



**LONGHILL**

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HIGH SCHOOL

# School Improvement Plan 2022-23

Mission Statement	Key Performance Indicators	Supporting Documents
<p>At Longhill High School our overarching aim is to enable students to flourish academically while building confident, resilient and self-motivated learners who embrace their role and responsibilities in the wider community.</p> <p>We believe that self-belief, self-motivation and resilience are the key to life-long learning, positive well-being and making a valuable contribution to society.</p>	<ul style="list-style-type: none"> <li>- Progress 8 is positive.</li> <li>-Positive progress 8 for for PP, SEND or Boys.</li> <li>- Attainment grades in all subjects: 20% 7+, 50% 5+, 70% 4+.</li> <li>-Attendance is 96% or above.</li> <li>-SAWS survey indicates above national average for aspects of SMSC.</li> <li>-EBacc entries: At or above national average.</li> </ul>	<p>Self-evaluation plan for year 2021-22</p> <p><u>Action Plans:</u> Curriculum Intent &amp; Implementation (RC, MW) Reading (KC) Safeguarding (DW) Mental Health (SK) Pupil Premium (KA) SEND (SENCO) Enrichment &amp; Extra-curricular (KA) Attendance (CF) Budget &amp; Finance (JH) SMSC &amp; PSHE (DW)</p> <p><u>Data:</u> MRF Data (Learning walks, work scrutiny, student voice). Termly progress data analysis.</p> <p><u>Key Policies:</u> SEND Policy (SENCO) Curriculum Intent &amp; Implementation Policy (RC) Disciplinary Literacy: Our Reading Policy (KC) Behaviour Policy (BH) Early Careers Teachers (MW)</p> <p><u>Other:</u> Schedule for Monitoring-Review-Follow-up (MRF) T&amp;L. Subject Visual Learning Journeys and Curriculum Maps. PSHE &amp; SMSC Curriculum Map.</p>

<b>1a Quality of Education:</b> To ensure all students' reading ages are in line with actual age or above.		
<b>Actions</b>	<b>Who</b>	<b>When</b>
-Embed assessment system to track reading ages. . -Use reading assessment data to plan interventions.  -When needed, use additional testing to identify exact reading difficulties.	KC KC & SENCO  SENCO	Begin Sept. 2022.
-Track and review impact, adapt interventions if no impact.	SENCO & KC	End of each half-term.
-Whole-school training & Faculty CPD to focus on reading fluency in all lessons.	HoFs & KC	Begin Sept. 2022 ongoing.
-Review CPD and impact on teaching and learning via learning walks, student voice and work scrutiny.	RC & MW	Begin Sept. 2022 ongoing.
-Embed a peer-reading programme with reading buddies and Y7. -Embed mentor time reading programme. -Enrichment programme of authors, poets & talks.	KC & Librarian/ Reading Mentor	Begin Sept. 2022 ongoing.
<b>January 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b> -Reading assessment system in place to identify reading ages for all students. -Reading buddies reading with target grp of 10 Y7s who were priority group 2 from October to December 2022. -Reading interventions delivered by Learning Support Faculty at mentor time for priority group 1.	SENCO & KC	Began October 2022-Dec 2023
<b>Next steps:</b> -Keep developing software and testing that can accurately identify what the reading barrier is as although we have some in place, we need to research to identify the most up-to-date accurate ways.	SENCO & KC	Begin Jan 2023

