



LONGHILL HIGH SCHOOL 2024 - 2025 SCHOOL IMPROVEMENT AND DEVELOPMENT PLAN

IMPROVING OUTCOMES

1. Closing the gap between disadvantaged and non-disadvantaged pupils RC
2. Ensuring low and mid-attainers make progress BH RC
3. Improving the quality of assessments BH
4. To improve literacy levels SHU
5. To continue to develop the curriculum BH

6. INCREASING CONSISTENCY IN TEACHING AND LEARNING

- Introducing and embedding TLaC as part of our culture RC
- Developing our quality assurance programmes RC
- Improving attendance MJ (SK SHU)

7. IMPROVING PUPILS' PERSONAL DEVELOPMENT DW

- Improving mental health and well being DW
- Embedding our PSHE and Ethics programmes DW
- Developing resilience within learning SHu/DW/MJ
- Ensuring that pupils with SEND can access school RC

8. Improving behaviour for Learning MJ

9. Ensuring the school's financial viability RO JH

10. Improving the reputation of the school RO (SK)

IMPROVING OUTCOMES

Target	Actions	How will we know it has been achieved?	When will it be achieved?	Evaluation of impact
<p>Closing the gap between disadvantaged and non-disadvantaged pupils RC</p>	<p>Widen aspirations through enrichment programmes</p> <p>Mentoring programme at KS4 & KS3 on study skills</p> <p>Prioritise disadvantaged when using TLaC techniques e.g. Checking for Understanding & Lesson Preparation</p> <p>Earlier intervention for those who need it including any academic, pastoral or SEND interventions</p>	<p>Student feedback and college applications</p> <p>Quantity & quality of independent learning handed in will improve</p> <p>Disadvantaged students' progress in work scrutinies and learning walks will be the same or better than non-disadvantaged with the same target grade</p> <p>Coursework trackers will show improvements in assessment grades 📌 Example of Course...</p> <p>Analysis of GCSE results and internal school data shows the gap has narrowed</p>	<p>March 2025</p> <p>KS4: December 2024 KS3: June 2025</p> <p>October 2024 onwards</p> <p>October 2024 onwards</p> <p>Summer 2025</p>	
<p>Ensuring low and mid-attainers make progress BH RC</p>	<p>Raise profile of these cohorts with HoFs & ensure targeted for: work</p>			

	<p>scrutiny, learning walks, student voice, revision & enrichment opportunities</p> <p>Work Scrutiny Nam...</p> <p>English & Maths HoFs regularly meet to identify & review the progress of these students for grades 4 and 5+.</p>	<p>Mock examination analysis of mock 1 with mock 2 show number of grades 4 and 5 have significantly improved.</p>		
Improving the quality of assessments BH	<p>All HoFs & HoDs to have standardised assessments which will be used by all staff within the department. Assessments to include extended writing within them.</p>	<p>All assessments saved on P Drive</p> <p>All assessments to contain long term memory tasks and have questions which represent the format of the GCSE paper.</p> <p>Analysis of the results of each assessment point correlate with the results achieved at GSE.</p>	<p>Year 7 - January & May</p> <p>Year 8 - October & April</p> <p>Year 9 - December & June</p> <p>Year 10 - February & June</p> <p>Year 11 - November & January</p>	
To improve literacy levels SHU	<p>Closing the reading gap in chronological / actual reading age at KS3</p>	<p>All students to be tested upon entry for RA using Literacy Assessment Online to screen for</p>	<p>All assessments for new starters are completed by end of 2nd week in September.</p>	

		<p>interventions.</p> <p>Sparx Reader set twice weekly for Y7/8: once in the library, once for Independent Learning</p> <p>Tutor Reading is developed in P1: extracts and comprehension tasks; tutor library visits and book boxes.</p>	<p>Students requiring interventions are identified by October.</p> <p>Percentage of students moving towards chronological age increases at each 6 month check.</p> <p>Student voice reports increase in engagement and library data shows increased lending.</p>	
	Increase attainment in extended writing across the curriculum	<p>CPD 'Everybody Writes'</p> <p>CPD on Disciplinary Literacy: Effective Vocabulary Teaching</p> <p>CPD on oracy and link to writing</p> <p>Every subject with an extended writing task at GCSE ensures there is an extended writing opportunity in KS3 assessments</p>	<p>October 2024</p> <p>November 2024</p> <p>January 2025</p> <p>SISRA Observe template includes DL techniques as observable features in learning walks. Feedback to include 'missed opportunities' to teach literacy / develop writing skills. By Feb 25 half term Assessments are QA by LM to ensure content is appropriate and rigorous by Summer 25 exams</p>	

