



Ulverston Victoria High School

Inspire, Aspire, Excel



School Strategic Improvement Plan 2023 onwards

Past: We take pride in our history and in the school's enduring legacy of promoting a love of learning and the fostering kindness and compassion.

Present: We provide high-quality, challenging, nurturing and relevant education in a safe and supportive environment; with opportunities for enrichment and extra-curricular activities, celebrating our students' achievements.

Future: Our students will leave us as imaginative and creative thinkers ready to meet the unknown challenges of their generation and the aspiration to make the world a better place.

Three Year Strategic Objectives	Strategic Area	Strategic Development	Key Outcomes
	Effectiveness of leadership and management.	The Leadership Team at UVHS has a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.	<ul style="list-style-type: none"> Governance is outstanding. All areas of strategic Leadership in the is highly effective. Highly effective succession planning in place for all levels of leadership in the school. The continued Professional Development in the school means that all members of staff have the skills, experience and qualifications to progress to the next stage of their career. The welfare of all staff and students is at the heart of all decision making. Communication with stakeholders is clear and comprehensive.
	Quality of education	That the Quality of educational is exceptional for all students, where lessons are well planned, differentiated and delivered, the curriculum is well planned, sequenced and ambitious, assessment is valid, rigorous where summative and furthers learning where formative. In addition, knowledge acquisition and consequential outcomes are excellent and progression routes reflect this. Behaviour for learning is exceptional with a positive learning environment is created.	<ul style="list-style-type: none"> Attainment in English and Mathematics significantly above national averages Attainment 8 significantly above national averages Maintain Progress 8 to be significantly above national averages. Attainment and Progress 8 gaps between key groups are diminished. All students consistently demonstrate attitudes and learning that promotes excellent progress. All students in all year groups engage in a curriculum that promotes substantial and sustained progress with a clearly defined path and outcome. All students to meet or exceed their chronological reading age.
	Behaviour and Attitudes	To develop 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.	<ul style="list-style-type: none"> Attendance well above national average Persistent Absence and severe absence to be significantly below national average. All students feel safe and happy at UVHS with all students believing that all instances of poor behaviour are dealt with effectively. The behaviour management systems in the school are relationship based, inside and outside the classroom.
	Personal Development	For the students who leave UVHS to have the necessary Skills for Life and Learning to achieve their potential in the modern world. This includes and understanding and celebration of the differences and similarities between people in this country and the wider world, embracing Victoria and British Values.	<ul style="list-style-type: none"> A comprehensive Personal Development programme is in place for all Key Stages. The Careers programme continues to be exceptional meaning that all students leave the school with a positive an ambitious and appropriate progression route. All students engage with extra-curricular activities. UVHS is a school where diversity is understood and celebrated by all.

These are the Key Improvement Objectives for 2023 to 2024 based on School Evaluation.	
1	To embed the new curriculum and develop pedagogy in the classroom, in line with modern research based framework and thus improve the experience for all students and improve outcomes.
2	Develop a more comprehensive delivery strategy for the development of the UVHS “Personal Development Programme” to ensure that all students at UVHS receive all the necessary knowledge and skills to be rounded and informed young people ready to take their place in the real world and develop cultural capital and British Values.
3	To further develop the Whole School relationship based approach to behaviour which is built on the basis of Victoria Values and means that all students feel safe at UVHS.
4	To review and develop the school marking and assessment policy in order to develop a framework with a view to enhancing its effectiveness and ensuring student progress whilst reducing workload and improving wellbeing of classroom teachers.

