



## “Onwards to Outstanding”

### Strategic Plan 2017 - 2018

To achieve our vision of becoming an *outstanding* school our **Key Strategic Priorities** are:

1. **Leadership & Management:** relentlessly plan for the schools *future* to ensure that the *allocation of resources* is focused on improving *outcomes* for *all students*
2. **Teaching:** high *quality teaching* day in day out ensuring all teaching is *at least good*
3. **Assessment:** quality assure *assessments* to ensure they are *accurate* and continue to close the gap in achievement for vulnerable groups, in particular disadvantaged students so that their performance is at least in line with the National Average
4. **Personal Development, Behaviour, Safety & Welfare:** *consistently* apply Positive Discipline to ensure *all students* have opportunities to embrace British Values, access artistic, cultural, sporting and spiritual experiences to enrich their lives, promote their social and emotional well-being, *raise their aspirations* and ensure they *realise their potential*
5. **Achievement:** raise *aspirations* to ensure *all students* achieve performance equal to the top 25% of similar schools nationally across *all Government Performance Indicators*

#### Key Performance Indicators

##### Key Stage 4

Basics Target: 65%+

Progress 8 Target: 0.20+

Attainment 8 Target: 50+

Ebac: 100% attaining (cohort 6 students)

A\* - A Target: 21%

##### Key Stage 5

Average point score per A' level entry: 35+

Average point score per A' level grade: B

100% C+ GCSE Maths & English retakes

100% secure destinations

95% retention between Yr. 12 and Yr. 13

Strategic Priority	Key Actions	Success Criteria
<p>Develop outstanding leadership at all levels across the school</p>	<p>Through in-house CPD and PiXL Middle &amp; Senior Leadership CPD opportunities ensure all Leaders have exposure to quality training. .</p> <p>Continued consistent alignment and application of whole school and departmental development planning and classroom routines through adoption of “lean management” quality assurance techniques. .</p> <p>Continued development of Middle and Senior Leadership through quality Exams Analysis, Monitoring and Evaluation activities, Subject Reviews.</p> <p>Senior Leadership Team to ensure effective communication with all stakeholders regarding key decisions.</p> <p>Weekly review of Student Progress by Senior &amp; Middle Leaders securing accountability for outcomes.</p> <p>School Values: Pride. Aspire. Respect clearly communicated and all stakeholders “buy-in” secure.</p> <p>School Vision: every child happy, have access to quality educational experiences, secure positive outcomes &amp; therefore have “choices” regarding their futures - clearly communicated and all stakeholders “buy-in” secure.</p> <p>Governors to continue to actively participate in Monitoring and Evaluation activities during the school day.</p>	<p>Headlands School is judged to be a “Good” school in 2017 - 2018 by OFSTED.</p> <p>Across all levels of Leadership individuals are established and effective in roles as demonstrated by improved outcomes for students against Key Performance Indicators.</p> <p>Attainment performance remains in at least the top 25% of schools nationally in 6<sup>th</sup> Form.</p> <p>All Stakeholders report they feel part of decision making processes and / or informed of key decisions by the Senior Leadership Team.</p> <p>Teaching in all subject areas is consistently good or better with improved outcomes for students in relation to their starting points.</p> <p>Headlands School Governing Body continue to take “positive” steps in strategic direction of Headlands School. .</p> <p>All stakeholders can articulate School Values &amp; Vision and understand their role in the school community.</p>
<p>Continue to implement appropriate curriculum change to meet the needs of</p>	<p>Subject Leaders continue to embed curriculum changes in light of new specifications including</p>	<p>Improved outcomes for all students.</p>