<ul style="list-style-type: none"> <li>-Analyse January 2023 reading data for reading buddy target group of Y7s to identify impact.</li> <li>-Continue with reading interventions from Learning Support Faculty at mentor time.</li> <li>-Replace reading buddy system with mentor time reading for all Y7-9 students and use reading buddies to support.</li> <li>-Collect staff feedback on mentor time reading and support with additional CPD where needed.</li> </ul>		
<b>April 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b>		
<b>Next steps:</b>		
<b>1b Quality of Education:</b> To develop resilient and self-motivated learners who are able to talk knowledgeably about their learning.		
<ul style="list-style-type: none"> <li>-Each subject's curriculum is sequenced to: Identify and address gaps in knowledge; build knowledge and develop skills; conceptualise the learning including making links to future learning, employment and cultural capital.</li> <li>-Specific T&amp;L strategies for PP students are embedded in lessons: Targeted feedback loop; Targeted Questioning and Vocabulary Instruction.</li> <li>-Specific T&amp;L strategies for SEND students are embedded in lessons: Scaffolding, Modelling &amp; Chunking.</li> <li>-Monitoring and Follow-up actions are effective in ensure PP and SEND teaching strategies are being used effectively.</li> </ul>	HoFs & HoDs	Sept. 2022 ongoing
<ul style="list-style-type: none"> <li>- Middle Leadership for Heads of Faculty and Heads of Department is supported through: effective CPD programme, day-to-day guidance and quality assured through curriculum &amp; progress meetings, learning walks, work scrutiny and student voice.</li> </ul>	RC, MW, KA, SENCO	Sept. 2022 ongoing
<ul style="list-style-type: none"> <li>-Where Middle Leadership is not strong yet, senior leaders are given additional support</li> </ul>	RC & MW	Sept. 2022 ongoing.

and an action plan is in place which is regularly reviewed to demonstrate progress in leadership.		
-Revision skills are explicitly taught throughout key stage 3 and reinforced in key stage 4 in conjunction with assessments and end of year examinations for both key stages.	HoFs, HoDs, OW, RC	Sept. 2022 ongoing
<b>January 2023 Review</b>		
<p><b>Where are we now?</b></p> <p>-Curriculum intent is in place with Visual Learning Journeys shared with students in all subjects.</p> <p>-Key revision skills rolled out to Y11 when in Y10 and reinforced in Y11.</p> <p>-Learning walks, work scrutiny and student voice of all years has taken place in all subjects with accompanying feedback and follow-up actions./ CPD recorded.</p> <p>-T&amp;L data shows growing consistency in implementing SEND and PP strategies, but missed opportunities to demonstrate these are still evident.</p> <p>-Monitoring-Review &amp; Follow-up CPD programme delivered to HoFs &amp; HoDs enabling them to independently assess teaching and learning.</p> <p>-Additional middle leadership support and training programme is in place.</p>	<p>HoFs &amp; HoDs</p> <p>RC &amp; MW</p>	
<p><b>Next steps:</b></p> <p>Capture best practice with using the visual learning journeys &amp; cascade in Faculty training as well as share across faculties in Middle Leader Meetings.</p> <p>-In situ feedback/ team teaching (pre-arranged with staff) so teachers can develop SEND or PP strategies.</p> <p>-Ensure middle leaders who need support make progress against their leadership action plans.</p> <p>-Deeper understanding of the EEF research that sits behind these strategies is needed and will be the focus of Jan INSET 2023 with follow-up dedicated CPD time.</p> <p>-Senior leaders to quality assure the content of the visual learning journeys and help HoFs</p>	<p>HoFs &amp; HoDs</p> <p>SENCO, HoFs, RC, MW, KA</p> <p>RC &amp; MW</p>	

identify who needs additional CPD in using these.		
<b>April 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b>		
<b>Next steps:</b>		
<b>1c Quality of Education: To effectively address gaps in knowledge and skills</b>		
-Prevent new gaps by early identification of SEND or any additional need.	SENCO & HoYs, HoFs/ HoDs, DSL	Sept. 2022 ongoing
--Whole-school and Faculty-based CPD on various assessment strategies and how to adapt teaching effectively as a result of these  -Every day assessment & effectively adapting the learning as a result, is every teacher's practice and if this is not yet the case, a plan of support including CPD is in place which demonstrates the teacher is making progress towards this.  -Termly moderated & standardised assessments capture overall progress along with additional routine low stakes testing.	HOFs/ HoDs, SENCO, RC, MW	Sept. 2022 ongoing  Sept. 2022 ongoing
-If students' gaps in knowledge and skills are not being met through teaching (and the teacher is not making progress with the support given by HoF) then senior leadership additional support is given.	RC & MW	
-Embed effective transition links with primary feeder schools so curriculum intent & implementation build upon students' prior learning.		

