



Cottingham High School Development Plan

2018 – 2019

- This document is intended to provide a summary of the main strategies and actions that the school will take over the next twelve months. Detailed plans sit behind, for example, Pupil Premium Strategy.
- Progress towards the targets will be assessed through the school's quality assurance schedule along with external scrutiny from TCAT Improvement Partners and Peer Review from local school leaders.
- The latest data and a brief commentary will be added to Progress Checks 1, 2 & 3 at the end of the autumn, spring and summer terms. The targets will be RAG rated and the strategies amended accordingly.

Vision: A school that provides all students with exciting opportunities that build confidence, develop skills and promote academic excellence.

Aim: To be the secondary school of choice for the Cottingham community

Key Priorities	Focus Area	Outcomes (for more detailed targets see each section)
<p>1. Close or eliminate achievement gaps between key groups of students (especially disadvantaged) across all years (NcA)</p>	<p>1.1 Improve the progress made by all key groups of students, (especially disadvantaged), in all subjects so that it is improving towards that of other students nationally who have similar starting points</p> <p>1.2 Ensure that any students who are not making expected progress are swiftly identified and are given targeted intervention to make improvements through effective, bespoke strategies</p> <p>1.3 Ensure an effective disadvantaged strategy in order to show impact towards diminishing the achievement gap</p>	<ul style="list-style-type: none"> • Progress8 for disadvantaged and SEN students is in line with similar cohort nationally. • By the end of KS4, there is clear evidence that disadvantaged students are in line with • FFT20 benchmark estimates - basics (Standard) is 62% and (Good) 40%• Priority band students perform in line with FFT20 benchmark estimates. • At KS3, disadvantaged students are making expected progress based on EAPs and FFT20 targets.
<p>2. Raise standards through effective teaching, learning and assessment (AWr)</p>	<p>2.1 Accelerate academic progress by embedding appropriate challenge for all, providing opportunities for collaboration and facilitating cognitive awareness of students through regular, appropriate use of metacognitive and self-regulatory practice across the curriculum and key stages</p> <p>2.2 Improve our management of assessment across all key stages so that it is precise in all subjects and is sufficiently diagnostic to allow meaningful intervention and therapy</p> <p>2.3 Facilitate sustained improvements in the quality of Teaching, Learning & Assessment through research-led personalised, professional inquiries</p>	<ul style="list-style-type: none"> • P8 is +0.30 overall • Basics (Standard) is 75% and (Good) 53% (FFT 20 benchmark estimates) • Students benefit from frequent, collaborative learning opportunities and demonstrate improved engagement and ownership of learning • Improve the accuracy of professional predictions of all teachers so that in-school variation is reduced on 17-18 • Monitoring & Evaluation shows that students are routinely required to grapple with demanding problems, and experience metacognitive strategies in 50% or more lessons. • Subjects have positive Subject Progress Indicator • Successful professional inquiry is evident in all appraisal documents
<p>3. Ensure that students' attendance, behaviour and attitude to learning and towards others are exemplary (PGr)</p>	<p>3.1 Embed a culture where students demonstrate excellent attitudes towards their learning by explicitly nurturing positive learning characteristics, raising aspirations and celebrating achievements</p> <p>3.2 Ensure that the attendance of all students, and especially disadvantaged, is high or improving quickly so that attainment and progress are maximised</p> <p>3.3 Develop all aspects of personal development so that students demonstrate tolerance and increasingly take responsibility for each other's well-being from a well-informed perspective</p>	<ul style="list-style-type: none"> • Whole School attendance is improving on last year and on track for 95.7% & disadvantaged attendance 93.5% • Disadvantaged PA reduced by a further 2% (to 12%) • Average AtL grade improves by 0.1 after each collection (target average 1.8) • Y11 attendance at P6 and ELS is 90% with no gaps between groups • There is a 10% fall in the number of written warnings for h/w • Students report through student voice they feel safe & discriminatory language is rare
<p>4. Deliver outstanding outcomes in the Sixth Form (PWh)</p>	<p>4.1 Further develop the quality of teaching, learning and assessment in the Sixth Form so that outcomes are consistently strong for all ability groups and in all subjects (including retake English and Maths)</p> <p>4.2 Provide high quality support and guidance so that all students make ambitious, appropriate and achievable plans for their post 18 destinations with additional focus on disadvantaged students first</p> <p>4.3 Maximise the proportion of students in Y11 with potential to study level 3 qualifications who make CHS Sixth Form their destination of choice post 16</p>	<ul style="list-style-type: none"> • Level 3 Value Added (L3 VA) scores are above average with disadvantaged students' outcomes in line with non-disadvantaged • ALPS T-score to remain 3 or higher & no subjects 7-9 • 100% of eligible high achieving students (GCSE GPA 7+) participate in Cott Scholars activities and HE+ events • At least 55% of Y11 (70+ students) return to the sixth form
<p>5. Establish CHS as a community hub (LWh)</p>	<p>5.1 Ensure that CHS is well placed to be the secondary school and sixth form college of choice for the Cottingham community</p> <p>5.2 Establish regular opportunities for effective engagement with our wider community</p> <p>5.3 Offer exciting and enriching opportunities, nurturing and celebrating student talent in our school and community</p>	<ul style="list-style-type: none"> • At least 55% of Y11 (70+ students) return to the sixth form • A higher proportion of students from local feeder primary schools identify CHS as their preferred choice to maximise an admission number of 180 for Y7 is reached for 2019/20. • Regular opportunities for community engagement are identified on an annual plan • A variety of exciting opportunities are accessed by a wide range of students • Parental feedback shows high levels of satisfaction

