To Be Ulverston Victoria High School

Strategic Improvement Plan

2019 to 2021

2020 interim review

Inspire, Aspire, Excel

OFSTED Framework 2019

Quality of education

Intent
- Curriculum design, coverage and appropriateness

Implementation
- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact
- Attainment (qualifications & assessments)
- Progress
- Knowledge and skill development
- Destinations

Behaviour and attitudes
- Attitudes to learning
- Behaviour
- Employability
- Attendance & punctuality
- Respect

Personal development
- Enrichment
- FBV
- Careers guidance
- Health and well-being
- Citizenship
- Equality & diversity
- Preparation for next steps

Leadership & management
- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Student experience
- Governance / oversight
- Safeguarding

This plan is set against the following OFSTED criteria

Objectives

Core Objectives
These are the over-riding objectives which are drawn from our belief as to what we would like our school to be like and the OFSTED inspection framework; which underpin the school improvement agenda and will appear as *Core Objectives* on the School Improvement Plan, Department Improvement Plans, Pastoral Improvement Plan, Department Green Cards (Department SEFs), School Green Card (SEF) and as part of the Appraisal system.

Key School Improvement Objectives
These are the objectives which are important to the school improvement agenda, based on our vision and will appear as *Objectives* on the School Strategic Improvement Plan and the School Green Card (SEF).   They *may* appear on Subject Improvement Plans, Pastoral Improvement Plan, Department Green Cards (Department SEFs), and as part of the Appraisal system where they are appropriate to an individual or an individual Department.

These will be broken down to short term objectives which will be further broken down into actions on Action Plans.

Specific Department Improvement Objectives
 These are the objectives which underpin the Department improvement and will appear as *Objectives* on individual Department Improvement Plans and on the Department Green Card (SEF) and as part of the Appraisal system where they are appropriate to an individual or an individual Department.

Review

Red: Not Started
Amber: On-going development
Green: Completed

1 Overall Effectiveness						
Core Objective	To ensure that as an exceptional school we aspire to provide the security and ethos in which all students can develop the confidence, skills and resilience to enable them to be the authors of their own life stories, whilst sustaining our core values and moving forward dynamically and collaboratively to become a school of local, national and international repute in 21st Century Britain.					
Key School Improvement Objectives		**Starting Date**	**Section of Improvement Plan**	**Leader**	**Success Criteria**	**Progress** Red: Not Started Amber: On-going development Green: Completed
Further develop the Key Stage 3 provision so that it creates a seamless flow into the KS4 curriculum, increasing the challenge and quality of classroom delivery.		2018	Quality of Education	ADe	Improved outcomes in assessment windows	Amber
Further develop the school assessment system at KS3, KS4 and KS5 to increase consistency, validity and the quality of formative assessment.		2019	Quality of Education	ANa	Increased accuracy of outcomes in assessment windows	Amber
Continue to develop the School Curriculum to empower the UVHS learner to have the best possible life chances whilst returning value for money with particular reference to changes to the National Curriculum, relevant qualifications and the changes to the assessment systems.		2018	Quality of Education	ANa	Improved destinations	Amber
To review and redevelop the school wide monitoring of teaching and learning and appraisal systems so that they are firmly embedded in professionalism and professional standards, changing the emphasis from top down to collegiate responsibility.		2018	Effectiveness of leadership and management	ADe	Improved outcomes in assessment windows	Amber
To review current practice and develop a new Homework Policy in terms of quantity, relevance, time and consistency of homework set.		2018	Quality of Education	ADe	Completed and used	Green:
To further develop the effectiveness and monitoring, of this effectiveness of the strategies developed and employed to secure the necessary progress of "Groups" where data analysis shows they are achieving less well than "All Students" when compared to national averages.		2018	Quality of Education	ACo	Improved outcomes in assessment windows	Amber
To develop the exam preparation process for final examinations		2018	Quality of Education	ADe	Improved outcomes in assessment windows	Amber
To further develop quality of literacy at UVHS and thus the achievement of students in all subject areas.		2018	Quality of Education	ADe	Improved outcomes in assessment windows	Amber
Review current practice and develop a new VLE to increase parental engagement and the effectiveness of support for learners.		2018	Quality of Education	ANa	Improved outcomes in assessment windows	Amber

To review and redevelop the school wide monitoring of teaching and learning and appraisal systems so that they are firmly embedded in professionalism and professional standards, changing the emphasis from top down to collegiate responsibility.	2018	Effectiveness of leadership and management	ADe	Improved outcomes in assessment windows	Amber
To maintain the financial viability of the school and investigate different management models to ensure this	2019	Effectiveness of leadership and management	ANa	Reduced deficit	Amber
To continue to develop a clear vision for students with high academic potential, this is articulated with objectives, task, milestones and success criteria and which identifies, develops the raising of aspiration, challenges, and supports students with high academic potential within and outside the classroom.	2018	Effectiveness of leadership and management	ACo	Improved outcomes: Destinations.	Amber
Develop the role of Coordinator of School and Community voice to produce a 360 understanding of the school by the leadership team and the valid and effective contribution of all stake holders.	2018	Effectiveness of leadership and management	ADe	Greater satisfaction amongst stakeholders	Amber
To further develop staff Welfare and job satisfaction.	2018	Effectiveness of leadership and management	ADe	Greater satisfaction amongst teachers	Amber
To further develop the working relationships with feeder schools at Key Stage 3 and Key Stage 5 and explore the possibility of Federations.	2018	Effectiveness of leadership and management	RBu	Increased numbers	Amber
Explore the possibility of developing the sporting facilities on UVHS site for student and community use.	2018	Effectiveness of leadership and management	RBu	Project built	Amber
To further develop the intervention system within the school to ensure that the barriers to achievement are minimised and the achievement and aspirations of all groups of students including those identified as disadvantaged and more able is maximised.	2018	Behaviour and Attitudes	SHe	Improved outcomes in assessment windows	Amber
To review and further develop the organisation, monitoring and effectiveness of the pastoral system in response to changing personnel and priorities.	2018	Behaviour and Attitudes	SHe	Reduce behaviour incidents, increase attendance	Amber
Review and develop the role of the Engagement Centre.	2018	Behaviour and Attitudes	SHe	Reduce behaviour incidents, increase attendance	Amber
Continue to drive to increase the overall attendance with a target of 97%, with its inherent achievement advantages.	2018	Behaviour and Attitudes	SHe	Improved attendance	Amber
Investigate a strategic response to the growing challenges presented by mental health and anxiety in UVHS school community.	2018	Behaviour and Attitudes	SHe	Improved outcomes in assessment windows	Amber