<p><b>our students &amp; the changing environment in which they will live and work</b></p>	<p>development of new courses, resources and assessment materials.</p> <p>Implementation of Subject Assessment Calendar alongside revised Feedback and Assessment Policy.</p> <p>Continue to inform all Stakeholders of key curriculum and assessment grading changes through Staff Briefings, Parents Evening &amp; Headteachers Update.</p> <p>Continue to enhance IIAG provision through IAG Events i.e. Ambition, STEM Events, Heads into Engineering Partnership, Careers Fair, &amp; Mock Interviews.</p>	<p>Curriculum offer continues to meet statutory requirements, individual student needs and Department for Education Performance Tables.</p> <p>Assessment model continues to align with revised curriculum model and tracks the development of knowledge and skills effectively to enhance teaching and learning.</p> <p>Continued positive student, parent and employer feedback on IIAG provision so that 100% of Year 11, 12 (if appropriate) and Year 13 students go onto chosen destinations.</p>
<p><b>Secure a positive Five Year Budget Plan</b></p>	<p>Continue to review of curriculum offer and staffing profile v budget plan and pro-actively determine future staffing needs.</p> <p>Continue to review income and expenditure through LM with Finance Manager on a fortnightly basis.</p> <p>Continue to “challenge” value for money of PFI contract through termly PFI Contract Meetings and East Riding of Yorkshire Council Schools Forum. .</p> <p>Increase admission numbers of Year 7 students to 190 for 2018.</p> <p>Continue to try and source external funding to support budget. As a “Good” school this could include supporting other schools improve the quality of their provision?</p> <p>Continue to positively promote schools successes and advertise school for Year 6 and 6<sup>th</sup> Form externally.</p>	<p>Positive in-year 5 Year Budget Plan for 2020-2021.</p>
<p><b>Continue to develop a “Growth Mind-set” culture and positive learning attitudes across the school</b></p>	<p>Continue to ensure Positive Discipline is implemented consistently by all staff.</p> <p>Tutor and Assembly Activities &amp; RED Rewards reinforce positive attitudes and aspirations.</p>	<p>Students and staff consistently report they are “proud” to be students/staff of Headlands School and “aspire” to do well in their studies / job role.</p> <p>Whole School Attendance continues to be above 95%.</p>

	<p>Whole School CPD in partnership with local feeder primary school on “Growth Mind-Set” to ensure all stakeholders is aware of concept.</p> <p>Appointment of 6<sup>th</sup> Form Student Senior Leaders.</p> <p>Extra-curricular offer for all students advertised and uptake monitored, in particular uptake of disadvantaged students.</p> <p>Embed principles of a “Nurture School” and secure benchmarking award. .</p> <p>Senior Team to continue to meet with every student x 4 a year following each Academic Report.</p>	<p>One Reward Trip per 1 / 2 term undertaken.</p> <p>Increased awareness of extra-curricular provision and success.</p>
<p><b>Promote further active engagement of parents / carers in our community</b></p>	<p>Senior Team to lead engagement with Parent Council.</p> <p>“Fiesta” Sports Day invitation to parents / carers to attend.</p> <p>Continue to ask parents for constructive feedback at Parents Evening &amp; follow up non-attendees via iPad Parent View Survey’s on the night.</p> <p>Celebration Evenings held for KS3 and KS4 / KS5 at school in September.</p> <p>Continued development of School Website to share curriculum information with parents / carers.</p> <p>Embed new Homework App for students &amp; parents.</p>	<p>Continued improvement of communication and decision making between School and Parents. .</p> <p>Parents Evening attendance remains above 65%+</p> <p>ParentView 90%+ continue to recommend Headlands School to other parents.</p>
<p><b>Enhance School Direct, Teacher Training Links &amp; post-16 Training opportunities</b></p>	<p>Continue to work in partnership with The Education Alliance Teaching School &amp; Hull University to recruit graduates.</p> <p>Continue to work in partnership with East Riding College, AB Graphic, Derwent Training in HEADS partnership to increase uptake of learners in</p>	<p>2 School Direct Placements per year.</p> <p>5 IIT Placements per year.</p> <p>Derwent Training &amp; ER College delivering in curriculum time at Headlands School.</p>

