

Whole School Operational Plan 2023 - 24

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 areas for improvement? (Ofsted Inspection and monitoring visit AFI's)

	Quality of education	Behaviour and attitudes	Personal Development	Leadership and management
Arising from inspection 2022 and monitoring inspection 2023.	<p>To develop a common understanding of the design, implementation and assessment of the curriculum.</p> <p>Subject leaders, develop effective curriculum plans in their subject areas.</p> <p>To develop fully teacher's understanding of the crucial knowledge that pupils need to learn, the curriculum goals that teachers expect pupils to reach. (MV)</p> <p>To ensure how the curriculum</p>	<p>Establish a system which ensures that teachers work together consistently to improve pupils' conduct and allows all pupils to feel safe.</p> <p>Increase the rate of attendance for pupils with SEND and disadvantaged pupils.</p> <p>To improve how well pupils are supported to catch up with their learning when they have been absent. (MV)</p> <p>Senior leaders need to</p>	<p>All aspects of the personal development programme to be integrated into a coherent strategy including careers education</p>	<p>Staff are provided with suitable training to improve their professional skills in the areas of subject design, behaviour management and supporting students with SEND.</p> <p>To develop the confidence and professional skills of all staff to be able to better support pupils to read better. (MV)</p> <p>Action planning for different priorities within the school, requires precision and associated timescales. (MV)</p>

	<p>is best sequenced to support pupils to build up their subject knowledge over time. (MV)</p> <p>SEND - teachers must adapt the curriculum effectively so that pupils' needs are met.</p> <p>All teachers must routinely informed their planning and delivery by using the SEND information that they receive (e.g RA; Pupil passports). (MV)</p> <p>Assessment must be planned and aligned precisely to check whether pupils have learned the curriculum as Intended (MV)</p> <p>To develop a coherent approach of how pupils are supported to read well in different subjects.</p>	<p>continue to work with parents to stress the importance of good attendance</p>		
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Summary 2023/24

Quality of Education

Objectives

QE1:

To fully develop teacher's understanding of the crucial knowledge that pupils need to learn and the curriculum goals that teachers expect pupils to reach.

(PSH;THS)

(Mapping: embedding curriculum; consideration to build on transitions KS2 & 5; aspiration)

- All curriculum maps and narratives are fully coherent with all building blocks (composites and components) logically sequenced.

Impact measures:

- 85% of parents on the Ofsted Parent Survey are aware of what their child is studying and 85% believe the school has high expectations for them ([Spring and summer review PSH](#))
- We will ensure our high ability pupils leave with an average grade 7, middle attainers a grade 5 on average and our low attainers a grade 4 on average. Our attainment 8 figure will be 46 ([Review at Data capture points PSH](#))
- Increase participation through targeting invitations to Parent Forums throughout the academic year in comparison to 22/23 ([Termly review THS](#))

QE2:

SEND; UA - Teachers must adapt the curriculum effectively so that pupils' needs are met.**(PSH;THS)**

(Mapping: SEND focus arisen from insp and MV)

- Teachers will ensure they know and understand the needs of each student they teach and will adapt collaborative planning where necessary using the SEND information that they receive (e.g RA; Pupil passports, access arrangements etc).
- Highly effective learning support assistants will provide in class support, and out of class planned support, for SEND students.
- Ensure all subjects have clearly identified their disadvantaged students and have adapted their curriculum to ensure all students can access it.
- SEN/EAL strategies are more firmly embedded within all SOL and lesson planning via carefully thought out scaffolded learning activities.

Impact measures:

- Identify students not making sufficient level of progress half termly, focusing on target groups:UA & SEND and ensure intervention is in place and supportive that it shows progress and ensures the student can access the curriculum closing gaps in knowledge .([Review at Data capture points HOD/SLT; Core half termly, foundation termly ass trackers through LM](#))