				Increased attendance	
Review and develop behaviour management strategies at UVHS.	2018	Behaviour and Attitudes	SHe	Reduce behaviour incidents	Amber
To further develop the citizenship and PSHSE delivery	2018	Behaviour and Attitudes	SHe	Meet statutory requirements	Amber
Develop the "Enrichment" week concept to be linked clearly too personal development.	2018	Behaviour and Attitudes	SHe	Takes place. Survey Stakeholders	Amber
To continue to develop and enhance Teaching and Learning by embedding 'outstanding' practice to ensure Student achievement continues the upward trend with particular reference to assessment for learning.	2018	Effectiveness of Post Sixteen provision	RRa	Improved outcomes in assessment windows	Amber
Continue to develop procedures to develop attendance, punctuality and further strengthen safeguarding processes within the sixth form and consequently support employability and life skills.	2018	Effectiveness of Post Sixteen provision	RRa	Improved attendance	Amber
To continue to develop a clear More Able vision for students in the sixth form, that is articulated with objectives, task, milestones and success criteria and which identifies, develops the raising of aspiration, challenges, and supports gifted and talented students within and outside the classroom.	2018	Effectiveness of Post Sixteen provision	RRa	Improved outcomes Improved destination data	Amber
To continue to develop a clear vision for disadvantaged students in the sixth form, that is articulated with objectives, task, milestones and success criteria and which develops the raising of aspiration, challenges, and supports disadvantaged students within and outside the classroom and to develop a system to track the progress of disadvantaged students.	2018	Effectiveness of Post Sixteen provision	RRa	Improved outcomes in assessment windows Increased attendance	Amber
To review existing policy for moderation of assessments at Key Stage 5.	2018	Effectiveness of Post Sixteen provision	RRa	Improved outcomes in final exams	Amber
To develop the exam preparation process for final examinations in Key Stage 5 based on a review of last year's experience.	2018	Effectiveness of Post Sixteen provision	RRa	Improved outcomes in final exams	Amber
Develop the process of recruitment so that UVHS becomes the destination of choice for students wanting a high academic direction such as towards the professions, Oxbridge and Russell group universities.	2018	Effectiveness of Post Sixteen provision	RRa	Increased numbers	Amber
Further develop the communication with the Governing body.	2018	Effectiveness of leadership and management	MHa	Clear understanding	Amber
Investigate the possibility of converting to an Academy	2021	Effectiveness of leadership and management	MHa	Clear understanding of the process and requirements.	Red
To develop a culture at UVHS where racism cannot exist	2021	Behaviour and Attitudes	MHa	Takes place. Survey Stakeholders	Amber

2 Effectiveness of leadership and management								
Core Objectives	To ensure that leadership and management is typified by the pursuit of excellence in all of the school's activities. To ensure that school improvement planning is driven by a clear vision and pursuit of excellence which is typified by the school ethos. To ensure that the exceptional achievement and experience of children in the school is at the heart of the school and that the safeguarding and wellbeing of students is fundamental and embedded in the school. To ensure that the governing body has an effective oversight of the operations of the school based on the effective flow of information and clear channels of accountability. To ensure that the welfare and workload of staff is carefully managed and that Continual Professional Development is effective in making staff effective in their current roles and prepares them for the next stage of their careers.							

School Improvement Objectives		Starting Date	Expected Timescale	Leader	QA	Resources and staff development implications	**Progress** Red: Not Started Amber: On-going development Green: Completed	Success Criteria
Key Objectives	**Short Term Actions**							
To review and redevelop the school wide monitoring of teaching and learning and appraisal systems so that they are firmly embedded in professionalism and professional standards, changing the emphasis from top down to collegiate responsibility.	To review the current procedures and paperwork	2018	1 Years	ADe	MHa	Time	Green	Improved outcomes from Teaching Learning Monitoring Improved student outcomes in internal assessments, GCSE and A Level outcomes.
	To carry out a "Staff Voice" concerning all aspects of their role at UVHS.	2019	1 Year	ADe	MHa	Time	Green	
	To embed the new appraisal system.	2018	2 Years	ADe	MHa	Time	Green	
	To review and embed the Subject Leader led monitoring of teaching and learning procedures.	2018	1 Year	ADe	MHa	Time	Amber	
	To develop an appraisal system for support staff and produce paperwork in line with national guide lines so that the system mirrors the teaching staff appraisal system in terms of process and timing.	2019	1 Year	AHe	MHa	Time	Green	
	To review and embed department review monitoring of teaching and learning procedures.	2018	1 Year	ADe	MHa	Time	Green	

