



HELLEDSON HIGH SCHOOL – 3 YEAR STRATEGIC PLAN

PRIORITIES		2018/19 Expected Outcome	2019/20 Expected Outcome	2020/21 Expected Outcome	
<p>Outcomes for Students</p> <p><i>-Outstanding and ambitious progress for all our students that compares highly favourably with national averages and leaves no group falling behind our highest expectations of attainment with particular emphasis on disadvantaged students.</i></p> <p><i>-Highly literate and numerate young people who are fully confident when articulating themselves, ensuring they become successful, high-achieving learners.</i></p>	Progress 8	>0.3	>0.35	>0.4	
	Attainment 8	>50.0 pts	>51.0 pts	>52.0 pts	
	% 9-5* EM	50%	52%	54%	
	Ebacc Entry	25%	40%	45%	
	ALPS T-Score	>3	>3	>3	
	Academic VA	Sig. Above Average >0.20	Sig. Above Average >0.22	Sig. Above Average >0.25	
	Vocational VA	>0.10	>0.12	>0.15	
	Aver. Attainment	>35 pts	>35 pts	>35 pts	
		Student outcomes at all stages to be above National Average and/or exceeding top 25% of providers nationally.			
		Reduce in-school variance in progress and attainment in line with national or above for all subject areas and year groups.			
	Improve progress outcomes of disadvantaged students across all subject areas. With a particular focus on Literacy and Numeracy progression from Year 6 through to Year 8.				
PRIORITIES		2018/19 Expected Outcome	2019/20 Expected Outcome	2020/21 Expected Outcome	
<p>Quality of Assessment and Teaching & Learning</p> <p><i>-The highest quality teaching underpinned by high quality and targeted professional development thereby creating aspirational, creative, independent, and resilient learners who embrace risk, learn from their mistakes and make progress.</i></p> <p><i>-A first class, robust assessment system that supports teaching and learning enabling real progression.</i></p> <p><i>-A school wide culture of evidence informed professional learning enjoyed by students and staff (teaching/non-teaching) with continuous active learning dialogue resulting in sustained progress for students and professional growth for staff underpinned by our Growth Mind-set Philosophy.</i></p>		Consistently high quality instructional technique, resulting in effective delivery of the curriculum that engages all students.			
		Integrated subject curriculum and assessment framework across all stages that informs and supports high quality teaching, resulting in accelerated progress for all groups of students.			
		At every opportunity, all staff reflect on and debate the way they teach and how students learn. Staff lead on their own professional development, creating a climate in which they are motivated and trusted to take risks and innovate in ways that are right for their students.			

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<p><u>Personal Development, Behaviour & Welfare</u></p> <p><i>The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our Enjoy, Achieve and Succeed ethos and values.</i></p> <p><i>An embedded and proactive approach to preventing bullying and all potential breaches of equality with effective safeguarding procedures resulting in all students feeling safe, happy and therefore academically challenged at all times.</i></p> <p><i>A clear focus on raising attendance to that of national average for all key groups with particular emphasis on disadvantaged students.</i></p>	Attendance	>96%	>96%	>96%
	Persistent Absence (<10%)	<12%	<11%	<10%
	FT Exclusion	<2.5%	<2.5%	<2.5%
	P Exclusion	<0.20%	<0.15%	<0.15%
		Students are confident, self-assured learners. They understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.		
	A clear, consistent and fully embedded behaviour system that underpins the highest quality of teaching and learning across all aspects of the school on a daily basis.			
	Attendance for all groups of learners to be above that of National comparisons with no notable gap between key groups. Pupils value their education and rarely miss a day at school.			
	Safeguarding is effective and annually reviewed.			
PRIORITIES		2018/19 Expected Outcome	2019/20 Expected Outcome	2020/21 Expected Outcome
<p><u>Effectiveness of Leadership & Management</u></p> <p><i>An outstanding curriculum which is flexible and accessible but always ambitious and rigorous meeting the needs of all learners with particular emphasis on underachieving groups.</i></p> <p><i>High staff morale with accountable, cohesive, consistent leadership and management which is proactive to external change and the pressures of financial contraction.</i></p> <p><i>Continue to improve the lines of communication through the whole community including students, staff and parents / carers.</i></p> <p><i>Decisive and proactive management within financial constraints, of expansion and necessary reactive site management to ensure student outcomes and staff and students well-being is not compromised during necessary upheaval. Clear IT network infrastructure to meet the technological demands of the future.</i></p>		An embedded curriculum that is fit for all learners with appropriate progression routes at each point of transition.		
		Post-16 curriculum offer fully expanded and attracting 250+ students, ensuring continued financial viability and sustainability of the Hellesdon High Sixth Form.		
		Clear lines of communication through the whole school community including students, staff, parents/carers, governors and our Wensum Trust partners.		
		An integrated student leadership model, which bridges the gap between leadership / staff / students / through school council and student leadership in each department.		
		Development of specialist provision, classroom resources and improved school site that effectively meets the needs of the curriculum and student numbers, taking into account the ever-changing financial landscape.		