Key Priority 1: Close or eliminate achievement gaps between key groups of students (especially disadvantaged) across all years

Focus Area	Strategies	Progress Check 1	Progress Check 2	Progress Check 3	Targets (RAG at Progress Check)
<p>1.1 Improve the progress made by disadvantaged students in all subjects so that it is in line with or above that of other students nationally who have similar starting points.</p> <p>(PGr)</p>	<ul style="list-style-type: none"> Disadvantaged First strategy embedded across the school and reflected in agenda items at SLT, ELT and Area level, including the work of the PP champions. Four tier model to be used to monitor and measure impact of interventions for all disadvantaged students across school Additional opportunities supporting small groups for targeted intervention in specific areas e.g English/Maths intervention plan Homework Clubs established to increase completion rates and quality of work for targeted individuals Lexonik training delivered to identified cohorts in Years 7-11 Subject-level wave 2 interventions to be implemented for disadvantaged students not on track to make expected progress Establish a disadvantaged tutor group to work closely with PP Champion Maths and English Student Conferences are provided for targeted groups of students 	•	•	•	<ul style="list-style-type: none"> Progress8 for disadvantaged and SEN students is in line or above national average for similar cohorts. For these cohorts' the in school gap is reduced by 5% at the basics standard measure. By the end of KS4, there is clear evidence that increased proportions of disadvantaged, low, and high starters, are hitting FFT 20 targets (with a focus on high starters) 90% disadvantaged students attend directed ELS and P6 sessions At KS3, disadvantaged students are making progress in line with their peers (EAP and transition matrices) <ul style="list-style-type: none"> SEN and Low Starters perform in line with FFT20 targets
<p>1.2 Ensure that any students who are not making expected progress are swiftly identified and are given targeted intervention to make improvements through effective, bespoke strategies</p> <p>(NCa)</p>	<ul style="list-style-type: none"> All AILs ensure that common assessments are robust and replicate examination expectation in terms of format and challenge Data entry in teams to ensure that data is moderated and reliable EAPs for Y9 are modified to ensure accuracy of data produced and assist in supporting effective tracking and intervention Student data photos are used for planning targeted, precise intervention within Y11 subject areas. Provide training for staff on FFT targets and Chances Graphs within the first half term. NCA, KJO & PGR (disadvantaged) to meet with AILs to review progress after each collection to assess impact of interventions Refine, implement and evaluate the RST Plan Implement and embed KS3 tracking system allowing improved identification of key students 	•	•	•	<ul style="list-style-type: none"> Progress8 is +0.30 overall Basics (Standard) is 75% and (Good) 53% (FFT20 benchmark)) Y7 and Y8 80% making good progress overall, on or above target. Subjects clearly demonstrate that proportions of low, mid and high starters hitting FFT 20 targets are in line with expectations All staff use data to inform interventions in Progress Plans 95% attendance at Period 6 Professional predictions are close to external examination results (75% accuracy or better and the remaining 25% are no more than 1 grade from outcomes)
<p>1.3 Ensure an effective disadvantaged strategy in order to show impact towards diminishing the achievement gap</p> <p>(PGr)</p>	<ul style="list-style-type: none"> Disadvantaged First is embedded across school All Y7 Literacy & Numeracy Catch Up students to have Individual interventions in order to close gaps in skills and knowledge. These subjects make use of the PiXL resources to provide a DTT intervention curriculum. KS2 and CAT results data portraits created for Y7 classes so that Y7 Progress Plans are completed by week 4 for core subjects Key staff working with feeder primary schools on a regular basis Implement and embed KS3 tracking system allowing improved data English and Maths departments to review KS2 SAT papers to ensure the KS3 curriculum is further enhancing progress Support and monitor impact of disadvantaged champions work across the school 	•	•		<ul style="list-style-type: none"> 100% of pupils identified for Year 7 catch up make progress from their initial assessment to their exit assessment, with 50% meeting aged related expectations. Progress Plans are speedily implemented to ensure we hit the ground running KS3 tracking shows that students continue to make good progress against their Expected Attainment Pathway (EAP) Pre and post assessment PLCs show that 80% mastered the Year 7/8 curriculum and are on track to make good progress.