To maintain the financial viability of the school and investigate different management models to ensure this.	To analyse the curriculum for cost saving opportunities.	2018	3 Years	ANa	MHa	Time	Amber	To reduce expected expenditure by 3% in 2021 to 2022.
	To carry out a financial review of the school staffing costs to identify possible savings and produce a SWOT analysis.	2019	1 Year	JBo	MHa	Time	Amber	
	To carry out a financial review of the school system costs to identify possible savings and produce a SWOT analysis.	2019	1 Year	JBo	MHa	Time	Amber	
	To research trends and gain a complete as possible insight into the financial landscape in Year 1, 2 and 3 going forwards	2019	1 Year	JBo	MHa	Time	Green	
	To review the TLR structure.	2020	6 months	JBo	MHa	Time	Red	
	To review the non-contact time allocated to teaching staff.	2020	6 months	JBo	MHa	Time	Red	
	To analyse review the nature of support allocated to students with SEND by Townlands and the Engagement Centre: "who when how" in a more complex manner and reduce the "hours of one to one support" model	2020	6 months	JBo	MHa	Time	Red	
	To analyse and review the Learning Mentor and Engagement Centre support in terms of value for money.	2020	6 months	JBo	MHa	Time	Red	
	To analyse and review the Tutoring Support provided to post 16 students in Maths.	2020	6 months	JBo	MHa	Time	Red	
To continue to develop a clear vision for students with high academic potential, this is	To develop High Aspirational Support Plans to promote, support and challenge children in order for them to reach their potential.	2019	3 Years	BWa	MHa	Time	Amber	Improved outcomes from Teaching Learning Monitoring

articulated with objectives, task, milestones and success criteria and which identifies, develops the raising of aspiration, challenges, and supports students with high academic potential within and outside the classroom.	Develop a programme of opportunities for students with high academic potential to gain experience, be academically challenged and to gain the necessary skills and knowledge to progress.	2019	3 Years	BWa	MHa	Time Transport Cost	Amber	Improved student outcomes in internal assessments, GCSE and A Level outcomes.
	To raise the profile of students with high academic potential in classrooms to increase the challenge and attainment of these students.	2019	3 Years	BWa	MHa	Time	Amber	
	To develop a team of teachers and support staff to work with students with high academic potential in order to expose students to as many opportunities and different experiences as possible.	2019	3 Years	BWa	MHa	Time	Amber	
Develop the role of Coordinator of School and Community voice to produce a 360 understanding of the school by the leadership team and the valid and effective contribution of all stake holders.	To develop a clear plan with timescales and for the whole year for Parent, Student and staff voice...	2019	1 Year	ADe	MHa	Time	Amber	To have a 360 degree understanding of the school's strengths and areas of development to provide evidence for the school improvement plan 2021 to 2022.
	To coalesce the current divergent parts of the student voice.	2019	1 Year	ADe	MHa	Time	Red	
	To develop a clear communication process to the Headteacher.	2019	1 Year	ADe	MHa	Time	Green	
	To develop the School Parliament so that personnel change and are accountable to the student body.	2019	1 Year	RSi	ADe	Time	Green	
	To develop a system of feedback to the student body.	2019	1 Year	RSi	ADe	Time	Green	
	To embed the Parent Council.	2019	1 Year	ADe	MHa	Time	Green	

To further develop staff Welfare and job satisfaction.	Develop the Staff Voice so that there are obvious outcomes to strengthen staff welfare and job satisfaction.	2019	1 Year	ADe	MHa	Time	Green	To reduce cover costs Improve staff satisfaction in staff voice surveys.
	Examine carefully any cost saving measures do not adversely affect the welfare and job satisfaction of staff.	2019	1 Year	JBo/A Na	MHa	Time	Green	
	Develop a series of welfare events.	2019	1 Year	ADe	MHa	Time Outside provider costs Transport	Amber	
To further develop the working relationships with feeder schools at Key Stage 3 and Key Stage 5 and explore the possibility of Federations.	Continue to develop links with feeder schools, both at KS2 into KS3 and KS4 into KS5 to ease transition to UVHS.	2019	3 Years	RBu	MHa	Time	Amber	Increased numbers entering the school in Year 7 and Year 13 in: a) Absolute terms against rising pupil numbers in KS2/4 b) Stable terms against falling numbers at KS2/4
	Continue a programme of sample lessons and master classes at KS3 and KS5.	2019	3 Years	RBu BWa	MHa	Time	Amber	
	Explore the different versions of formalised relationships with local schools.	2019	3 Years	RBu	MHa	Time	Amber	
	Continue to develop the close relationships with local schools through UDEC.	2019	1 Year	RBu	MHa	Time	Amber	
Explore the possibility of developing the sporting facilities on UVHS site for student and community use.	To have explored methods of securing funding with the aim of developing the gym, tennis courts and bottom field to be all weather.	2019	5 Years	RBu	MHa	Time	Amber	Build addition indoor sports facilities, all weather pitch, improved changing facilities.
	To have created a "community" working group to generate momentum for the project.	2019	5 Years	RBu	MHa	Time	Amber	
	To have liaised with SDLA to develop consensus.	2019	5 Years	RBu	MHa	Time	Amber	
	To develop a carpark and sanitised area to allow primary	2019	5 Years	RBu	MHa	Time	Amber	

	schools and community to use facilities when the school is in sessions.							
	To develop formal plans for the new facilities.	2019	5 Years	RBu	MHa	Time	Amber	
Further develop the safeguarding systems in the school.	Investigate, develop and embed CPOMs as a Safeguarding tool at UVHS. So as to develop the processes and record keeping so that Safeguarding is not solely reliant on the DSL.	2018	1 Year	SHe	MHa	Time Training cost	Green	CPOMS integrated and used.
Further develop the communication with the Governing body.	To have standardised, clear, accurate but accessible data for governors.	2018	1 Year	ANa	MHa	Time	Green	Governors are informed and methods of communication are standardised and become routine.
	To produce a constantly reviewed summary document of the School Strategic Improvement plan with key priorities.	2018	1 Year	MHa	JWi	Time	Green:	
	To have reinvigorated the Governors' working party, based on the School Strategic Improvement Plan and the School's Evaluation Form, as part of Governors' oversight.	2018	1 Year	MHa	JWi	Time	Amber	
	To have reinvigorated the Headteacher's report to governors to be informative about the life of the school.	2018	1 Year	MHa	JWi	Time	Green:	
	To have produced an end of Year governor's report based on the School Strategic Improvement Plan to be submitted at the first Full governors' meeting of the academic year	2018	1 Year	MHa	JWi	Time	Green:	