	<p>Engineering.</p> <p>Continue to work in partnership with East Riding College, Hull University Medical School and Practice One in establishing The Health Academy.</p> <p>Pop-Up Kitchen Event hosted by East Riding College x 2 per year led by Disadvantaged Co-Ordinator.</p>	<p>10 students signed up to The Health Academy.</p> <p>Post-16 x 20 students undertaking Engineering courses across HEADS partnership.</p> <p>X 2 Year 13 students secure £10,000 per annum scholarship for 3 years to undertake degree course.</p>
<p>Develop partnership work with local primary schools to actively promote Headlands School</p>	<p>Calendar of Transition Events for 2017 - 2018 to include Year 5 - 6 students.</p> <p>Staff to deliver Taster Sessions in Primary schools for Year 5 - 6 students.</p> <p>Summer Science School for Year 5 students to encourage students to learn in new school environment.</p> <p>Year 13 Portraits to be displayed in students previous Primary Schools - celebrating success in the community.</p>	<p>Year 7 intake for September 2018 is 190+</p>

<b>Key Performance Indicators 2017-18</b>	<b>Key Performance Indicators 2018-19</b>	<b>Key Performance Indicators 2019-2020</b>
The school has an in year + 5 Year Financial Plan	The school has an in year + 5 Year Financial Plan	The school has an in year + 5 Year Financial Plan

**Strategic Area: Teaching & Learning**

SLT Person Responsible: Gill Rogers (Assistant Head)

Governor: Liz Philpot

<b>Strategic Priority</b>	<b>Key Actions</b>	<b>Success Criteria</b>
<p>Ensure teaching is <i>at least good</i> with increased proportions of outstanding</p>	<p>½ termly QA reviews of Feedback &amp; Assessment of students work in books with particular focus on quality of student response and progress.</p> <p>Adoption and implementation of “disadvantaged first” policy in terms of assessing students learning and progress.</p> <p>Appraisal Objectives for all teachers linked explicitly to Teacher Standard 5</p>	<p>100% of teaching is good or better overtime</p> <p>100% of Book Looks show whole school Feedback &amp; Assessment Policy is universally applied.</p> <p>100% of Learning Walks and Lesson Observations highlight differentiation is a key strength across all key stages</p>

	<p>8 week support plans for identified teaching staff requiring additional support.</p> <p>Staff Briefing Sessions and Twilight Training Sessions with a relentless focus on Teaching &amp; Learning every Tuesday.</p> <p>Continued application of a comprehensive M &amp; E rota for Book Looks, Learning Walks, Lesson Observations and Student Voice.</p> <p>Continued use of Strategic Seating Plans to support Teaching &amp; Learning.</p>	<p>Student Voice reports activities and tasks set are challenging and stretch their learning and progress appropriately</p>
<p><b>Ensure effective use of Learning Tutors to challenge and support students</b></p>	<p>Learning Tutors to ensure they support and challenge learning and progress of SEN and SEN support students through delivered intervention strategies in the Learning Resource Centre.</p>	<p>SEN and SEN Support students make positive progress</p>
<p><b>Increased explicit opportunities for students to apply their Literacy &amp; Numeracy skills in a range of subjects (LiNKs)</b></p>	<p>Please refer to Literacy &amp; Numeracy Development Plans.</p>	<p>Please refer to Literacy &amp; Numeracy Development Plans.</p>
<p><b>Consistent Standard in terms of Quality Assuring Teaching &amp; Learning</b></p>	<p>All Lesson Observations continue to be joint.</p> <p>Embed “Classroom Routines” and quality assure through “Lean Management” techniques.</p> <p>Visual reminders of whole school consistency through “Team Headlands” quality assurance board displayed in Staff Room.</p>	<p>100% of T &amp; L judgements are moderated and agreed for accuracy</p> <p>100% of teachers applying Classroom Routines consistently</p>
<p><b><i>Key Performance Indicators 2017-18</i></b></p>	<p><b><i>Key Performance Indicators 2018-19</i></b></p>	<p><b><i>Key Performance Indicators 2019-2020</i></b></p>
<ul style="list-style-type: none"> <li>100% teaching good + overtime</li> </ul>	<ul style="list-style-type: none"> <li>100% teaching good + overtime</li> </ul>	<ul style="list-style-type: none"> <li>100% teaching good + overtime</li> </ul>