January 2023 Review	Who	When
<p><b>Where are we now?</b></p> <ul style="list-style-type: none"> <li>-Five separate CPD sessions surrounding SEND teaching and/ or reading fluency have been delivered to all teaching staff and two of these included pastoral staff.</li> <li>-CPD on adaptive teaching and various assessment strategies throughout the term whole-school &amp; faculty mtgs.</li> <li>-English Faculty have liaised closely with feeder schools and adapted their curriculum as a result.</li> <li>-Moderation, standardisation and marking is effectively embedded in termly cycles.</li> <li>-SENCO has cascaded training to HoDFs and HoDs to help support them in creating curriculum maps, visual learning journeys and schemes of work which are accessible but have high expectations.</li> </ul>	<p>RC, SENCO</p> <p>HoFs/ HoDs &amp; RC, MW</p> <p>KC</p> <p>MW</p> <p>SENCO</p>	<p>Began Sept. INSET day; Oct INSET and three twilights Sept-Nov.</p> <p>Feb 2022 ongoing</p> <p>Sept. 2022 ongoing</p> <p>June 2022 ongoing</p>
<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>-Bespoke support for faculties on SEND teaching.</li> <li>-Curriculum audit to review changes made since June 2022 audit.</li> <li>-Further Middle Leader CPD on 4Matrix.</li> </ul>	<p>SENCO</p> <p>RC &amp; MW</p> <p>MW</p>	<p>Dec 2022 ongoing</p> <p>Jan 2023</p>
April 2023 Review	Who	When
<p><b>Where are we now?</b></p>		
<p><b>Next steps:</b></p>		

<b>1d Quality of Education: Ebacc is at the heart of the school's curriculum</b>		
-Improved guidance in the option selection process. -Utilise student ambassadors of Ebacc subjects to raise the profile and engagement with enrichment activities as well as engagement in lessons	CF HoFs, HoDs & CF	Sept. 2022 ongoing
<b>January 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b>		
<b>Next steps:</b>		
<b>April 2023 Review</b>		
<b>Where are we now?</b>		
<b>Next steps:</b>		
<b>2a. Behaviour and attitudes: Embed a positive learning culture which promotes self-belief, resilience and raises aspirations</b>		
-Embed a reward system based on: Rewarding Positive Learner Attitudes including effort rather than ability; reinforcing high expectations and the importance of responding to teacher feedback and being independent learners.	HoFs/ HoDs, RC, MW	Sept. 2022 ongoing
-Link attitudinal grades to Positive Learner Attitudes.	RC	Jan 2023
-Explicitly teach students Positive Learner Attitudes and the behaviour that reflects these via mentor time and assemblies.	HoYs & SK	Jan 2023