To further develop induction programmes for new staff, newly qualified staff and middle leaders	To plan, deliver and review a personalised development plan for newly qualified teachers.	September 2019	1 Year	ADe	MHa	Twilight time External CPD Lunchtime	Amber	Recruitment and retention of staff is high. Improved outcomes from Teaching Learning Monitoring Improved student outcomes in internal assessments, GCSE and A Level outcomes.
	To plan, deliver and review a personalised development plan for new staff.	September 2019	1 Year	ADe	MHa	Twilight time External CPD Lunchtime	Amber	
	To plan, deliver and review a personalised development plan for middle leaders.	September 2019	1 Year	ADe	MHa	Twilight time External CPD Lunchtime	Amber	
	To use CPD to as a tool to "review and redevelop the school monitoring of teaching and learning and appraisal system so that they are firmly embedded in professionalism and professional standards".	September 2018	3 Years	ADe	MHa	Twilight time External CPD Lunchtime	Amber	
	To use CPD to as a tool to "review current practice and develop a new homework policy".	September 2018	3 Years	ADe	MHa	Twilight time External CPD Lunchtime	Amber	
Investigate the possibility of converting to an Academy	Produce a clear flow chart showing the stages of the process.	Easter 2021	September 2021	MHa	JWi	Management time	Red	Process understood
	Discuss possible academisation with Ulverston feeder primaries	Easter 2021	September 2021	MHa	JWi	Management time	Red	Identify the appetite for forming a multi-academy trust.
	Identify and quantify barriers to academisation	Easter 2021	September 2021	MHa	JWi	Management time	Red	Financial and practical hurdles identified.
	Produce a report to governors with recommendations	Easter 2021	September 2021	MHa	JWi	Management time	Red	Identify direction of travel.
To further empower and equip Leaders at all levels within school, through CPD, experience and the	Develop the concept of a "Career Development plan"	September 2021	3 Year	ADe	MHa	Management time	Red	Paperwork produced
	Develop shadowing opportunities for aspirational middle leaders.	September 2021	3 Year	ADe	MHa	Management time	Amber	Develop programme

modelling of good practice to drive whole school improvement with greater confidence. (the focus may be in particular middle leaders this year)	Revisit short middle leader conferences as CPD development.	September 2021	3 Year	ADe	MHa	Management time	Red	Conference occurs
	Develop the concept of overnight middle leader conferences as CPD development.	September 2021	3 Year	ADe	MHa	Management time	Red	Conference occurs
	Investigate and develop the use of nationally recognized training: NPQH and middle leadership equivalents	September 2021	3 Year	ADe	MHa	Management time	Red	Courses identified

3. Quality of Education								
Core Objective	To move all teaching to outstanding and that all lessons are an inspiring and create positive outcomes for all students. To ensure that all teachers have high expectations of all students in their groups and have an excellent understanding of how students are performing against personalised targets and how they can improve in order to fully achieve or exceed their potential. To continue to develop good practice is maintained across the school so that students are engaged with their learning, are keen to progress and have a clear idea as to how to achieve this. The school will engage with all stake holders to ensure the best outcomes for children and prepare them for a successful role in 21st century Britain.							
Objectives		**Starting Date**	**Expected Timescale**	**Leader**	**QA**	**Resources and staff development implications**	**Progress** Red: Not Started Amber: On-going development Green: Completed	**Success Criteria**
Key Objectives	**Short term actions**							
Further develop the quality of teaching and learning in all Key Stages, to increase the level of challenge, differentiation and have ambition for all children.	To raise the profile of Key Stage 3 teaching at UVHS through whole school and subject CPD	2019	1 Year	ADe	MHa	Time	Green	Improved outcomes from Teaching Learning Monitoring Improved student outcomes in internal assessments, GCSE and A Level outcomes.
	To review current teaching and learning practice through survey and academically primed discussion as a whole teaching staff and in departments.	2019	1 Year	ADe	MHa	Time	Green	
	To lead CPD targeted at developing and ensuring consistency of good practice in Key Stage 3 classrooms.	2019	3 Years	ADe	MHa	Time Outside speakers	Amber	
	To develop a process for teachers to share good practice through CPD structured discussion and activity and learning walks with feedback	2018	3 Years	ADe	MHa	Time	Amber	
	Review and develop a new Teaching and Learning policy.	2019	1 Year	ADe	MHa	Time	Green	
	Introduce, and develop the concept of "Teaching for understanding"	2020	3 Years	ADe	MHa	Time	Amber	
	To review and further develop the classroom pedagogy with a view to developing teaching for	2020	3 Years	ADe	MHa	Time	Amber	