	<ul style="list-style-type: none"> Remove any SEN or disadvantaged attainment gap with all pupils. (Review at Data capture points HOD/SLT; Core half termly, foundation termly ass trackers through LM) Current Y11 Predictions here
<p>QE3: Develop our assessment strategy to incorporate more efficient and formative teacher feedback and more accurate summative measurement of learning, which better captures student's progress in knowing and remembering more of the curriculum. (PSH;THS)</p> <p>(Mapping assessment and MV)</p>	<ul style="list-style-type: none"> Whole-class feedback is adopted by all departments intelligently and responsively leading to greater staff well-being and positive feedback from students indicating greater understanding of how to improve their work. Quality assurance mechanisms, more accurately gauge impact of assessment and are clear within curriculum plans. Formative feedback continues to be adapted according to evidence based research with more sophisticated and nuanced application of Assessment for Learning and Assessment as Learning strategies in classroom delivery. <p>Impact measures:</p> <ul style="list-style-type: none"> Staff survey shows assessment is as streamlined as possible to ensure systems are not a burden on staff or students. (Staff data captured October and beginning of Summer term TLK) Student voice details that feedback helps them to improve and guides them into what they need to do to make better progress. (Student data captured October and beginning of Summer term, book looks (THS), termly student survey TLK) Assessment helps inform future planning to meet the needs of all students. This is then evidenced in better progress in the summer results and internal subject assessments. (Review at Data capture points HOD/SLT)
<p>QE4: To develop a coherent approach to developing student vocabulary, to aid their reading development allowing them to contribute in all subjects. (MAN; TLK)</p> <p>(Mapping literacy)</p>	<ul style="list-style-type: none"> Create a graduated response to reading development starting in the classroom with clear identification of literacy needs that is used to develop curriculum. (Student identified and tiered intervention in place by end of first half term) Clear identification of reading needs with an appropriately staged approach to supporting these students. (Student identified and tiered intervention in place by end of first half term) Continue to embed our Disciplinary Literacy strategy through CPD with the strands of oracy and vocabulary across the whole school and establish our phonics and other reading intervention programmes, with a robust tracking process. (Curriculum plans completed first half term and mapped across the School) (Literacy CPD and DDI in place from first half term and to continue) Focus until Easter 'Reading and understanding' Create a clear strategy for promoting oracy across the curriculum with all subjects having opportunities in SOL signposted in an integrated manner. (Literacy action plan shared with all stakeholders 1st half term)

	<p>(Practical subject to have specific focus on Oracy term 1 other departments to build on this is term 2)</p> <ul style="list-style-type: none"> Enhance our strategies for vocabulary acquisition, building on existing strategies such as Tier 2 and 3 identification and etymological approaches with particular focus on improving access for students with SEND. (Targeted literacy intervention with subjects and as tired vocab) <p>Impact measures:</p> <ul style="list-style-type: none"> All students identified with gaps in their Vocabulary and this information is easily available to staff.(all staff termly) Embed our Literacy Strategy consistently across the school targeted at UA; Higher ability and SEND. Student voice details how students are given the chance to speak more in lessons and have an opportunity to discuss and lead the learning. Students will be able to understand and explain key tier 3 vocabulary recently studied (book looks/student surveys THS/TLK) Consistency of approach in the Tutor reading programme (Half termly QA HOY TLK) Reading age test data evidences significant improvement for 90% of the children below their reading age (Termly checks)
<p>QE5: (Aligned to Education office priority)</p> <p>To increase grade 4+ and grade 6+ Maths GCSE grades. (PSH;)</p>	<ul style="list-style-type: none"> Improve upon previous GCSE Maths results particularly at grade 4+ and 6+, by having an increased number of students sitting higher tier and appropriate interventions and stronger curriculum. Previous data 2022 : 55.9% grade 4+ 12.6% grade 6+ 2023: 56.1% grade 4+ 4.9% grade 6+ Latest GL testing (End of KS3) suggests 52% on track for grade 4+ and 19% grade 6+ Y10 teacher predicted grades suggest 57% grade 4+ and 21% grade 6+ Identify Year 9 students who are underachieving in year 9 and introduce appropriate interventions. Current SAS score for Y9 is 96.1 <p>Impact measures:</p> <ul style="list-style-type: none"> Achieve 65% grade 4+ and 25% grade 6+ this year. Average SAS score of 100 for end of year 9 Maths GL assessments