Priority 1 To embed the new curriculum and develop pedagogy in the classroom, in line with modern research based framework and thus improve the experience for all students and improve outcomes.	
Actions	Outcomes
To increase time spent discussing T&L to create a common language about T&L and increase understanding of evidence-based pedagogy to ensure pedagogy is evidence-based.	<ul style="list-style-type: none"> • T&L briefings are led by LMU and other school staff to share good practice and ensure key messages are clear to all staff. • Staff across all subject areas in KS3, KS4 and KS5 are typically using DNAs to start lessons. • Typically, staff use learning questions as lesson objectives. • Teachers use a range of questioning to CFU frequently throughout the lesson. • Teachers ask questions which require detailed explanation
To develop ways to identify core knowledge for teachers and students.	<ul style="list-style-type: none"> • All subjects have Knowledge Notes in place in the curriculum for September 2024. • All subjects use exit tickets to Check For Understanding at the end of lessons.
To improve literacy skills through developing strategies for increasing tier 2 and tier 3 vocabulary.	<ul style="list-style-type: none"> • All subjects are proactive in teaching tier 2 and tier 3 vocabulary. Pupils use language with fluency and understanding. • Testing and teaching accurately identify students' reading needs and personalised programmes lead to accelerated progress and increased vocabulary.
To further develop, using an instructive coaching model, consistent high quality teaching in line with the Teaching and Learning Framework.	<ul style="list-style-type: none"> • Teaching using the Teaching and Learning Framework becomes "Typical"

Priority 2 Develop a more comprehensive delivery strategy for the introduction of the UVHS "Personal Development Programme" to ensure that all students at UVHS receive all the necessary knowledge and skills to be rounded and informed young people ready to take their place in the real world and develop cultural capital and British Values.	
Actions	Outcomes
Audit existing provision	<ul style="list-style-type: none"> • A Working Group is established to consider ideas and determine a way forward. • A Strategic Plan is created and dovetailed into the curriculum. • Provision mapped for all year groups. • Model refined and developed further.
Develop a delivery strategy with curriculum plan, lesson plans and resources.	<ul style="list-style-type: none"> • A complete programme to deliver all aspects of the Personal Development curriculum is scheduled and resourced.
Develop the Victoria Values ethos approach to Professional Development.	<ul style="list-style-type: none"> • Ethos becomes more overt and used in common language. Surveys of students show an improved level of allegiance.

Priority 3

To further develop the Whole School relationship based approach to behaviour which is built on the basis of Victoria Values and means that all students feel safe at UVHS.

Actions	Outcomes
Introduce and embed a new behaviour management policy.	<ul style="list-style-type: none"> • Behaviour in lessons improves. • Fewer Yellow Cards. • Fewer interventions needed. • Better outcomes. • Surveys show students are happy in school
Develop a relationship based approach to behaviour management in the classroom.	<ul style="list-style-type: none"> • Surveys show students are safe in school. • The explicit use of the learning behaviour strategies by all staff are consistently demonstrated.
Develop a relationship based approach to support behaviour management across the school.	<ul style="list-style-type: none"> • Students are rewarded and feel valued. • VV Certificates. • Positive Behaviour certificates. • Attendance certificates and Golden Tickets go home. • Systems restorative rather than punitive.
Redevelop the school systems for the reporting, recording and acting on incidents of perceived bullying.	<ul style="list-style-type: none"> • Surveys show students are safe in school. • Incidents of Bullying reduced. • Clear communication with students and parents. • Follow up actions part of process for both victim and perpetrator.
Develop the school ethos through positive reinforcement, behaviour modelling and reward.	<ul style="list-style-type: none"> • Students are rewarded and feel valued. • VV Certificates. • Positive Behaviour certificates. • Attendance certificates and Golden and tickets go home. • Surveys show improved allegiance to the school.

Priority 4

To review and develop the school marking and assessment policy in order to develop a framework with a view to enhancing its effectiveness and ensuring student progress whilst reducing workload and improving wellbeing of classroom teachers.

Actions	Outcomes
Develop a consultation programme with all stakeholders and research current educational thinking.	<ul style="list-style-type: none"> • Carried out, analysed, discussed by Senior Leaders and presented back to Subject Leaders and Staff. • Results analysed and considered before draft framework is presented to Subject Leaders and Staff.
Develop a framework following input from all stakeholders.	<ul style="list-style-type: none"> • Framework is developed. • Framework is developed into "Department Policy" and principles clear and effectively implemented as demonstrated by Health Checks and Department Reviews. • All departments have effective assessment plans and calendars in place across both Key Stage 3 and 4.
Roll out new policy	<ul style="list-style-type: none"> • Adopted by all departments.
Review, adapt and embed.	<ul style="list-style-type: none"> • Change and update as appropriate.
Implement the new Assessment Policy	<ul style="list-style-type: none"> • Publish final policy