	understanding and thus the raising engagement and outcomes.						
	To embed "Teaching for understanding" through CDP, lesson planning process and the health check system to inspire, empower and monitor.	2019	2 Years	ADe	MHa	Time	Amber	
Further develop the school assessment system at KS3, KS4 and KS5 to increase consistency, validity and the quality of formative assessment.	To Further develop the school assessment system, embedded in the new schemes of work at KS3 to increase consistency, validity and the quality of formative assessment.	2019	2 Years	ANa	MHa	Time	Amber	Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS 4 and 5
	Further develop the school assessment system at KS4 to increase consistency, validity and the quality of formative assessment.	2018	2 Years	ANa	MHa	Time	Amber	
	Further develop the school assessment system at KS5 to increase consistency, validity and the quality of formative assessment.	2018	2 Years	MSi	ANa	Time	Amber	
	To develop monitoring systems to ensure consistancy and rigour in all aspects of summative assessment at UVHS.	2018	2 Years	Ana/ADe	MHa	Time	Amber	
	Analyse and simplify the school summative assessment system at all key stages to bring it in line with external examination systemss	2019	1 Year	ANa	MHa	Time	Amber	
	Develop a system, in each department, to ensure validity of data based on the	2019	1 Year	ANa	MHa	Time	Amber	

	percentage of *UVHS* students expected to achieve each grade.						
Develop the curriculum in each Key Stage so as to meet requirements : a) Broad and balanced b) Meets all requirements for the National Curriculum c) Is a sequenced "Spiral" curriculum that shows progression in learning d) Equips each student for the next Key Stage in each subject e) Has clear Intent, Implementation and Impact f) Is made up of high quality,	To review and develop the school curriculum offer at KS3 in response to the change in qualifications.	2019	1 Year	ANa	MHa	Time	Green	Spiral Curriculum Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS 4 and 5 OFSTED Criteria net
	To continue to review and develop the school curriculum offer at KS4 in response to the change in qualifications.	2018	2 Years	ANa	MHa	Time	Green	
	To continue to review and develop the school curriculum offer at KS5 in response to the change in qualifications.	2018	2 Years	RRa	MHa	Time	Green	
	Each department to carry out a review of their curriculum in terms of: a) Meets the requirements for the National Curriculum. b) Has clear sequenced spiral approach c) Has ambition for all learners d) Has Intent, Implementation and Impact	2019	2 Years	ANa	MHa	Time	Amber	
	Develop a curriculum overview and schemes of work which demonstrates: a) Links to the national curriculum. b) Clear "Learning journeys", reflecting the spiral nature of the curriculum and the sequencing of knowledge and skill acquisition. c) To show ambition for all learners, differentiation	2019	2 Years	ANa	MHa	Time	Amber	

inspiring teaching and learning	d) Clear Intent, Impact, Implementation and Impact e) Clear progression between Year and Key Stages f) Clear linked assessments g) Clear universal homeworks available on SIMS							
	To review Schemes of work in order to meet the demands of the new curriculum and teaching and learning methodology.	2019	3 Years	Subject Leaders	MHa	Time	Amber	
To review current practice and develop a new Homework Policy in terms of quantity, relevance, time and consistency of homework set.	To review and rewrite the school homework policy.	2018	1 Year	ADe	MHa	Time	Green:	Homework is: Regular Challenging Consistent High Quality Relevant Set using TEAMS
	To embed the new homework policy.	2019	1 Year	ADe	MHa	Time	Green	
To further develop and monitor the effectiveness of the strategies developed and employed to secure the necessary progress of Disadvantaged students where data analysis shows they are achieving less well than "All Students" when compared to national averages.	To investigate reasons for the attainment gap between the attainment of all students and disadvantaged students.	2018	1 Year	ACo	MHa	Time	Green	Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS 4 and 5 Gap between the achievement of All Students and Disadvantaged students is decreased.
	To develop strategies to reduce, the attainment gap between the attainment of all students and disadvantaged students in the 2019 exam series. These strategies will take the form of three main strands: a) Develop school wide excellence in classroom teaching. b) Develop a range of effective strategic interventions.	2019	2 Years	ACo	MHa	Time	Green	

	c) Develop a series of effective responsive interventions.							
	Embed strategies and "expert practice" to maintain success.	2019	2 Years	ACo	MHa	Time	Amber	
To further develop effectiveness of the strategies developed and employed to secure the necessary progress of students defined as Middle Achievers based on prior attainment where data analysis shows they are achieving less well than "All Students" when compared to national averages.	To investigate reasons for the attainment gap between the attainment of all students and Middle Achieving Students	2018	1 Year	ACo	MHa	Time	Green	Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS 4 and 5 Gap between the achievement of All Students and Middle Achievers and All students is decreased.
	To develop strategies to reduce, the attainment gap between the attainment of all students (from the 2018 results) and disadvantaged students in the 2019 exam series. These strategies will take the form of three main strands: d) Develop school wide excellence in classroom teaching. e) Develop a range of effective strategic interventions. f) Develop a series of effective responsive interventions.	2019	1 Year	ACo	MHa	Time	Green	
	Embed strategies and "expert practice" to maintain success.	2019	2 Years	ACo	MHa	Time	Amber	
To further develop effectiveness of the strategies developed and employed to secure the necessary progress of Boys, when compared with	To investigate reasons for the attainment gap between the attainment of Boys and Girls.	2018	1 Year	ACo	MHa	Time	Amber	Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes.
	To develop strategies to reduce, the attainment gap between the attainment of all students (from the 2018 results) and disadvantaged students in the	2019	2 Years	ACo	MHa	Time	Amber	