**Strategic Area: Curriculum & Assessment** SLT Person Responsible: Mark Bond & Tracy Roberts (Assistant Head) Governor: Victoria Exon

Strategic Priority	Key Actions	Success Criteria
<p>Ensuring outstanding progress for all students is possible through a “broad and balanced” curriculum offer</p>	<p>On-going review of curriculum offer / model / timetable to ensure appropriate courses are available for students at GCSE and A’ Level</p> <p>Review &amp; implement replacement for ECDL course for Key Stage 4 students to ensure continued opportunities to 1) motivate and engage students 2) provide students with appropriate qualifications that will support their ability to learn 3) provide students with appropriate qualifications that will enhance their employability 4) provide students with an additional qualification that can support their applications to Headlands School 6<sup>th</sup> Form or other post-16 providers.</p> <p>On-going subject and whole school weekly data analysis in order to identify underperformance within the classroom in particular for disadvantaged students and / or “more able” students.</p> <p>Quality Assurance of all milestone assessments across Years 7 - 13 by Subject Leaders and Senior Team.</p> <p>Quality Assurance of all milestone assessment decisions within Subject Areas and then by Senior Team across Years 7 - 13.</p> <p>SLT Curriculum &amp; Assessment Health Check modelled on Department for Education Performance Indicators 2018</p>	<p>2018 -2019 Curriculum Plan available for strategic review December 2017, draft timetable in place Easter 2018 and final timetable inputted May 2018.</p> <p>Implementation of appropriate replacement for ECDL course at Key Stage 4.</p> <p>Accuracy of Year 11 and Year 13 predication’s significant majority within 3%</p> <p>Positive Progress 8: +0.20</p>
<p>KS3 - KS5 assessments are reliable and valid</p>	<p>Revise KS3 assessment grade descriptors and embed practice across school.</p> <p>Communicate revised KS3 assessment grade descriptors to all stakeholders.</p> <p>Ensure assessments for KS4 - KS5 are rigorous and accurate for students on linear courses.</p>	<p>Assessment outcomes triangulate with Book Looks, Learning Walks, and Lesson Observations.</p>
<p>KS4 assessments cover all of the</p>	<p>Staff CPD on Key Terminology linked to Targets,</p>	<p>KS4 assessment outcomes triangulate with Book</p>

Programmes of Study and accurately reflect current working grades	Predictions and Estimates.  Staff to undertake appropriate and relevant Exam Board training on Assessment, including Controlled Assessments and Coursework where appropriate.	Looks, Learning Walks, and Lesson Observations.
Vocational Provision all meet Exam Board Standards	All External QA Reports are centrally stored and recommendations acted upon by Subject Leaders.  Quality Nominee meet with Subject Leaders ½ termly to review Internal Verification of Assessments.	Pass External QA.

<i>Key Performance Indicators 2017-18</i>	<i>Key Performance Indicators 2018-19</i>	<i>Key Performance Indicators 2019-2020</i>
<p><b>Student examination outcomes:</b> Year 11 &amp; Year 13 teacher predictions from March PPE examinations match individual student outcomes within a 5% margin of error.</p> <p><b>Book Looks, Learning Walks &amp; Lesson Observations:</b> correlate with student assessment outcomes across Key Stage 3 and Years 10 &amp; 12.</p>	<p><b>Student examination outcomes:</b> Year 11 &amp; Year 13 teacher predictions from March PPE examinations match individual student outcomes within a 5% margin of error.</p> <p><b>Book Looks, Learning Walks &amp; Lesson Observations:</b> correlate with student assessment outcomes across Key Stage 3 and Years 10 &amp; 12.</p>	<p><b>Student examination outcomes:</b> Year 11 &amp; Year 13 teacher predictions from March PPE examinations match individual student outcomes within a 5% margin of error.</p> <p><b>Book Looks, Learning Walks &amp; Lesson Observations:</b> correlate with student assessment outcomes across Key Stage 3 and Years 10 &amp; 12.</p>