<p>- Review the behaviour policy with staff and collect their ideas and feedback to ensure they have ownership and leaders know what are the strengths and areas to develop of the current system.</p> <p>-In the behaviour policy, embed graduated response to any persistent challenging behaviour including making reasonable adjustments for SEND students or any students with identified additional needs.</p> <p>-Embed consistency with delivery of the school's behaviour and reward system through modelling, guidance and faculty based CPD.</p>	<p>BH</p> <p>BH, SENCO, Inclusion Manager</p> <p>HoFs &amp; HoDs</p>	<p>Every half-term</p> <p>Sept. 2022 ongoing</p> <p>Sept. 2022 ongoing</p>
<p>-Embed specific subject links to careers throughout the KS3 and 4 curriculum to enable students to conceptualise the learning.</p> <p>-Embed an ambitious and inspiring careers enrichment programme.</p>	<p>MW</p>	<p>Jan 2023 ongoing</p>
<p style="text-align: center;"><b>January 2023 Review</b></p>	<p style="text-align: center;"><b>Who</b></p>	<p style="text-align: center;"><b>When</b></p>
<p><b>Where are we now?</b></p> <p>-Behaviour policy reviewed and adapted to reflect staff feedback</p> <p>-Staff Positive Learner Attitudes CPD champions engaged in research with action plan.</p>	<p>BH</p> <p>RC</p>	<p>Began Sept. 2022</p> <p>Began Jan 2023</p>
<p><b>Next steps:</b></p> <p>-Involve Senior Student Leadership Team in identifying very specific Positive Learning Attitudes that will be the focus for the school.</p> <p>-Audit of existing careers provision.</p>	<p>RC</p> <p>MW</p>	<p>End of January 2023</p> <p>January 2023 ongoing</p>
<p style="text-align: center;"><b>April 2023 Review</b></p>	<p style="text-align: center;"><b>Who</b></p>	<p style="text-align: center;"><b>When</b></p>
<p><b>Where are we now?</b></p>		

<b>Next steps:</b>		
<b>2b. Behaviour and attitudes:</b> Students have high attendance, are on time to school and are punctual to lessons.		
-Review and make changes to the existing attendance policy and procedures. -Review and make changes to sanction system for students who are not punctual to lessons.	CF	
<b>January 2023 Review</b>		
<b>Where are we now?</b> -Attendance policy change to include ?????? -The vast majority of students attend lessons on time, a small minority of 'hard to reach' students still need more interventions here due to SEND or an additional need e.g. mental health, however where this is the case, an intervention plan is in place for them. ??????? -Robust sanction system embedded for students who are late to lessons.	CF  SLT	Sept. 2022-23  Oct 2023
<b>Next steps:</b> -Track intervention plans for attendance and punctuality using Class charts. -Further review attendance policy & interventions to include student voice and parent/ carer feedback.	CF	Jan 2023
<b>April 2023 Review</b>		
<b>Where are we now?</b>		

<b>3a. Personal Development:</b> Students are safe, know how to stay safe, and know how to apply this knowledge		
-Safeguarding CPD is regularly revisited by all staff and quality of CPD is reviewed so that it reflects the latest guidance.	DW	Sept. 2022 ongoing
- Spiritual, Moral, Social and Cultural Education (SMSC) is mapped out to identify where it is delivered and reinforced through the curriculum of different subjects, mentor time and assemblies. -The Personal, Social, Health and Economic curriculum is well conceived and responsive to emerging needs (local and national picture) and gives students the confidence to advocate and make informed choices around healthy relationships, consent and respect	DW	Sept. 2022 ongoing reviews
- Implement a student voice programme to allow early identification of emerging issues. -Review and evaluate the anti-bullying policy & procedures for tackling bullying in all forms with staff, parents/ carers and student voice.	House Co-ord HoYs, SK	Jan 2023 Sept. 2022 ongoing
-Any off-site provision is closely monitored and reviewed.	HoYs, SK, DW as DSL	Sept. 2022 ongoing
-Embed a healthier breakfast that reflects the growing number who need to access this and break down the barriers stopping some students from accessing this when they need to.	KA	Jan 2023 began
-Relevant risk assessments are effectively embedded in Faculties.	HoFs/ HoDs	Sept. 2022
<b>January 2023 Review</b>	<b>Who</b>	<b>When</b>