								Improved outcomes at KS 4 and 5. Gap between the achievement girls and boys is decreased.
Girls, within the national context.	2019 exam series. These strategies will take the form of three main strands: g) Develop school wide excellence in classroom teaching. h) Develop a range of effective strategic interventions. Develop a series of effective responsive interventions.							
	Embed strategies and "expert practice" to maintain success.	2019	2 Years	ACo	MHa	Time	**Amber**	
To develop and embed systems to monitor the efficacy, cost effectiveness and equity of provision made strategically and tactically used to intervene and break down barriers to achievement for all children.	To develop a methodology and technology to track provision and impact of strategic and tactical intervention, for ALL children at UVHS.	2019	1 Year	ACo	MHa	Time Purchase of Software/licence	**Amber**	Improved outcomes Increased overall attendance. Reduction in instances of poor behaviour.
	To review Key Stage 4 intervention in the context of (i) Efficacy, (ii) Methodology and (iii) Cost effectiveness evidenced by the Disadvantaged Matrix and the Disadvantaged Strategic analysis.	2019	Each Year	ACo	MHa	Time	**Green**	
	To review Key Stage 3 embryonic strategic Intervention with the view to expanding as a medium term development.	2019	1 Year	ACo	MHa	Time	**Amber**	
	To have a robust system to identify cost of disadvantaged methodology (i) Per student, (ii) Per intervention and consequential impact per pound of investment	2018	1 Year	ACo	MHa	Time	**Green**	

	To review strategic intervention and develop the curriculum and timetable as appropriate.	2018	3 Years	ACo	MHa	Time	Green	
	Where feasible to minimise the impact of socio economic factors to achievement	2018	Ongoing	ACo	MHa	Time	Amber	
To develop the exam preparation process for final examinations.	To develop a policy, based on good practice, for the preparation of students in KS4 and KS5 for examinations in terms of revision, long term and short term structural planning and methodology for students	2018	1 Year	ACo	MHa	Time	Green	Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS 4 and 5 Gap between the achievement of groups is decreased.
	To further develop the pedagogy and teaching processes employed in the classroom and in extra revision sessions by class teachers.	2018	3 Years	ACo	MHa	Time	Amber	
	To further develop the methodologies employed by learning mentors in intervention lessons.	2018	3 Years	ACo	MHa	Time	Amber	
	To develop methodologies to make the maximum use of time gained in the curriculum and during form periods to support the revision process for students.	2018	1 Year	ANa	MHa	Time	Green	
	To embed examination best practice.	2019	2 Years	ACo	MHa	Time	Amber	
Review current practice and develop a new VLE to increase parental engagement and the	To have a clear specification of requirements at UVHS. That include the ability to share resources and support; such as	2018	1 Year	ANa	MHa	Time	Green	Improved outcomes. Homework is: Regular Challenging Consistent High Quality
	To research and investigate possible solutions to the	January 2019	1 Year	ANa	MHa	Time	Green	

effectiveness of support for learners.	requirements of UVHS and decide upon the best solution.							Relevant Set using TEAMS Work accessible for absent students.
	To implement the solution so that its use becomes intrinsic to UVHS.	2019	1 Year	ANa	MHa	Time	Green	
	To review with all stake holders, modify practice and embed "Teams"	2020	1 Year	ANa	MHa	Time	Green	
To further develop quality of literacy at UVHS and thus the achievement of students in all subject areas.	To have in place a "Literacy Leader" to drive literacy across the curriculum.	2018	2 Years	ADe	MHa	Time TLR and Noncontact time	Green	Reduction in exam access arrangement. Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS 4 and 5 Gap between the achievement of groups is decreased.
	To develop and implement a strategy for the closing of the literacy "gap" for all students.	2018	2 Years	ASm	ADe	Time	Green	
	To further develop the strategic approach to literacy intervention.	2018	2 Years	ASm	ADe	Time	Amber	
	To develop, maintain and monitor a whole school literacy framework/policy to provide consistency across the school.	2018	2 Years	ASm	ADe	Time	Amber	
	To further develop classroom pedagogy to raise the literacy of students across the school.	2019	3 Years	ASm	ADe	Time	Amber	
	To develop closer links with primary schools to improve transition and reduce the perceived "drop off" off literacy on arrival at UVHS.	2019	2 Years	ASm	ADe	Time	Amber	
	To develop a series of literacy based events to raise the profile of literacy and increase reading.	2019	3 Years	ASm	ADe	Time	Amber	
	To develop a monitoring system to check student's literacy and impact of strategies.	2019	1 Year	ASm	ADe	Time	Amber	

	Investigate the development of a reading tool to be used to raise the literacy of disadvantaged students, particularly boys.	2019	1 Year	ASm	ADe	Time Possible purchase of package	Amber	
Ensure that the SEN provision in lessons at UVHS makes the most use of available resources to best meet the needs of the individual.	Investigate the possibility of a digital provision tracking system and clearer student passports so that the classroom teacher has a clear understanding of individual student need and can deploy appropriate strategies.	2020	1 Year	SENCO/ACo	MHa	Time	Amber	Reduction in exam access arrangement. Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS 4 and 5 Gap between the progress made by SEND students and other students is positive.
	Investigate different methods of supporting students learning in addition to one to one support.	2020	1 Year	SENCO/ACo	MHa	Time	Amber	

4. Behaviour and Attitudes								
Core Objective	To use Victoria Values to support excellent attitudes to learning, pride in achievement; and in Ulverston Victoria High School. To continue to develop the values needed to be a positive citizen in the 21st century United Kingdom such as respect and tolerance for other points of view. To promote aspiration and provide impartial guidance for employability.							
Objectives		**Starting Date**	**Expected Timescale**	**Leader**	**QA**	**Resources and staff development implications**	**Progress** Red: Not Started Amber: On-going development Green: Completed	**Success Criteria**
Key Objectives	**Short term actions**							
To further develop the intervention system within the school to ensure that the barriers to achievement are minimised and the achievement and aspirations of all groups of students including those identified as disadvantaged and more able is maximised.	Where feasible to minimise the impact of socio economic factors to achievement	2018	3 Years	ACo	SHe	Time	Amber	Reduction in exam access arrangement. Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS 4 and 5 Gap between the achievement of disadvantaged students is decreased and that of More Able Students is zero or positive.
	To further reduce the gap between the percentage of students excluded from school who are disadvantaged and those who aren't.	2018	3 Years	ACo	SHe	Time	Amber	
	To further reduce the gap between the percentage of students with persistent absence from school who are disadvantaged and those who aren't.	2018	3 Years	ACo	SHe	Time	Amber	
	To further reduce the gap between the percentage of students excluded from school who are disadvantaged and those who aren't.	2018	3 Years	ACo	SHe	Time	Amber	