**Strategic Area: Personal Development, Behaviour, Safety & Welfare** SLT Person Responsible: Gary Crossley (Assistant Head) Governor: Julie Isham

<b>Strategic Priority</b>	<b>Key Actions</b>	<b>Success Criteria</b>
<b>Ensure that safeguarding of students continues to be of the highest quality</b>	<p>Child Protection Policy updated in light of Department for Education Policy recommendations Sept 2017.</p> <p>E-Safety Action Plan Formulated from E-Safety Survey.</p> <p>CSE Register updated via Hub Meetings and Head of Year referrals.</p> <p>Safeguarding Log updated as and when required.</p>	<p>Policy and practice continues to be in line with latest DfE guidance.</p> <p>All safeguarding concerns documented, referred appropriately and closed.</p>



	<p>All staff Safeguarding Annual Reminder.</p> <p>Staff Central Record Updated &amp; Reviewed by HR Manager on a monthly basis.</p> <p>All new staff Safeguarding CPD.</p> <p>Ensure all 6<sup>th</sup> Form Students wear Photo ID at all times.</p> <p>Ensure all students leaving site at lunchtime are issued with Exit Fobs and understand protocol. Parents informed of implementation and permission sought for students to leave site.</p>	
<p><b>Meet or exceed our attendance target for all students, in particular Disadvantaged</b></p>	<p>Tutors play an “active” role in monitoring and support school attendance through weekly 1–2-1 meetings with students and attendance / contribution to Tutor Briefings.</p> <p>Heads of Year and Tutors relentless focus on positive school attendance.</p> <p>Governor Attendance Panels conveyed when student attendance slips below 92%. Attendance Action Plans implemented, monitored and reviewed and involvement of Education Welfare Service instructed when required.</p>	<p>Whole School 95% attendance. PP “v” Non-PP 3% Gap.</p>
<p><b>Continued student participation in all areas of school life</b></p>	<p>Student Council to continue to be consulted on key decisions at Headlands School.</p> <p>Community Leaders to lead whole school assemblies and be responsible for Tutor Attendance Charts.</p> <p>Head Girl and Head Boy to attend Full Governor Meetings.</p> <p>Continued whole school community celebration events at the end of each term.</p>	<p>Whole School 95% attendance.</p> <p>Students report they are “proud” to be a student at Headlands School.</p>
<p><b>Recognise and more overtly reward positive contributions made by students through Positive Discipline</b></p>	<p>Rewards Co-Ordinator to organise events across the year and positively promote celebrating student successes.</p> <p>Annual Celebration Evenings to recognise student achievements.</p>	<p>X 1 per ½ term Year group Reward Event.</p>
<p><b>Key Performance Indicators 2017-18</b></p>	<p><b>Key Performance Indicators 2018-19</b></p>	<p><b>Key Performance Indicators 2019-2020</b></p>

<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>• Overall attendance 95%</li> <li>• PA 10%</li> <li>• PP Gap 3%</li> </ul> <p><b>Behaviour:</b></p> <ul style="list-style-type: none"> <li>• No. days exclusion: 100</li> <li>• No. students excluded: 35</li> </ul> <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>• Bullying incidents: 10</li> <li>• Number of students: 5</li> </ul>	<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>• Overall attendance 95%</li> <li>• PA 8%</li> <li>• PP Gap 2.5%</li> </ul> <p><b>Behaviour:</b></p> <ul style="list-style-type: none"> <li>• No. days exclusion: 90</li> <li>• No. students excluded: 30</li> </ul> <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>• Bullying incidents: 8</li> <li>• Number of students: 3</li> </ul>	<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>• Overall attendance 95%</li> <li>• PA 6%</li> <li>• PP Gap 2%</li> </ul> <p><b>Behaviour:</b></p> <ul style="list-style-type: none"> <li>• No. days exclusion: 80</li> <li>• No. students excluded: 25</li> </ul> <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>• Bullying incidents: 6</li> <li>• Number of students: 2</li> </ul>
---	--	--