<p><b>Where are we now?</b>          -Breakfast club funding successful and previous cereal bars/ croissants are now replaced with wholemeal bagels, fruit and porridge with easier access from the hatch outside.           -Updated anti-bullying policy reflecting student voice.</p>	<p>KA  HoYs/ SK/ DW</p>	<p>Jan 2023  Middle Jan 2023</p>
<p><b>Next steps:</b></p>		
<p style="text-align: center;"><b>April 2023 Review</b></p>	<p style="text-align: center;"><b>Who</b></p>	<p style="text-align: center;"><b>When</b></p>
<p><b>Where are we now?</b></p>		
<p><b>Next steps:</b></p>		
<p><b>3b. Personal Development: Developing Personal Traits to Ensure Successful Life-Long Learners</b></p>		
<p>-Utilise outside providers of qualifications and training which set to build resilience promote self-belief and safely challenge students.          -Link the school's Positive Learner Attitudes to enrichment activities.</p>	<p>KA KA</p>	<p>Sept. 2022 ongoing</p>
<p style="text-align: center;"><b>January 2023 Review</b></p>	<p style="text-align: center;"><b>Who</b></p>	<p style="text-align: center;"><b>When</b></p>
<p><b>Where are we now?</b>          -Strong links with outside providers including onsite &amp; offsite mentoring &amp; workshops for a variety of academic, health and well-being support (e.g. Universities, motivational speakers, Uniconnect, Albion in the Community, Russell Martin Foundation).</p>	<p>KA</p>	<p>Jan 2023</p>
<p><b>Next steps:</b></p>		
<p style="text-align: center;"><b>April 2023 Review</b></p>	<p style="text-align: center;"><b>Who</b></p>	<p style="text-align: center;"><b>When</b></p>

<b>Where are we now?</b>		
<b>Next steps:</b>		
<b>3c. Personal Development:</b> Developing, responsible, respectful and active members of society		
-The student council is used to engage all students in local and national issues, charities and events. -The Senior Student Leadership Team to become involved in Brighton & Hove's Youth Council.	House Co-ord, KA	
<b>January 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b> -Head Students have given feedback to the governors and parent/ carer forum about students' main concerns with the local picture (the cost of living including need for healthier free breakfast; price of bus fares for children – some students are struggling to get to school). They also want to identify what a positive learner looks like.	RC	July 2022-Sept. 2023
<b>Next steps:</b> -Positive Learner Attitudes to be led by the Senior Student Leadership team.	RC	Dec 2022 ongoing
-Student council embedded.	House co-ordinator	By Feb 2023
<b>April 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b>		

<b>Next steps:</b>		
<b>4a. Leadership and Management:</b> Governance has an effective impact upon the school.		
-Governors meetings are structured so that governors can understand, seek clarity and ask challenging questions in order to fully understand the Headteacher's vision and the progress the school is making towards meeting the targets set out in the school improvement plan. -Governor training is effective and students know how to hold senior leaders to account.	BH & Chair of Governors	Sept. 2022 ongoing
-The SIP is shared with all staff and regularly reviewed in Senior and Middle Line Management Meetings, this is referred to in order to reinforce the Headteacher's vision as well as to understand that staff member's role in supporting the school to achieve the SIP targets.	SLT	Sept. 2022 ongoing
<b>January 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b> -Governor mtgs to meet with SLT to discuss action plans, review impact and give professional challenge so far include: Curriculum & Standards; Pay Committee; Full Governing Body; Personnel & Finance; Student Support ?????	SLT	Sept. 2022 ongoing
<b>Next steps:</b> -Link governors to meet with Middle Leaders to discuss HoF/ HoD action plans and give professional challenge.		Jan 2023
<b>April 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b>		

<b>Next steps:</b>		
<b>4b Leadership and Management:</b> Effective strategy in place to tackle 'hard to reach' students: Absence, punctuality to school and engagement in lessons		
-Regularly review the impact of existing policies and interventions linked to attendance. -Interventions effectively address and improve students' attendance, punctuality to school or lessons or/ and engaging effectively within the lesson.		Sept. 2022 ongoing
<b>January 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b>		
<b>Next steps:</b>		
<b>April 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b>		
<b>Next steps:</b>		
<b>4c. Leadership and Management:</b> Policies and practices consistently demonstrate high expectations of students.		
-All leaders have high expectations of all students and inspire all staff to do the same which is seen in everyday interactions as well as reinforced through staff training and Line Management meetings.	SLT, HoFs, HoYs, HoDs	Sept. 2022 ongoing
-The school's curriculum is at the heart of CPD as specific subject knowledge as well as	RC & MW	Sept. 2022 ongoing

