

## Whole School Operational Plan 2022-23

### Our School Vision:

At St Sampson's High School we are a Successful, Supportive, Happy Society learning together.

- We excel whether in academic subjects, art, design, music or sport
- We are safe and have the right to be protected from being hurt or badly treated
- We voice our opinions respectfully they are listened to, and taken seriously
- We work together as a whole school community to create a great learning environment
- We uphold each other's rights through respect, encouragement and equality

### 1. What are our expectations of professional standards?

<p><b>Guernsey Education Strategy</b></p> <ul style="list-style-type: none"> <li>● We will achieve Equity Safety and Inclusivity.</li> <li>● We will deliver High Quality Learning and excellent outcomes</li> <li>● We will meet the needs of our community</li> <li>● We will provide outstanding leadership and governance</li> </ul>	<p><b>Successful learners</b>  <b>We will:</b></p> <ul style="list-style-type: none"> <li>● Contribute ensuring all students realise their academic and personal goals</li> <li>● Ensure all students are engaged in their learning and feel confident to ask questions and be inquisitive</li> </ul> <p><b>We will provide opportunities for students to:</b></p> <ul style="list-style-type: none"> <li>● Become independent learners</li> <li>● Have good literacy and numeracy skills</li> <li>● Embrace technology in their learning</li> <li>● Self-evaluate to support progress in learning</li> <li>● Have learning conversations that empower pupils to progress</li> <li>● Celebrate their successes and achievements both pastorally and academically</li> </ul> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>● Model high expectations for all students</li> <li>● Ensure they deliver an inspiring curriculum which</li> </ul>	<p><b>We will ensure that the following aspects are met:</b></p> <ul style="list-style-type: none"> <li>➤ The curriculum is designed to encompass the standards expected remaining as broad as possible for as long as possible.</li> <li>➤ The curriculum sets out the knowledge and skills that students will gain at each stage of their learning.</li> <li>➤ Leaders will evaluate how the curriculum is developed, taught and assessed to support students to build and apply knowledge and develop their skills.</li> <li>➤ Teaching and learning techniques are reviewed and reflect Roseshines Principles.</li> <li>➤ Set goals that stretch, challenge and use targeted questioning and review techniques enabling all learners to build on their prior learning</li> <li>➤ Engage in learning conversations with students to ensure they have ownership of their own progress</li> <li>➤ Moderation and standardisation meetings are planned and aligned to the whole school assessment calendar.</li> <li>➤ Intervention is timely and impacts on pastoral and academic progress of all students and parents are informed of their child's progress</li> </ul>
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- drives achievement
- Consistently model high expectations for all students in and out of lessons
- Embrace new curriculum methodologies to harness new thinking
- Develop student leadership as an embedded feature of school life
- Support school improvement through quality assurance

### **Confident Individuals**

#### **We will:**

- Hold high aspirations and ambitions for all students by building confidence by defining the knowledge and skills they will assess
- Ensure that intervention is targeted, personalised and tailored to the needs of the individual so that all students make at least expected progress.

#### **We will provide opportunities for students to:**

- Be able to make informed decisions
- Take part in the formal and informal curriculum
- Become self-aware
- Develop aspiration and ambition
- Will develop skills to act independently of others

#### **Leaders will:**

- Have high aspirations and ambitions for all students
- Provide a range of opportunities for students to become independent

### **Responsible citizens**

#### **We will:**

- Ensure that students contribute to amending policies which directly impacts on their learning
- Ensure that students understand and make a positive contribution to their wider community

#### **We will provide opportunities for students to:**

- Make informed choices and decisions
- Develop informed and ethical views

- Engage in professional learning ensuring staff are confident and up to date in their skills and knowledge.
- Ensure all students extend their learning beyond the classroom and provide resources and support to do so.
- Ensure attendance and lessons do not become barriers to learning by providing an engaging tailored curriculum which contains sequenced learning and identifies and provides further intervention and support where required..
- Analyse accurate data as a tool for impacting positively on student progress