Key Priority 2: Raise standards through effective teaching, learning and assessment

Focus Area	Strategies	Progress Check 1	Progress Check 2	Progress Check 3	Targets (RAG at Progress Check)
<p>2.1 Accelerate academic progress by embedding appropriate challenge for all, providing opportunities for collaboration and facilitating cognitive awareness of students through regular, appropriate use of metacognitive and self-regulatory practice across the curriculum and key stages (AWr)</p>	<ul style="list-style-type: none"> • Routes or equivalent are more explicitly linked to outcomes in all subjects and all students are accessing and being directed to appropriately challenging work • Master classes embedded so that High Starters in KS4 are able to benefit from working alongside similar students from other schools. • Teacher development meetings carry a thread around metacognition and staff explore these regularly in the classroom by modelling strategies to address problems, using knowledge organisers to manage cognitive load and by encouraging students to monitor and evaluate their performance • Staff use IRIS to share and collaboratively evaluate their metacognitive interventions • Staff utilise software to create bespoke groups/seating to plan collaborative learning experiences based on relevant data. 	•	•	•	<ul style="list-style-type: none"> • Progress8 +0.30 overall • Monitoring shows that 95% of lessons are effective or highly effective. • Metacognitive approaches are seen in 50% of learning walks or work sampling. • Student voice across the year shows an increase in the proportion of students who are being supported to become more self-aware and experience metacognitive training • Student voice evidences that students are exposed to an increase in collaborative experiences. Best practice is shared across the school • Learning Walks demonstrate that all teachers are utilising software to create bespoke groups when collaborative activities are being completed
<p>2.2 Improve our management of assessment across all key stages so that it is precise in all subjects and is sufficiently diagnostic to allow meaningful intervention and therapy (NCa)</p>	<ul style="list-style-type: none"> • AILs utilise the CHS KS3 assessment tracker to track progress of students accurately and provide clear interventions for students not progressing in line with their peers • Students are aware of their progress, extended tutor time is used after data collections to review progress and 1-to-1 discussions are held with students not making good progress • AILS with TLLs use KS4 outcomes to review assessment and awarding of grades. • All Areas plan an approach to help students identify strengths and areas for development, through PLCs, or Smith Proformas 	•	•	•	<ul style="list-style-type: none"> • Students in all classes are able to identify their strengths and weaknesses in a subject and how they are being supported to improve. • Professional predictions are close to external examination results (75% accuracy or better and the remaining 25% are no more than 1 grade from outcomes) • Student Voice shows that students are able to track their progress in key skills in KS3 and are aware of their strengths and areas for development when asked, based upon PLCs
<p>2.3 Facilitate sustained improvements in the quality of Teaching, Learning & Assessment through research-led personalised, professional inquiries (AWr)</p>	<ul style="list-style-type: none"> • LP to enrol on metacognition course provided by EEF/Huntington Research School • AILs plan to embed metacognitive strategies in their development plans and the impact of this is evident in monitoring activities □ TL&A group collaboratively plan engaging, practical Teacher Development meetings to allow more opportunities for exciting techniques to be planned and trialled • All staff plan the delivery of a disciplined inquiry, collect relevant data that allows evaluation of the impact of these findings and share these to wider audience • Coaching programme to expand so that more staff experience the benefit(s) of a coaching cycle over the academic year • Teach meets and the TL&A bulletin allow wider range of staff to engage in discussions around pedagogy • TL&A display created and resourced to allow staff to access relevant articles and resources to help develop their practice • LSAs benefit from high quality training around an aspect of their role 	•	•	•	<ul style="list-style-type: none"> • 95% of staff rate T&L briefings as useful or very useful • 10 staff undertake a coaching cycle. • Staff feedback shows that they value the impact of coaching and would recommend to a colleague or coach themselves. • Teachmeets involve 15 or more staff • Disciplined inquiry completed by all teachers and forms part of a successful appraisal cycle • Student voice demonstrates that students experience an increase in engaging and innovative learning experiences across the year. • 15 staff invite LT to observe a “risk taking” lesson or part lesson. • LSAs report improved levels of satisfaction about the impact of their training