Behaviour and Attitudes

<p>Objectives BA1 Establish a system which ensures that teachers work together consistently to improve pupils'</p>	<ul style="list-style-type: none"> All students state they feel safe and comfortable in School and that bullying is dealt with quickly and they are part of the process, specific focus on (SEND; UA; EAL etc) .(Book looks THS; termly student survey TLK) Exclusions show a decrease by 50% in cases from the Autumn Term 2023 to the Summer Term 2024, where exclusions are used; a robust process of support is in place to support the pupils to ensure this does
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<p>conduct and allows all pupils to feel safe.(MAN)</p> <p>(Mapping Ofsted AFI; school priority interventions; apathy; consistency)</p>	<p>not repeat. (Half Termly review MAN)</p> <ul style="list-style-type: none"> ● RESET show a decrease by 20% in cases from the Autumn Term 2023 to the Summer Term 2024, restorative work to be embedded for student to ensure the cycle of RESET is broken (Half Termly review MAN) ● Develop and embed effective strategies across all year groups to support students' engagement with restorative work to enable them to reflect on their behaviour and the consequence of their actions.(Termly review MAN) ● Parent, student and staff surveys indicate positive feedback regarding student behaviour in lessons and around the building.(Termly surveys TLK; book looks THS) <p>Impact measures:</p> <ul style="list-style-type: none"> ● Reduction of KPI's as listed above. (as above) ● The impact of the restorative conversations is evidenced through a reduction in repeat offences. ● Low-level disruption decreases by 30% compared to each term in 2022-2023. (Termly review MAN)
<p>BA2 Increase the rate of attendance for pupils with SEND and disadvantaged pupils. (MAN)</p> <p>(Mapping aspirations AFI attendance)</p>	<ul style="list-style-type: none"> ● Staff use more opportunities to praise students and sees higher levels of praise issued to students across all groups, especially those from key groups such as SEND, UA, EAL etc (half termly comparison data to SLT) ● Increase overall attendance to 92% or above, reduce the attendance gap between SEND and Disadvantaged and whole school attendance. ● Subject leaders and HOY improve how well pupils are supported to catch up with their learning when they have been absent for a period of time, with students directed to the curriculum implementation plans. ● Students who join the school outside the normal September admission are fully integrated into school life and strive at all times to meet the school's high expectations and ambitious culture. ● To continue to work with parents to stress the importance of good attendance by termly letters home and parent meetings ensuring the appropriate support is in place at each stage to support pupils to attend. <p>Impact Measures:</p> <ul style="list-style-type: none"> ● Reduction of KPI's as listed above.(as above) ● Year 6/7 attendance data analysed to identify historic attendance issues and early intervention with FLO, HOY and SAS in place. (September '23 and difference termly MAN) ● Our hardest to reach families decrease as more students engage with school life - as evidenced by increase

	of identified red group attendance (half termly MAN)
<p>BA3 <i>(Aligned to Education office priority)</i></p> <p>To return to pre Covid whole school attendance target of 93%</p>	<ul style="list-style-type: none"> To continue to embed our attendance policy working closely with form tutors; Family Liaison officers; Heads of year as well as SAS and families to ensure all students attend school regularly. To increase whole school attendance to pre Covid levels (Secondary schools target of 93%) SSH whole school target pre Covid 92% <p>Impact Measures:</p> <ul style="list-style-type: none"> More students engage with school regularly to increase life chances academically and socially Students who attend school regularly and punctually are less likely to be at risk, both in terms of engaging in anti social behaviour and in terms of their own health, safety and welfare