### **Leaders will**

- Consistently and constantly model the school vision
- Act as a role model, consistently demonstrating the Bailiwick of Guernsey professional standards
- Take responsibility for improving and extending professional effectiveness of themselves and others, ensuring knowledge, understanding and practice is up to date
- Engage and encourage peer learning to develop and advance professional knowledge and expertise within the team
- Continually review learning, progress and attainment to ensure all students are on track to meet or exceed targets, and where there is underachievement, ensure it is appropriately tackled and intervention is targeted.
- Engage with all stakeholders to impact on high quality learning
- Implement the Engagement policy consistently, creating opportunities for reparation and reconciliation
- Ensure teachers have strengths that outweigh their weaknesses in their quality of teaching and learning (lessons, marking, feedback and progress). To ensure quality first teaching and learning experiences envelop the school.
- Align all Quality Assurance across the school within the Guernsey Inspection Framework.
- Use targeted and accurate self-evaluation systems to inform and measure impact on progress and outcomes for all students. These will include deep dive and work and curriculum scrutiny.

	<ul style="list-style-type: none"> <li>● Appreciate local and global environment and respect different cultures and minority groups</li> </ul> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>● Ensure all students and members of their team are committed and responsible for ensuring the school's vision is enacted</li> <li>● Monitor progress of students and hold one another to account</li> </ul> <p><b>Effective contributors</b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>● Take the initiative and use their specialist knowledge to impact on curriculum offer ensuring it shows clear intent and implementation to equip students to make at least expected progress.</li> </ul> <p><b>We will provide opportunities for students to:</b></p> <ul style="list-style-type: none"> <li>● Be able to work in together and learn from one another</li> <li>● Be able to take the initiative and lead</li> <li>● Be able to problem solve and find their own solutions confidently</li> </ul> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>● Take the initiative</li> <li>● Encourage members of their own department to contribute to their area</li> <li>● Provide appropriate support to ensure the strengths in the quality of lessons and marking significantly outweigh the weaknesses</li> <li>● Ensure all lessons are carefully planned and offer challenge and impact on student progress for all.</li> </ul>	
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## 2. What are our priorities?

	Quality of education	Behaviour and attitudes	Personal Development	Leadership and management
<p><b>What do we want to achieve?</b></p> <p><i>(areas in bold relate to Ofsted Areas for improvement)</i></p>	<p><b>All staff to develop effective curriculum plans in their subject areas.</b></p> <p><b>Ensure staff share a common understanding of the design; implementation and assessment of their curriculum.</b></p> <p><b>Raise all staff expectations of what SEND students can achieve.</b></p> <p><b>All staff to adapt the curriculum effectively to meet the needs of all students.</b></p> <p>Ensure literacy intervention is more widespread and specified in subject curriculum schemes.</p> <p>Students develop and improve the literacy and mathematical skills they need to succeed in the next</p>	<p><b>All staff work together in a consistent way following whole school policies on behaviour management and bullying to ensure students and staff feel safe and supported.</b></p> <p><b>To create an environment in where students feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.</b></p> <p><b>We promote equality of opportunity and diversity effectively. As a result, students understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural,</b></p>	<p><b>Coordinate the curriculum for careers and PSCHE to provide a coherent, balanced and integrated strategy for all year groups.</b></p> <p><b>All tutors deliver a consistent pastoral programme which compliments the personal development programme.</b></p> <p><b>Students are confident that they are listened to and are able to contribute confidently to the life of the school.</b></p> <p>HPAs - students given a wide range of opportunities to fulfil their potential through a varied aspirations programme</p> <p>Parent engagement sessions are offered half termly to include questionnaires and workshops.</p>	<p><b>Subject leaders develop with their teams effective and sequenced curriculum plans which builds knowledge and skills.</b></p> <p><b>Ensure professional development is centred around curriculum design.</b></p> <p><b>Staff receive and implement updated training to develop their curriculum for SEND students.</b></p> <p><b>Subject leaders must add detail in their curriculum plans about key knowledge which is taught including how it is taught and assessed.</b></p> <p><b>Safeguarding across the school (including SCR) is reviewed regularly. Logs are reviewed daily and closing of cases are reviewed in a timely way</b></p>