To review and further develop the organisation, monitoring and effectiveness of the pastoral system in response to changing personnel and priorities.	To review and develop the breadth and capacity of the ancillary pastoral support services.	2018	1 Year	SHe	MHa	Time	Amber	Increased attendance to over 96% Improved outcomes at KS 4 and 5 Reduced behaviour incidents Year on Year. Monitoring systems show good practice and consistency throughout the school
	Develop the appraisal system to include SMART targets for pastoral leaders	2018	1 Year	SHe	MHa	Time	Amber	
	To develop the monitoring of the pastoral system to include a series of Pastoral Reviews, similar in nature to Department reviews.	2018	1 Year	SHe	MHa	Time	Amber	
	To review the pastoral system and increase where necessary the number of Assistant Heads of Year.	2018	1 Year	SHe	MHa	Time	Green	
Review and develop the role of the Engagement Centre.	Carryout a time and motion study for the Engagement Centre.	2018	1 Year	SHe	MHa	Time	Amber	Line management structure in reformed. There is no "dead time" in the engagement centre Practices are modernised. Formal behaviour schemes are implemented.
	Develop a new behaviour support role for the Engagement Centre.	2018	1 Year	SHe	MHa	Time	Amber	
	Increase the contact time that the engagement centre has with students depending on the review	2018	1 Year	SHe	MHa	Time	Amber	
Continue to drive to increase the overall attendance with a target of 97%, with its inherent achievement advantages.	Develop a "soft" integration strategy for reengaging students with anxiety related absenteeism.	2018	1 Year	SHe	MHa	Time	Amber	Attendance reaches 97% when there are no mitigating circumstances such as a worldwide epidemic.
	Further develop AAPs	2018	1 Year	SHe	MHa	Time	Amber	
	Continue to develop strategies to keep good	2018	3 Years	SHe	MHa	Time	Amber	

	attendance as high profile as possible.						
Investigate a strategic response to the growing challenges presented by mental health and anxiety in UVHS school community.	Review current provision and develop an action plan on which to base our strategic response.	2018	1 Year	SHe	MHa	Time	Amber	Anxiety Learning Mentor appointed. Reduction in anxiety caused school refusal. Reduction in the use of Home and Hospital Improved attendance Improved outcomes at KS4 and KS5.
	Investigate the possibility of developing an in house "unit" to respond to early signs of anxiety and support the reintegration of students who have significant absences due to anxiety related issues.	2018	1 Year	SHe	MHa	Time	Green	
	Develop a programme of "Mental Health" awareness for all stakeholders.	2018	1 Year	SHe	MHa	Time	Amber	
	Train a team of "Mental Health" champions.	2018	1 Year	SHe	MHa	Time	Red	
Review and develop behaviour management strategies at UVHS.	Develop the role of the Senior Pastoral Leader to develop new refined Behavioural Reengagement schemes.	2018	1 Year	SHe	MHa	Time	Green	Line management structure in reformed. There is no "dead time" in the engagement centre Engagement Centre Practices are modernised and formal behaviour schemes are implemented. Exclusion rate falls.
	Develop the role of the Engagement Centre in managing the behaviour of individuals.	2018	1 Year	SHe	MHa	Time	Amber	
	Continue to increase the awareness of "Little Bricks", being interventionist and responsibility of whole staff.	2018	1 Year	SHe	MHa	Time	Amber	

	Develop the role of Subject Leaders in the behaviour management of the school.	2018	1 Year	SHe	MHa	Time	**Green**	
To develop a culture at UVHS where racism cannot exist	Carryout a nuanced bullying survey to establish the depth of the issue.	September 2021	1 month	SHe	MHa	Time	**Red**	• Incidents of racism decrease. • Outcomes from the bullying survey in 2022 show that there are fewer students who are reporting racially orientated bullying. • Schemes of work are in place and in use.
	Explore prejudice and racism at the individual level with work during form time.	2021	3 Years	SHe	MHa	Time	**Red**	
	Develop a series of assemblies to expose students to the issues surrounding racism and prejudice.	2021	3 Years	SHe	MHa	Time	**Red**	
	Explore prejudice and racism with staff with a series of CPD sessions	2021	3 Years	ADe	MHa	Time	**Red**	
	Develop schemes of work to improve: 1. The diversity of the subject matter. 2. The appropriateness of the delivery of difficult subject matter.	2021	3 Years	Subject Leaders	MHa	Time	**Red**	
	Carryout a nuanced bullying survey to establish the depth of the issue.	September 2021	1 month	SHe	MHa	Time	**Red**	
	Develop a working group to develop new strategies	September 2021	1 month	SHe	MHa	Time	**Red**	

5. Personal development

Core Objective	As an exceptional school we aspire to provide the security and ethos in which all students can develop the confidence, skills and resilience to enable them to be the authors of their own life stories, whilst sustaining our core values and moving forward dynamically and collaboratively to become a school of local, national and international repute in 21st Century Britain.