pedagogy are the focus so teachers know what to teach as well as how to teach effectively.		
-Early identification and challenge of ineffective teaching practice is embedded with follow-up actions including CPD and regular review points.	HoFs, RC, MW	Sept. 2022 ongoing
-The delivered curriculum meets the needs of all students, inspiring self-belief and a resilience to be a life-long learner and where needed, timely and effective SEND interventions are in place to support all students in accessing this curriculum.	SENCO, Inclusion Manager, RC	Sept. 2022 ongoing
<b>January 2023 Review</b>	<b>Who</b>	<b>When</b>
<p><b>Where are we now?</b></p> <p>-Policies have been reviewed and adapted.</p> <p>-Options process reviewed to support increase in Ebacc uptake along with move to two year KS4 curriculum to allow breadth of curriculum with 2022 Y9 cohort.</p> <p>-Grade descriptors are embedded in all subjects at key stages 3 and 4 to improve accuracy of data.</p> <p>-Meeting structures are embedded which allow for regular staff training.</p> <p>-Two INSET days (Sept. and Oct.) and three twilights (Sept, Oct and Nov) have focused on EEF teaching and learning research that underpins the Ofsted Framework of Effective Teaching.</p> <p>-Regular training of a newly in post Inclusion Manager.</p> <p>-Review of SEND interventions took place in June 2022 resulting in changes to give students additional staffed working spaces for specific SEND students who cannot access the mainstream curriculum without this intervention.</p> <p>-Review of the Focus Centre as a SEND intervention space has taken place. It now has a clear purpose and identification process via the SENCO.</p> <p>-The new Inclusion Manager is developing clear routines and setting high expectations for</p>	<p>SLT</p> <p>BH</p> <p>MW</p> <p>RC</p> <p>SENCO/ Inclusion Manager &amp; RC</p>	



students' academic progress as well as bringing in additional SEMH based learning to reflect the school's Positive Learner Attitudes.  -Policies have been reviewed and adapted.	SLT	
<b>Next steps:</b> -Behaviour policy ongoing review with staff feedback and adaptations with staff input.  -Working parties championing specific aspects of EEF research: SEND teaching; Reading Fluency in Lessons and Mentor; Adaptive Teaching; Targeted Feedback Loops for PP; and Positive Learner Attitudes.	BH  RC	Begins Jan 2023
<b>April 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b>		
<b>Next steps:</b>		
<b>4d. Every students' best interests guides the school curriculum</b>		
-A broad and balanced curriculum at KS3 allows students to identify their interests and supports high aspirations so they make an informed decision when selecting their options at KS4.	BH	Sept. 2022 ongoing

-Pupil premium funding is used to support students so they are able to widen their ambitions and imagine life beyond school including at college, university and careers.	KA	
-Pupil premium funding is used to engage students with their learning and support students in being able to understand why they need to learn the topic that is being taught.	HoFs, HoDs & KA	
-Finance, buildings and accompanying resources are used effectively to support students' education.	JH	Sept. 2022 ongoing
<b>January 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b> -3 Year Pupil Premium Funding online & shared. -Y11 PP gap from Nov mocks analysed and action plans in place.  -£115K spent on A27 conversion & £110K IT improvements	KA HoFs/ HoDs  JH	Sept. 2022-Dec 2022  June –Sept 2022
<b>Next steps:</b> -Evaluate PP Y11 gap after Jan mocks. -Review impact of action plans & interventions.	HoFs, HoDs & KA, RC, MW	Feb 2023
<b>April 2023 Review</b>	<b>Who</b>	<b>When</b>
<b>Where are we now?</b>		
<b>Next steps:</b>		