	<p>year or stage of education, or in training or employment.</p> <p>Students must be able to show they have built knowledge over time.</p>	<p><b>religious, ethnic and socio-economic communities.</b></p> <p><b>Improve attendance of all students and sustain improvement with particular focus on students with SEND and UA.</b></p> <p>Students' engagement, motivation and enthusiasm supports their progress and development.</p> <p>Vaping/smoking is reduced and a clear procedure is implemented to tackle non compliance. (Aligned to all State secondary school procedures).</p> <p><b>Full review of engagement policy</b> and inclusion staffing structure, by October half term including review of mobile phone policy and its implementation to be consistently applied by all staff, understood by students and communicated to parents.</p>	<p>SRE - Train and equip teachers with the knowledge, resources and confidence to tackle sex and relationship education. Diverse experiences of students (including SEND) needs are acknowledged and there SRE needs met.</p>	<p><b>as directed by DSL and island education policy.</b></p> <p>Parents receive termly updates of the schools priorities and next steps.</p> <p>Ensure rewards are regular, meaningful, awarded and celebrated regularly across the school and communicated to parents</p> <p>Enhance and develop communication with services working with school.</p> <p><b>Create and participate in a positive and respectful school culture where staff know and care about students.</b></p> <p><b>All staff act in the best interests of students to protect them from online and offline bullying</b></p> <p>Support the well-being of staff and students and take shared responsibility for ourselves.</p> <p>Staff will demonstrate an understanding of the Guernsey Inspection framework and will apply the</p>
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				principles in their own departmental and whole school self-evaluation
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### 3. What is our success criteria?