	<p>Raise the profile of literacy across the school curriculum and community</p>	<p>HOF - audit of current literacy content results in development of DL recommendations as appropriate.</p> <p>Curriculum Intent statements to make explicit reference to DL.</p> <p>Student voice / feedback forms to include a question about literacy teaching</p> <p>Celebrate Literacy through whole school events and competitions run by Reading Leaders, Librarian</p> <p>Parental engagement activities to include parent voice / opening the Library during Year 7/8 PFE for browsing / borrowing.</p>	<p>Audit complete by end Jan 25. Observable features in LWs from Jan 25 onwards</p> <p>Complete by end March 25</p> <p>February 25</p> <p>March 25 - World Book Day event/s September 25 calendar to include termly events</p>	
<p>To continue to develop the curriculum BH</p>	<p>HOFs & HODs to review suitability of current courses. SLT to review viability of continuing with current courses</p>	<p>Curriculum review completed by HOFs & HODs Options book completed to reflect changes in current provision</p>	<p>December</p> <p>January</p>	



DEVELOPING CONSISTENCY IN TEACHING AND LEARNING

Target	Actions	How will we know it has been achieved?	When will it be achieved?	Evaluation of impact
Introducing and embedding TLaC as part of our culture RC	<p>Teach Like A Champion (TLAC) training programme in place for this academic year: Shared with students & staff</p> <p>Peer-coaching programme in place</p> <p>SEnCo to train a team of expert teachers to cascade how to adapt the learning techniques in all subjects</p> <p>ECT mentors to be quality assured with additional training provided</p>	<p>Work scrutinies and learning walks evidence increasingly effective and highly effective T&L with actions undertaken for those who are not</p> <p>T&L Data 2024-25</p> <p>SISRA observe data to show effective and highly effective T&L</p> <p>Progress data shows more students on track to reach their targets compared to last year</p>	<p>End of December 2024</p> <p>End of December 2024</p> <p>January & February 2025 assessment data reports</p>	
Developing our quality assurance programmes RC RO	Middle & senior leader training programme: Setting standards (code of conduct), appraisals, assessment data, learning walks, staff attendance and	<p>Improvement in the attendance of all staff</p> <p>October quality assurance of targets find equity across teaching staff &</p>	<p>January 2025</p> <p>October 2024</p>	

	<p>implementing effective intervention strategies</p> <ul style="list-style-type: none"> ☰ Middle Leader Meet... <p>Adapted appraisal process so targets link directly to the school priorities and actions are more equitable</p> <ul style="list-style-type: none"> ☰ Appraisal 2024-25 	<p>leaders in both the targets & actions set</p> <p>December appraisal review: Underperformance is challenged and evident on the appraisal review</p>	December 2024	
Improving attendance MJ (SK SHU)	<p>New attendance strategy developed in line with Improvement Partner</p> <ul style="list-style-type: none"> ☰ Longhill Attendance... 	Attendance will not drop at the same rate as previous years.	October 2024 and ongoing	
	<p>Graduated response for student attendance as per above document outlines increased responsibility of tutors to make fortnightly calls</p> <ul style="list-style-type: none"> ✚ Tutor Calls 	PA % will decrease as those around 88-89% will be pulled up in the 90+% range	July 2025	
	Attendance processes training delivered to Year Teams	Process will have the same impact across all year groups because of a consistency of approach	September 2024	
	Extensive rewards system rolled out inc. chance for	Attendance will not drop at the same rate as	September 2024 and ongoing	

	students to vote on what the big prizes should be Attendance Rewards	previous years		
	ATTEND training delivered by PMHW	Improved attendance of PA and SA pupils who will be supported and understood as part of the ATTEND process.	Training on 10th October 2024 ATTEND intervention ongoing and final % taken July	
IMPROVING PUPILS' PERSONAL DEVELOPMENT				
Target	Actions	How will we know it has been achieved?	When will it be achieved?	Evaluation of impact
Improving mental health and well being DW	-Engagement in Mental Health Ambassadors -Increase in counselling capacity by addition of another counsellor -Due to increased capacity in PSHE lesson, Mental Health can be more of a focus	Reduction of incidents on CPOMS of mental health issues Student able to discuss any issues with a trusted adult Evaluation of counselling shows an increase in wellbeing following sessions	September 2024 and ongoing September 2024 and ongoing Ongoing	
Embedding our PSHE and Ethics programmes DW	Enrol to PSHE Association Ethics delivered during tutor time by all tutors by	Learning walks	September 2024 September 2024	

	<p>using pre prepared resources</p> <p>Current PSHE resources adapted to meet needs of students</p> <p>Engagement in citywide PSHE focus group to ensure current issues/trends are addressed swiftly</p> <p>Engagement of student by increasing the number of external speakers that deliver sessions</p>	<p>Evidence of adapted resources</p> <p>Attendance at termly sessions</p> <p>Student voice</p>	<p>Ongoing</p> <p>September 2024</p> <p>Ongoing</p>	
Developing resilience within learning (SHU)	<p>Set up a Study Room to support students' independent learning</p> <p>Reduce the number of truancy incidents</p>	<p>Study Room attendance increases / missed Independent Learning detentions decrease</p>	<p>Study Room on VSR rota from Jan 25</p> <p>Detention data checked each half term</p>	
Ensuring that pupils with SEND can access school (RC)	<p>Early identification of SEND & ensuring students are not missed by analysing behaviour data effectively</p> <p>Weekly review of where we are at in the APDR</p>			

