Highshore School Improvement Plan 2023-2024

Quality of Education

Priority: To ensure all pupils are supported to read and functionally communicate in order to access our adaptive, research driven and impactful curriculum.

All of our students will have a reading strategy to ensure that by the time they leave Highshore school, they will be able to read. Reading is the responsibility of all staff as it unlocks all learning, regardless of subject. Communication will, along with reading, be fundamental to all lessons, to reduce barriers, improve confidence and equip students with the core skills they require to access a broad and ambitious curriculum. The Maths and PSHE curriculum will be reviewed and evolve to ensure all pathways have a clear intent and that there is clear sequencing to build on previous learning. This will be informed by research and highly knowledgeable, experienced teaching.

Intent	Implementation	Deadline	Success criteria	Lead
All students are supported to express themselves through writing including the use of symbols	Literacy lead works closely with the CENMAC SALT - literacy lead to develop use of CENMAC in literacy lessons to support communication/literacy. Use of DAG to be evident in literacy planning by May '24 for classes where there is an AAC user.	May '24	All students, in all cohorts can write to express themselves including the use of symbols and technology.	**AAHT-RM**
Ensure the maths curriculum is well sequenced and broad for all areas of mathematical development	The maths lead reviews the curriculum and works with teachers to ensure it is delivered appropriately.	May '24	Our Maths curriculum is a sequenced to build upon prior knowledge, for both academic and life skill-based schemes of work.	**DHT, LB**
	The maths lead observes teaching of maths around the school.	June '24		
	Maths CPD is offered to staff.	May '24		

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Pupils are supported to improve their reading fluency through high quality teaching of phonics across the school, with highly robust and ongoing quality assurance	Phonics training - Whole school training 15th April.	**April '24**	All students make progress in their reading. All teachers consistently deliver high quality phonics sessions.	**AAHT-RM, DHT**
	Support through lesson observations and individually.	**Feb '24**		
	All students have a book to read at home and read at home regularly.	**May '24**		
	Vocabulary – All planning highlights pre-teaching and revisiting of new vocabulary/language using Word Aware scheme.	**Sep '23**		
	To develop a sequenced curriculum structure that focuses on word reading, understanding, and application.	**July '24**		
	All pupils have an appropriate reading strategy.	**May '24**		
	Literacy lead works closely with the CENMAC SALT Literacy lead to work with literacy teachers for AAC users to support using DAG to inform planning.	**May '24**		
To review the PSHE curriculum to ensure it is driven by need and prepares the young people to face life's challenges	Audit the PSHE curriculum.	**May 24**	Pupils start to make evident progress with their communication skills. Parents report they are aware of the plans and some are able to support implementation.	**HT**
	Revise the PSHE timetable.	**May '24**		
	Safeguarding to inform PSHE.	**May '24**		
	The PSHE lead works with teachers to ensure PSHE is delivered daily through the curriculum.	**May '24**		
A robust assessment process is designed that can evidence progress for all pupils from their	Introduce Evidence for Learning.	**Nov '23**	Staff feel confident and supported to assess pupils progress. Results demonstrate	
	Robust progress review meetings	**Jan '24,**		

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different starting points and is closely linked with their EHCPs and curriculum end points	All new annual reviews link to assessment KS end points - new assessment cycle implemented	Jan '24	the pupils make progress and next steps for learning are identified for individual pupils.	
	Review annual review cycle and offer CPD for staff	Jan '24		
All pupils have SALT plans and receive high quality tailored support in classroom supported by a tiered SALT supervision framework	Create capacity in the SALT team	Jan ' 24	All students, in all cohorts can write to express themselves including the use of symbols and technology.	HT
	Identify HLTA with focus on SALT	Dec '23		
	SALT team offers CPD to staff	Mar '24		

Sep '24-July '26

Ensure the curriculum addresses preparation for adulthood from KS3 and ensure a smooth transition to 6th form.	July '25
Food Technology is introduced and forms a core part of the life skills curriculum.	July '25
Formative assessment is established and informs next steps in learning throughout the school.	July '25
PSHE is embedded in all aspects of school life and plays an integral part in the delivery of all subjects.	July '25
The PSHE curriculum to continually evolve to support students and families stay safe and engaged with their communities and the ever-changing world	July '25
To ensure all teaching of Maths is consistent, ambitious and strongly linked to outcomes later in life.	July '25
Our curriculum continues to adapt, evolve and innovate in order to meet student needs, validated by frequent internal and external moderation.	July '25
All students have the Maths knowledge, skills and understanding not just in an academic context – but how it can support and enable them in life.	July' 26
Ensure teaching of all subjects is purposeful and appropriate for all pupils and is underpinned by the questions – Why here? Why now?	July' 26
To promote, develop and maintain quality first teaching across all Foundation Subjects with understanding and expression as its core principles.	July' 26