	Quality of education	Behaviour and attitudes	Personal Development	Leadership and management																		
<i>(areas in bold relate to Ofsted Areas for improvement)</i>	<p><b>Core subjects (Eng; Ma; Sc) have detailed curriculum plans which are shared and delivered by all members of the department. (Progress reported to SLT: Autumn; Spring, Summer)</b></p> <p><b>All subjects develop detailed curriculum plans (Progress reported to SLT Autumn; Spring summer)</b></p> <p><b>Termly year group curriculum plans are accessible, updated and uploaded to shared area (by subject leads and uploaded temly)</b></p> <p>Resources for parents to support the planned curriculum is uploaded to the subject area to be</p>	<p><b>Whole school attendance to improve by 5% by end of academic year</b></p> <p><b>Improve attendance of the following year groups</b>            Year 7 Target - 96%            Year 8 Target - 95%            Year 9 target - 91%            Year 10 target - 91%            Year 11 target - 91%</p> <p>By 5%</p> <p><b>Improve attendance of UA by 5.%</b></p> <p><b>Improve attendance of SEND by 5%</b></p> <p><b>Exclusions to reduce:</b></p>	<p>NEETS to reduce by 0.5% (July 23)</p> <p>Enrichment participation increases whole school from 48% to 52% and in year groups</p> <table border="1"> <thead> <tr> <th></th> <th>From %</th> <th>To %</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>78</td> <td>80</td> </tr> <tr> <td>Y8</td> <td>46</td> <td>49</td> </tr> <tr> <td>Y9</td> <td>50</td> <td>54</td> </tr> <tr> <td>Y10</td> <td>68</td> <td>70</td> </tr> <tr> <td>Y11</td> <td>37</td> <td>40</td> </tr> </tbody> </table> <p><b>The pastoral curriculum supports our personal development programme</b></p>		From %	To %	Y7	78	80	Y8	46	49	Y9	50	54	Y10	68	70	Y11	37	40	<p><b>100% teaching staff participate in termly CPD</b></p> <p><b>QA to be undertaken in all subjects on a half termly basis to include learning walks, pupil book study and student surveys.</b></p> <p>RSS Gold to be achieved by the end of the academic year.</p> <p>Reports to parents are evaluated and amended in line with Guernsey education. Y7 reports introduced by Jan 23 and possible Y8 -Y9 as well. KS4 reports also amended to include ATG's, Y10 grade bands and Y11 fine grades.</p> <p><b>Safeguarding updated to SLT half termly (logs;</b></p>
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	<p>shared on the school website termly</p> <p><b>Curriculum plans highlight provision for SEND and literacy and evidence can be sought in lessons and work scrutiny through QA</b></p> <p>Improve Total Attainment 8 score to within 5% of the predicted score</p> <p>Literacy - SAS reading score 17+ at KS3 increases from 17 to 20% SAS reading score 6- at KS3 decreases from 2 to 1%</p> <p><b>Sequencing of lessons builds knowledge and skills and there is shared understanding across department teams which is delivered consistently by departmental colleagues. (monitored by HOD and SLT half termly)</b></p> <p><b>All subjects will ensure the transition of subject knowledge offered by our partner primary schools (Y6 curriculum) is understood and that Y7 SOL for each subject</b></p>	<p><b>AFE to reduce by 50% evidenced termly to SLT</b></p> <p><b>G Code and FE to reduce by: 25% 1st half term evidenced</b></p> <p>1st term</p> <table border="1" data-bbox="927 437 1294 762"> <thead> <tr> <th>G Code</th> <th>2021-2</th> <th>G code Target</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>41</td> <td>30</td> </tr> <tr> <td>SEND</td> <td>23</td> <td>16</td> </tr> <tr> <td>UA</td> <td>20</td> <td>15</td> </tr> </tbody> </table> <p><b>FE to reduce by: 50% 1st half term evidenced</b></p> <table border="1" data-bbox="927 896 1294 1187"> <thead> <tr> <th>FE</th> <th>2021-2</th> <th>FE Target</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>20</td> <td>10</td> </tr> <tr> <td>SEND</td> <td>14</td> <td>7</td> </tr> <tr> <td>UA</td> <td>11</td> <td>5</td> </tr> </tbody> </table> <p><b>Days of exclusions by 50% (number for % termly or annual impact measure?)</b></p>	G Code	2021-2	G code Target	All	41	30	SEND	23	16	UA	20	15	FE	2021-2	FE Target	All	20	10	SEND	14	7	UA	11	5	<p><b>and is delivered in a consistent way by all tutors (monitored by HOY; SLT half termly)</b></p> <p>Parent workshops to be held termly: (add areas of coverage)</p> <p>HPA - programme termly participation to be at least 60% of cohort</p> <p><b>Personal development curriculum to cover bailiwick entitlement with SRE and Gatsby benchmarks sequenced throughout.</b></p> <p>SRE - CPD calendared events and links completed half termly.</p> <p><b>Assessment opportunities of skills and knowledge is built into the curriculum half termly and tracked via Google forms</b></p>	<p><b>referrals; cases; SCR) Parents receive termly updates of the schools priorities and next steps and feedback is considered and where appropriate acted upon.</b></p> <p><b>Rewards and behaviours are monitored weekly by middle leaders and where appropriate parents are contacted to review progress. (Reported to line managers half termly)</b></p> <p><b>Improve tracking of protective characteristics of bullying</b></p> <p><b>Quality assurance is undertaken by middle leaders half termly including curriculum plans; student voice assessment; moderation and work scrutiny and by SLT through QA calendar.</b></p>
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**builds on prior knowledge as they transition to their secondary education.**

Days	2022-21	Target
All	23	11
SEND	8	4
UA	17	9

**Bullying incidents are reduced school wide by 50%**

	From	To
Yr 7		
Yr 8	17	9
Yr 9	24	12
Yr 10	13	7
Yr 11	36	18

**Lesson exits are reduced by 25% (half termly)  
2021/22 - 287  
2022/23 - Target 215**

	From	to
Y7		

Y8	28	21
Y9	172	129
Y10	25	19
Y11	62	47

**Subject behaviour and rewards are monitored half termly for each year group by each subject and head of year where there is concern it is acted on quickly and where there is a concern parents are communicated with in a timely fashion.**

Mobile phone policy is reviewed and its implementation is amended by October half term.

**Inclusion structure and Engagement policy reviewed and all alterations put in place by October half term.**

**Full staff and targeted staff specific training on classroom management and de escalation, built through the CPD programme.**

All staff are reminded of

		smoking and vaping policy and incidents are recorded and parents informed. October half term and monitored thereafter.		
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