Objectives		Starting Date	Expected Timescale	Leader	QA	Resources and staff development implications	Progress **Red:** Not Started **Amber:** On-going development **Green:** Completed	Success Criteria
Key Objectives	**Short term actions**							
To further develop the citizenship and PHSE delivery	Develop the role "British Values Coordinator" to embrace PHSE	2018	2 Years	BWa	SHe	Time	Amber	Lessons are delivered and meet all necessary legal requirements in an effective sustainable manner.
	Further develop the programme of "Events": drop down days, workshops and assemblies to support the delivery of citizenship and PHSE.	2018	2 Years	BWa	SHe	Time	Amber	
	To develop a programme of "lessons" for form time to include all aspects of personal development.	2018	2 Years	BWa	SHe	Time	Amber	
To further develop the careers delivery	Develop the role "Employability Leader".	2018	2 Years	KHe	ACo	Time	Green	Careers is delivered and meets all necessary legal requirements in an effective sustainable manner.
	Further develop the programme of "Events": drop down days, workshops and assemblies to support the delivery of IAG.	2018	2 Years	KHe	ACo	Time	Green	
	To develop a programme of "lessons" for form time to include all aspects of Employability.	2018	2 Years	KHe	ACo	Time	Green	
Develop the "Enrichment" week concept to be linked clearly too personal development.	Develop a year by Year strategy.	2018	1 Year	SLT	MHa	Time	Amber	Enrichment week takes place each year in a manner that is: A positive experience Enriches the curriculum
	Develop a clear programme for last week of term 2019	2018	1 Year	SLT	MHa	Time	Amber	

								Meets PHSE, Citizenship and IAG requirements.

5. Post 16								
Core Objective	To ensure that as an exceptional sixth form we are the most distinguished provider of the highest quality education in the Furness area. We have high expectations and aspirations for all our students who are supported within a lively, caring and ambitious community where all individuals feel valued and challenged. We equip our students with the qualifications, skills and personal attributes required to move successfully into higher education, employment and a positive future life in 21st century Britain and the International stage.							
Objectives		**Starting Date**	**Expected Timescale**	**Leader**	**QA**	**Resources and staff development implications**	**Progress** **Red**: Not Started **Amber**: On-going development **Green**: Completed	**Success Criteria**
Key Objectives	**Short term actions**							
To continue to develop and enhance Teaching and Learning by embedding 'outstanding' practice to ensure Student achievement continues the upward trend with particular reference to assessment for learning.	To use the school's monitoring systems to identify and share good practice in teaching and learning.	2018	3 Years	MSi	RRa	Time	Amber	Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS5 Gap between the achievement of groups is decreased.
	To use the school's monitoring systems to identify, challenge and develop support plans to tackle poor practice.	2018	2 Year	MSi	RRa	Time	Amber	
	To contribute to whole school CPD to develop pedagogy in KS5 lessons.	2018	3 Years	MSi	RRa	Time	Amber	
Continue to develop procedures to develop attendance, punctuality and further strengthen safeguarding processes within the sixth form and consequently support employability and life skills.	Ensure that all students attend all lessons and form periods.	2018	1 Year	Sixth Form Team	RRa	Time	Green	Registering is clear and effective Safeguarding is secure
	Monitor and make recommendations concerning students' absence from the school site during the school day.	2018	1 Year	Sixth Form Team	RRa	Time	Green	

	Use the school's attendance systems in an age appropriate way to increase attendance and punctuality rates.	2018	3 Years	Sixth Form Team	RRa	Time	**Green**	
To continue to develop a clear More Able vision for students in the sixth form, that is articulated with objectives, task, milestones and success criteria and which identifies, develops the raising of aspiration, challenges, and supports gifted and talented students within and outside the classroom.	Develop a programme of events to raise the aspirations of high achievers	2018	3 Years	BWa	RRa	Time	**Green**	Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS5 Numbers going to top universities and elite apprenticeships increases.
	Further develop the programme of University preparation workshops.	2018	3 Years	BWa	RRa	Time	**Green**	
	Further develop the quality of teaching and learning in lessons in order to raise the challenge for more able students.	2018	3 Years	BWa	RRa	Time	**Amber**	
To continue to develop a clear vision for disadvantaged students in the sixth form, that is articulated with objectives, task, milestones and success criteria and which develops the raising of aspiration, challenges, and supports disadvantaged students within and outside the classroom and to develop a system to track the progress of disadvantaged students.	See Quality of Education above	2018	3 Years	Sixth Form Team	ACo	Time	**Amber**	Improved outcomes for disadvantaged students. The gap narrows between them and all students. Improved Teaching and learning monitoring outcomes. Numbers going to top universities and elite apprenticeships increases.
To review existing policy for moderation of assessments at Key Stage 5.	See Quality of Education above	2018	Ongoing	Sixth Form Team	ADe	Time	**Amber**	Clear correlation between in house assessment and final outcomes. Improved outcomes at KS5

To develop the exam preparation process for final examinations in Key Stage 5 based on a review of last year's experience.	See Quality of Education above	2018	Ongoing	Sixth Form Team	ACo	Time	**Amber**	Improved outcomes Improved Teaching and learning monitoring outcomes. Clear correlation between in house assessment and final outcomes. Improved outcomes at KS5 Numbers going to top universities and elite apprenticeships increases.
Develop the process of recruitment so that UVHS becomes the destination of choice for students wanting a high academic direction such as towards the professions, Oxbridge and Russell group universities.	Develop and focus the marketing policies.	2018	2 Years	BWa and Sixth	MHa	Time	**Amber**	The percentage of Sixth Form students who come from external sources increase.
	Review presentation at Sixth Form Open evening and to Year 11s in feeder schools.	2018	2 Years	Sixth Form Team	MHa	Time	**Amber**	
	Develop a programme of taster lessons, master classes and joint high aspirational events with feeder schools.	2018	2 Years	BWa and Sixth	MHa	Time	**Amber**	
	Develop a programme of taster lessons, master classes and joint high aspirational events with feeder schools.	2018	2 Years	BWa and Sixth	MHa	Time	**Amber**	