Key Priority 3: Ensure that students' attendance, behaviour and attitude to learning and towards others are exemplary

Focus Area	Strategies	Progress Check 1	Progress Check 2	Progress Check 3	Targets (RAG at Progress Check)																					
<p>3.1 Embed a culture where students demonstrate excellent attitudes towards their learning by explicitly nurturing positive learning characteristics, raising aspirations and celebrating achievements</p> <p>(PGr)</p>	<ul style="list-style-type: none"> • ATL grades shared with students, tutors and staff in order to reward those exceeding expectations and to target individuals whose ATL is below the expected standard • After each data collection, Progress Leaders to work with key staff to identify students for appropriate interventions • To improve homework completion there are dedicated homework facilities and resources that are accessible to students every morning and every lunchtime. • PD data regularly shared to both staff and students in a variety of formats, highlighting strengths and identifying any areas for further development. • PD working group to meet regularly to continue to review and evaluate PD across the school • All teachers adopt strategies to encourage positive learning characteristics in their lessons. Teachers will be able to develop these strategies in CPD sessions throughout the year • Assemblies to address key aspects of ATL, aspirations and learning behaviours to embed a culture a positive behaviour in lessons and around school • Effective communication with students and families ensures high levels of attendance at additional learning opportunities such as P6 for Y11 	•	•	•	<ul style="list-style-type: none"> • Average ATL grade improves by 0.1 after each collection (target average 1.8) • Y11 attendance at P6 and ELS is 90% with no gaps between groups • There is a 10% fall in the number of written warnings for incomplete h/w • Learning walks evidence the nurturing of positive learning characteristics in all lessons • Student Voice evidences a clear understanding of positive learning characteristics 																					
<p>3.2 Ensure that the attendance of all students, and especially disadvantaged, is high or improving quickly so that attainment and progress are maximised</p> <p>(PGr)</p>	<ul style="list-style-type: none"> • Fortnightly behaviour and attendance meetings provide regular scrutiny of attendance data effective early intervention • New 4-tier attendance/progress model triggers appropriate support and intervention • Fast track governor's panels ensure students are supported at the earliest possible opportunity • Pastoral staff support Attendance Officer using a 'disadvantaged first' approach. • Targeted use of disadvantaged funding to support disadvantaged families providing clear evidence of impact of any spending • Rewards for attendance to remain high profile through use of assemblies and incentives for attendance on historically under attended days • Progress Leaders to work in collaboration with AHT and pastoral team to ensure support and interventions for attendance are working in conjunction with academic interventions • Attendance is a key contributor to eligibility for the end of year rewards 	•	•	•	<ul style="list-style-type: none"> • Whole School attendance is improving on last year and on track for 95.7% & disadvantaged attendance 93.5% • Disadvantaged PA reduced by a further 4% (to 16%) • Fast track governor's panel shows impact. 70% of students to be successful on Governor's action plan • Year Targets <table border="1"> <thead> <tr> <th>Year Group</th> <th>All</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>96.0%</td> <td>94.0%</td> </tr> <tr> <td>Y8</td> <td>95.5%</td> <td>92.5%</td> </tr> <tr> <td>Y9</td> <td>96.0%</td> <td>94.0%</td> </tr> <tr> <td>Y10</td> <td>95.5%</td> <td>94.0%</td> </tr> <tr> <td>Y11</td> <td>95.5%</td> <td>92.5%</td> </tr> <tr> <td>7-11</td> <td>95.7%</td> <td>93.5%</td> </tr> </tbody> </table>	Year Group	All	Disadvantaged	Y7	96.0%	94.0%	Y8	95.5%	92.5%	Y9	96.0%	94.0%	Y10	95.5%	94.0%	Y11	95.5%	92.5%	7-11	95.7%	93.5%
Year Group	All	Disadvantaged																								
Y7	96.0%	94.0%																								
Y8	95.5%	92.5%																								
Y9	96.0%	94.0%																								
Y10	95.5%	94.0%																								
Y11	95.5%	92.5%																								
7-11	95.7%	93.5%																								
<p>3.3 Develop all aspects of personal development so that students demonstrate tolerance and increasingly take responsibility for each other's well-being from a well-informed perspective</p> <p>(KJo)</p>	<ul style="list-style-type: none"> • Develop a programme of events throughout the year to celebrate diversity and promote wellbeing, including assemblies, PSHCEE programme, thought for the week and ACDS • LGBTQ+ group continues to grow with a diverse group of young people • School Council established, meets regularly, providing a voice for all students and feeding into LT meetings • Student survey (including AB questions from 2018 to compare) completed twice a year 	•	•	•	<ul style="list-style-type: none"> • Student voice indicates students feel safe and discriminatory language is rare • School Council feedback a regular item on LT agenda • Anti-bullying surveys show successful and swift action is taken when bullying behaviours are reported 																					