**Strategic Area: Achievement**

SLT Person Responsible: Amy Stamford (Deputy Headteacher)

Governor: Phil Robson

Strategic Priority	Key Actions	Success Criteria
<p><b>Raise attainment and accelerate progress of all learners and in particular Disadvantaged and more able at Key Stage 4</b></p>	<p>Departmental Development Plans linked explicitly to School Development Plans.</p> <p>Departmental strengths and areas for development shared through Staff Briefings, ELT &amp; Progress Meetings and Student Council.</p> <p>Senior Leadership Team Academic Review Meetings with individual students to review progress at each Data Collection.</p> <p>Diana Project for identified Disadvantaged students to raise aspirations.</p>	<p>Key Performance Indicators:</p> <p>70% Basics 9-4 28% Basics 9-7</p>
<p><b>Ensure expected progress for 100% of KS3 - KS5 students</b></p>	<p>Focused Subject Area Analysis of 2017 performance.</p> <p>SD Individual Meetings with all KS5 students to review Progress &amp; Attainment at each Data Collection.</p> <p>Evaluation of PPE Examinations in November and March.</p> <p>Review of Year 11 Exam Prep and Revision Programme.</p>	<p>Key Performance Indicators:</p> <p>Teaching &amp; Learning ALPS = 2 VA Score of 2.5</p>

	War Room in every Subject Area for year 11 and year 13.	
Continue to close the gap between the performance of Disadvantaged students and all students	<p>Disadvantaged students' progress tracked proactively by Teachers, Subject Leaders, SLT and Student Progress Leader.</p> <p>“Disadvantaged First” Policy when providing Feedback and Assessment to students.</p> <p>Continuation of tiered, bespoke mentoring work with individual students linked directly to personal need and whole school priorities.</p> <p>Identified teaching staff within subject areas to provide subject specific support and tailored intervention as per PiXL Challenge Model.</p>	Key Performance Indicators.
<b>Key Performance Indicators 2017-18</b>	<b>Key Performance Indicators 2018-19</b>	<b>Key Performance Indicators 2019-2020</b>
<p><b>KS4</b></p> <p>Basics 9-4 Target: 70%</p> <p>Basics 9-4 Gap Target: 5%</p> <p>Progress 8 Target: 0.2</p> <p>Attainment 8 Target: 50+</p> <p>A* - A Target: 21%</p> <p><b>KS5</b></p> <p>A* - E 100%</p> <p>A* - A 70% T &amp; L ALPS Score 2</p> <p>A* - B 80% A* - C 97%</p> <p>Destinations: 100% secure</p> <p>Retention: 95%</p>	<p><b>KS4</b></p> <p>Basics 9-4 Target: 75%</p> <p>Basics 9-4 Gap Target: 3%</p> <p>Progress 8 Target: 0.25+</p> <p>Attainment 8 Target: 50+</p> <p>A* - A Target: 25%</p> <p><b>KS5</b></p> <p>A* - E 100%</p> <p>A* - A 75% T &amp; L ALPS Score 2</p> <p>A* - B 85% A* - C 98%</p> <p>Destinations: 100% secure</p> <p>Retention: 95%</p>	<p><b>KS4</b></p> <p>Basics 9-4 Target: 75%</p> <p>Basics 9-4 Gap Target: 2%</p> <p>Progress 8 Target: 0.30+</p> <p>Attainment 8 Target: 50+</p> <p>A* - A Target: 30%</p> <p><b>KS5</b></p> <p>A* - E 100%</p> <p>A* - A 80% T &amp; L ALPS Score 2</p> <p>A* - B 90% A* - C 100%</p> <p>Destinations: 100% secure</p> <p>Retention: 95%</p>