	<p>process.</p> <p> SEND Identification...</p> <p>Pupil Passports and Learning Support Plans accessible to teachers.</p> <p> SEND Information ...</p> <p>SENCo to train a team of expert teachers to cascade how to adapt the learning techniques in all subjects</p> <p>SENCo to liaise with EWO so persistent absences are known & actions put in place for these students which include SEND actions</p>			
--	---	--	--	--

IMPROVING BEHAVIOUR FOR LEARNING

Target	Actions	How will we know it has been achieved?	When will it be achieved?	Evaluation of impact
Increase A2L averages across the school	Introduction of TLaC strategies throughout the school	Measured at report cycles Learning walks will show	July '25	

		consistency of approach		
	Behaviour training for all staff to ensure continued consistency	Teacher, subject and department level tracking of behaviour logs on ClassCharts Weekly reviews of data Termly departmental reports	Training delivered September '24	
	Increasing the value placed on punctuality to school and to lessons.	Number of late marks and lates to school will reduce by 20%	Dec '24	
Reduce the number and days of suspensions	Introduction of Graduated Response and the Graduated Response Tracker	Suspensions reporting data: reduction by 10%	July '25	
Reduce the number of behaviour logs	Introduction of Graduated Response and the Graduated Response Tracker + Graduated Respons...	Teacher, subject and department level tracking of behaviour logs. The highest need students getting the appropriate level of intervention.	July '25	
	Reduce the number of conflicts between peers and between students and staff by encouraging a reflective and	High tier conflicts between staff and students reduce by 20% Reduction in removals by		

	restorative approach. RJ training delivered to key staff 16.10.24	20%		
ENSURING THE SCHOOL'S FINANCIAL VIABILITY				
Target	Actions	How will we know it has been achieved?	When will it be achieved?	Evaluation of impact
To cut spending over three years	<ol style="list-style-type: none"> 1) Plan budget cuts 2) Meet with HR 3) Meet governing body working group to discuss plan 4) Open consultation on restructure 	<ol style="list-style-type: none"> 1) Plan completed 2) Timeline organised for restructure 3) Minutes 4) Documentation and minutes 	<ol style="list-style-type: none"> 1) Oct 2024 2) Nov 2024 3) January 2025 	
To spend capital funding on high impact projects	<ol style="list-style-type: none"> 1) Meet RB and request funding 2) Plan projects for B block and Y7 	<ol style="list-style-type: none"> 1) Work is planned and tendered and scheduled 2) Works completed 	Sept. 2025	
IMPROVING THE REPUTATION OF THE SCHOOL				
Target	Actions	How will we know it has been achieved?	When will it be achieved?	Evaluation of impact
Target Saltdean families with Y5 and 6 children	<ol style="list-style-type: none"> 1) Tours at school 2) Find Saltdean current parents 	<ol style="list-style-type: none"> 1) Parents booked on tours and give good feedback 	<ol style="list-style-type: none"> 1) October 2024 2) November 2024 3) Ongoing 	<ol style="list-style-type: none"> 1) High impact: increase in Saltdean children

	<p>happy to promote the school</p> <p>3) Attend activities in the area</p>	<p>2) Planned PR activities</p> <p>3) Attended by staff</p>	<p>throughout the year</p>	<p>choosing Longhill. Despite the drop in available children, our numbers have remained the same for first and second choices 2025</p> <p>2) High impact as these parents have worked on social media to promote our school pre-choices were made</p>
<p>Target Woodingdean and Rottingdean parents</p>	<p>1) Publish in the Woodingdean news, RVN and Deans magazine</p>	<p>1) Feedback from local residents on articles is positive</p>	<p>1) Quarterly</p>	
<p>Improve the relationship between Longhill and primary feeders</p>	<p>1) Attend the Deans group meetings</p> <p>2) Host a Deans group meeting</p> <p>3) Send out a Longhill newsletter to primaries for parents once a term</p> <p>4) Host ACEs sporting events at Longhill</p>	<p>1) Increase in or maintenance of Y6-7 numbers for 2025</p>	<p>1) Ongoing</p> <p>2) July 2025</p> <p>3) Termly from December</p> <p>4) Fortnightly from September</p>	

Create a PR strategy for social media presence	<ol style="list-style-type: none">1) Secure funding from B and H for PL's salary2) Meet Jax via Jacob Taylor to plan a PR strategy			
--	---	--	--	--