Key Priority 4: Deliver outstanding outcomes in the Sixth Form

Focus Area	Strategies	Progress Check 1	Progress Check 2	Progress Check 3	Targets (RAG at Progress Check)
<p>4.1 Further develop the quality of teaching, learning and assessment in the Sixth Form so that outcomes are consistently strong for all ability groups and in all subjects (including retake English and Maths)</p> <p>(PWh)</p>	<ul style="list-style-type: none"> • Early meeting with AIL to review 2018 performance at A2 to formulate action plan to address any key issues and ensure timely interventions are in place • Ensure that support plans are in place in light of Year 13 PPEs where performance fell below minimum targets • Evaluate the robustness of internal assessment procedures and ensure opportunities for formalised PPEs are in place. • Ensure all staff understand the ‘working at’ grade on the new reporting system and monitor robustness of data to inform this process • Ensure consistent application of the Year 12 and 13 assessment policy with two formal assessments feeding into each review • Check Progress Plans identify strategies used to support progress of all students and these are regularly updated in response to ongoing assessment. Conduct learning walks and student voice to check practice matches policy • Review new Level 3 BTEC outcomes with particular focus on the timing and resit opportunities of external examinations 	•	•	•	<ul style="list-style-type: none"> • Level 3 Value Added (L3 VA) scores are above average with disadvantaged students’ outcomes in line with non-disadvantaged • ALPS T-score to remain 3 or higher & no subjects 7-9 • 100% of folders contain evidence to support implementation of assessment policy • Working at grades are used to inform intervention strategies, planning and teaching • 100% of those resitting attain either grade 4 or 5 in English and or Maths • PPE outcomes are moderated across Consortium to improve consistency of grading
<p>4.2 Provide high quality support and guidance so that all students make ambitious, appropriate and achievable plans for their post 18 destinations with additional focus on disadvantaged students first</p> <p>(PWh)</p>	<ul style="list-style-type: none"> • Further develop and monitor PSHCEE programme to include focus on training for linear exams and building resilience. • Manage the UCAS process for Year 13 in the autumn term with separate delivery of PSHCE with experienced staff. Maintain ongoing support and mentoring of all students by DOL and AIL Sixth Form • Manage new vertical tutor groups and provide more structured use of tutor time • Liaise with Lincoln University to ensure high quality experience for Year 12 students on October Pathways Day • Refine Pathways Day programme for Year 13 students to again include a range of activities including life skills and budgeting • Introduce a streamlined system of reference collection for all students regardless of destination • Continue to raise the profile of Cott Scholars and HE Plus to raise aspirations of the top 25% of the year group through organisation of joint events for Year 11 and 12 • Continue to work with Consortium partners to further develop Year 11 to 12 transition programme 	•	•	•	<ul style="list-style-type: none"> • 100% of eligible high achieving students (GCSE GPA 7+) participate in Cott Scholars activities and HE+ events • Improved attendance of disadvantaged students to match of non-disadvantaged students (at least 95%) • 100% of Year 13 students have appropriate plans in place for their Post-18 destination. • Students with Russell Group University destinations exceeds national average
<p>4.3 Maximise the proportion of students in Y11 with potential to study level 3 qualifications who make CHS Sixth Form their destination of choice post 16</p> <p>(PWh)</p>	<ul style="list-style-type: none"> • Maximise opportunities to engage with Year 11 students via individual interviews, courses guidance and subject master classes • Develop programme of period 6 classes for Year 12 and 13 and Year 11 high starters • Ensure all staff understand the importance of promoting the 6th form with a clear and consistent message about the opportunities available to them • Maintain regular contact with Year 11 tutors and students re post 16 plans and establish named Year 12 students as links • Continue to promote sixth form through print and web-based media to provide regular updates on all aspects of sixth form life 	•	•	•	<ul style="list-style-type: none"> • All staff support the Year 11 recruitment plan to ensure that Year 11 students are fully aware of opportunities available in CHS sixth form • Year 11 students are equipped to make informed choices re. destination • At least 55% of Y11 (70+ students) return to the sixth form

