performance management, quality assurance, CPD and ultimately raise achievement</p>	<ul style="list-style-type: none"> • Centralise the personnel and agendas of line management • Ensure line management agendas support core business • Ensure centralized moderation of minutes / outcomes of line management • Continue to clarify policy for criteria for progression • Continue to work to ensure all team leaders and all teachers aware of policy • Provide more training to promote open and honest dialogue • Ensure strong evidence base for pay decisions • Ensure review windows calendared through the academic year 	Rob Reed