Personal Development

<p>Objectives</p> <p>PD1: Develop further our extra curricular offer to ensure our young people (particularly those who are currently underrepresented) have more ambitious opportunities to participate in school life, deepen scholarly enquiry and acquire cultural capital (TLK)</p> <p><i>(Mapping extra curricular; aspirations; unstructured time; environment)</i></p>	<ul style="list-style-type: none"> Extra-curricular engagement (including trips) increases from 22/23 for KS3 with a greater proportion of the areas of the school involved and SEND pupils participation moves closer to school average which is currently 58%. Enhancing scholarly enquiry at KS4 and is clearly signposted across all departments and advertised appropriately resulting in strong uptake. A menu of activities/events are in place with community and primary organisations giving students a range of opportunities to demonstrate leadership skills. Student leadership is far more embedded with older students displaying more responsibility towards younger students when promoting the importance of equality and tolerance. Continue to develop student aspirations to encourage wider access to further education and the world of work as identified in Gatsby benchmarks. <p>Impact measures:</p> <ul style="list-style-type: none"> All students continue on to ambitious destinations and there are no NEETS in 2023/2024. (tracked termly TLK) At least 70% of the school actively engaged in clubs at school and about 10% on average of Year 11 remain for intervention. (tracked termly TLK)
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	<ul style="list-style-type: none"> ● 75% of our students in KS3 can demonstrate involvement in a club inside or outside of school. (tracked termly TLK) ● The majority of students feel listened to and feel they can drive change within a school. They feel equipped to challenge wider societal issues through the correct channels and the PD curriculum is agile enough to adapt to contextual circumstances.(book look student THS; survey TLK)
<p>PD2: An embedded and proactive approach to preventing bullying and all potential breaches of equality resulting in all students feeling safe, happy and therefore academically challenged at all times. Mental health and emotional resilience and wellbeing clearly prioritised without compromising on high educational outcomes (progress) for all.(TLK)</p> <p>(Mapping AFI safeguarding; school priority building resilience)</p>	<ul style="list-style-type: none"> ● PD schemes of learning indicate effective sequencing of age-appropriate support in relation to mental health and well-being. ● Student and parent feedback indicates highly astute awareness of safeguarding issues and confidence in taking action to promote emotional health and keeping safe. ● Sexual Harassment, Homophobia and Racism continue to be handled rigorously with more defined systems for monitoring and recording, leading to a culture of confidence in reporting ● Refresher on restorative conversations delivered to staff (MAN). <p>Impact Measures:</p> <ul style="list-style-type: none"> ● Student surveys detail impact of action on child on child abuse. They can evidence the school are taking a proactive approach to challenging a societal problem and they feel listened to and able to raise concerns.(book look student THS; survey TLK) ● Use of de-escalation and alternative provision to reduce suspensions.(tracked termly MAN) ● Safeguarding surveys detail very positive data from student voice.(tracked termly survey TLK book looks THS)

Leadership and Management

<p>Objectives LM1: Enable all leaders, to enact a clear and ambitious vision for providing high quality, inclusive education underpinned by effective support and challenge by senior leaders</p>	<ul style="list-style-type: none"> ● All middle leaders are fully confident of articulating their own visions/intents for their subjects using up to date research such as the Ofsted Reviews resulting in accurate self-evaluation and increase in impact. ● We will ensure staff engage in high quality CPD that enhances our behaviour routines so that they are responsive, intelligent, fair and ensure highly effective action to support all students to succeed with their learning.
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<p>(PSH;MAN)</p> <p>(Mapping MV and AFI building specialist knowledge around curriculum; behaviour & safeguarding)</p>	<ul style="list-style-type: none"> ● Reviews of Safeguarding confirm outstanding practice and leadership whilst highlighting areas for continued vigilance and overall development. ● Ensure our behaviour routines are implemented effectively across all subject areas, utilising high quality CPD to secure excellent student behaviour and attitudes. ● To develop the confidence and professional skills of all staff to be able to better support pupils to read better focusing on the areas that make the biggest improvement. <p>Impact measures:</p> <ul style="list-style-type: none"> ● High quality curriculum for subject areas in place aligned to the partnership (CAL support) (HOD's SLT half termly PSH THS) ● Behaviour indicators reduce and engagement in lessons by subject has increased in comparison to 2022/23 (tracked termly MAN) ● Safeguarding procedures are secure and acted on appropriately and in a timely manner.(tracked weekly MAN)
<p>LM2:</p> <p>Staff are provided with suitable training to improve their professional skills in order to develop their curriculum adapt their practice to meet the needs of all students in their lessons particularly UA and SEND (THS; MAN)</p> <p>(Mapping MV and AFI building specialist knowledge around curriculum; behaviour & safeguarding)</p>	<ul style="list-style-type: none"> ● Teachers are highly trained with focused and effective professional development which translates into the teaching of a first-class curriculum. ● Middle leaders are fully up to date with key pedagogical practice and curriculum knowledge in their subject areas. ● Teachers are fully aware of the makeup of students in their classes and have the ability to make the adaptations for them to successfully achieve. <p>Impact measures:</p> <ul style="list-style-type: none"> ● Staff voice details that CPD is effective and useful for their development.(Termly THS) ● Middle leaders are confident in their curriculum knowledge for their area.(curriculum reviews half termly) DDI shows teachers are adapting their lessons to suit the needs of their learners (DDI's THS PSH) ● Assessment shows gaps have significantly reduced across all subjects (half termly LM HOD's)

(To build the public profile of the school accessing media sources at regular points (min half termly) to celebrate throughout the academic year - Mapping changing culture and perceptions.)