Key Priority 5: Establish Cottingham High School as a community hub

Focus Area	Strategies	Progress Check 1	Progress Check 2	Progress Check 3	Targets (RAG at Progress Check)
<p>5.1 Ensure that CHS is well placed to be the secondary school and sixth form college of choice for the Cottingham community</p> <p>(LWi)</p>	<ul style="list-style-type: none"> Effectively promote and market CHS to potential feeder schools and the wider community through our website, Headline, social media and local press LT presence at Y6 parents' evenings in the five main schools Work with local businesses to support and promote the good work of the school Work with local business to provide employment opportunities for our 6th formers Promote and market CHS 6th form as the preferred choice for CHS and other students 	•	•	•	<ul style="list-style-type: none"> At least 55% of Y11 (70+ students) return to the sixth form Y11 students from other local schools join CHS in Y12 6th form students are given opportunities to be employed locally A higher proportion of students from local partner primary schools identify CHS as their preferred choice with 180 starting in 2019, targeting Croxby (30%) and Westfield (80%)
<p>5.2 Establish regular opportunities for effective engagement with parents and our wider community</p> <p>(LWi)</p>	<ul style="list-style-type: none"> Produce an annual plan for parental engagement and track attendance at events Engage more effectively with local business, employers and practitioners to provide careers and work-related opportunities for our students Attend Parish Council Meetings Have representation from CHS on the relevant boards to promote the school and participate in Cottingham events i.e. Food Festival, Cottingham Day, Folk Festival, Cottingham in Bloom 	•	•	•	<ul style="list-style-type: none"> Regular opportunities for community engagement are identified on an annual plan and attendance increases across the year Parental and community feedback shows high levels of satisfaction CHS is represented at every major event in the community. CHS facilities and premises are utilised to support local events.
<p>5.3 Offer exciting and enriching opportunities, nurturing and celebrating student talent in our school and community</p> <p>(LWi)</p>	<ul style="list-style-type: none"> Expand our extra-curricular enrichment and enhancement programme and track participation, with a particular focus on increasing participation by Dis students Identify student talent through effective tutoring Provide opportunities for showcasing talent through calendared events: celebration events, showcases, concerts, drama productions, CottFest, open mic opportunities, competitions 	•	•	•	<ul style="list-style-type: none"> A variety of exciting opportunities are accessed by a wide range of students Student feedback shows high levels of satisfaction Promotional and marketing materials regularly showcase student talent CHS students participate/perform at all Cottingham's major annual events.



Appendix 1 – 3 Year School Development Priorities

Key Priorities: **1** – Close or eliminate achievement gaps; **2** – Raise standards through effective teaching, learning and assessment; **3** – Ensure that student’s behaviour and their attitude to learning and towards others is exemplary; **4** – Deliver outstanding outcomes in the Sixth Form; **5** – Establish CHS as a community hub

Key Priority and Focus Area summary (full details are in the annual SDP)		2017-18	2018-19	2019-20
1.1	Improve the progress made by disadvantaged students in all subjects so that it is improving towards that of other students nationally who have similar starting points	R	E	E
1.2	Ensure that any students who are falling behind are easily identified and are given precise support to catch up through effective use of both Doodle and Key Stage 4 data tracking systems	R	E	E
1.3	Ensure that students build on Key Stage 2 foundations through a challenging KS3 curriculum and improved academic transition so that they make rapid progress	I	R	E
2.1	Refine our strategies for differentiation so that students enjoy challenging experiences, making consistently strong progress across all subjects from their different starting points	R	R	E
2.2	Develop our approach to assessment so that it is precise in all subjects and is sufficiently diagnostic to allow meaningful intervention and therapy	D	I	R
2.3	Provide an engaging and robust CPD programme that improves the quality of teaching, learning and assessment and facilitates peer to peer coaching across the school leading to improved outcomes for all students	R	R	E
2.4	Provide innovative and effective, research rich strategies that inspire, engage and challenge all CHS students	D	I	R
3.1	Build a culture where students demonstrate excellent attitudes towards their learning by explicitly developing positive learning characteristics, raising aspirations and celebrating success	D	I	I
3.2	Ensure that the attendance of all students, and especially disadvantaged, is high or improving quickly so that no groups of pupils are disadvantaged	I	R	E
3.3	Develop all aspects of personal safety and development so that students demonstrate tolerance and increasingly take responsibility for each other’s well-being from a well-informed perspective	R	E	E
4.1	Enhance the quality of teaching, learning and assessment in the Sixth Form so that outcomes are consistently strong for all ability groups and in all subjects (including retake English and Maths)	R	E	E
4.2	Provide high quality support and guidance with a strong focus on disadvantaged students so that all students form ambitious and achievable plans for their destinations post 18	R	E	E
4.3	Increase the proportion of students in Y11 with potential to study Level 3 qualifications who make CHS Sixth Form their destination of choice post 16	I	R	E
5.1	Design a strategy to develop the school’s learning culture so that our students are independent, resilient and aspirant learners	D	I	R
5.2	Nurture student talent through exciting and enriching provision and celebrate this widely in our school and locality	R	E	E
5.3	Provide our students with the knowledge and skills they need for the next stage of their lives through carefully planned programmes of IAG, Citizenship and an understanding of British Values	R	E	E
5.4	Be an active and effective partner within TCAT, developing a strong LGB and engaging with school to school support internally and externally	I	R	E

Develop and design: Planning phase, involving some pilot projects

Implement: Communicate and implement across the school

Refine: Evaluated and refined based on findings

Embed: Expect to see consistently across the school.

Appendix 2 - List of abbreviations/initials

AHT	Assistant Head Teacher
AIL	Area Improvement Leader
ALP	Alternative Learning Placement
BfL	Behaviour for Learning
CPD	Continuing Professional Development
DHT	Deputy Head Teacher
DOL	Director of Learning
DTT	Diagnosis, Therapy and Testing
ELT	Extended Leadership Team
EAP	Expected Attainment Pathway
HOS	Head of Sixth Form
HOY	Head of Year
IAG	Information, Advice and Guidance
LOP	Levels of Progress
P8	Progress8
PD	Positive Discipline
PLC	Personal Learning Checklist
PP	Progress Plans
SEN/D	Special Education Needs and/or Disabilities
SIDs	Student Information Display (photos and key data)
SLT	Senior Leadership Team
RST	Raising Standards Team – Nicola Carlisle (RSL), Alison Kelly, Paul Grimes, Jonathan Rogers, Joanne Tuffs,
TMs	Transition Matrices
TS	Teachers' Standards