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Behaviour and attitudes

Priority: To ensure that student behaviour and attitudes towards learning are supported by focusing on proactive strategies that promote self-regulation

As our students face many daily challenges, possibly caused by frustration with communication, emotional and sensory regulation or difficulty understanding the world around them, it is vital that we, as a school, provide consistency, empathy and fairness, in an adaptive communication and sensory environment with clear systems for recording and analysing behaviour. This analysis will inform planning designed to support students during times of anxiety, frustration.

Intent	Implementation	Deadline	Success criteria	Lead
Develop a total communication environment that enables pupils to express themselves whilst alleviating anxiety and behaviours stemming from it	SALT audit and analysis	**Jan '24**	The school has an inclusive, Total Communication Environment that is based on a robust and research backed policy.	**DHT-SC**
	SALT CPD (consistent use of visuals/classroom layout)	**Feb '24**		
	SALT plans	**July '24**		
		Jan '24		
	Specialist CPD and input from staff, identify specific members of staff			
	Effective use of AACs	**June '24**		
	Develop staff knowledge on signing (ongoing - link to CPD package)	**July '24**		
	Consistency of visuals around the school	**July '24**		
	Produce an overview, policy and approach to total communication	**Mar '24**		
Develop a comprehensive and inclusive behaviour strategy that supports	Develop the use of CPOMs for recording behaviour	**Feb '24**	Increase in effective reporting of behaviour using	**AHT-RB**

students to self-regulate and effective systems and processes to record, report and analyse pupil behaviour	Review behaviour policy	Jun '24	new system	
	Identify staff to support and advise on behaviour	Jun '24	Reduction in reporting of RPIs and more serious (Red Zone) incidents under new system	
	Ensure staff are clear on types of behaviour and procedures	Apr '24		
	Organise CPD for behaviour	Apr '24		
Ensure that the sensory needs of students are met by providing an appropriately adaptable environment, through the integrated working of all professionals	Sensory audit and analysis (Dec '23 - completed/revisit July 24)	July '24	The sensory needs of all pupils are met through ongoing training, support and adaptions to the school environment.	DHT-SC

Sep '24-July '26

Create a full multidisciplinary support package to extend timely, effective and sustainable behaviour support based on the principles of PBS	July '25
Embed a behaviour framework focusing on proactive strategies and based on the principals of Positive Behaviour Support	July '25
Adopt a Trauma Informed approach to physical interventions and a cohesive strategy to reduce the need for physical interventions	July '26

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Personal Development

Priority: To develop our curriculum offer to promote students' personal development by providing a variety of holistic experiences.

Personal Development will provide consistent opportunities for student voice across all areas of school life. This will be supported by a wide range of enrichment opportunities, robust career and life advice, and a holistic curriculum offer that develops students' understanding of not just themselves, but the world around them.

Intent	Implementation	Deadline	Success criteria	Lead
Ensure Student Voice is enabled across the school and that they are supported to be creative and reflect on their learning experiences	Hold termly school council meetings Appropriate use of CENMAC CPD for staff on developing student voice)	Jan '24 Mar '24 Nov '23/May '24	Student Voice is an integral part of curriculum offer, the wider curriculum and school events.	DHT-SM
Ensure robust career advice, information and guidance is accessible, purposeful, tailored to individual needs and linked to the curriculum and accreditations	Review careers offer Develop new external partnerships that promote aspiration and equality Ensure website is updated for compliance	Feb '24 Apr '24 Jan' 24	Pupils are able to make informed and realistic decisions about their future.	AHT-AN
Ensure there are a wide variety of enrichment opportunities, specifically those of a physical nature, which allow pupils to meaningfully participate in both leisure and competition-based activities	Identify local competitions (e.g. pentathlon) Collaborate with other schools Support/mentoring for PE teachers	Feb '24 Mar '24 April '24	There is a calendar for PE events throughout the school year, both for official competitions and internal events.	HT, DHT
	Identify what is on offer in the community	May '24		AHT-AN

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Our inclusive curriculum is enriched through exciting, inspiring and memorable experiences and activities in and out of the classroom	All classes learn in the community at least once a fortnight	**July '24**	Pupils acquire the cultural capital and confidence needed to be active participants in school and in the community	
	Trips are part of curriculum overviews	**May '24**		
	Audit of clubs, involvement of student council	**May '24**		
	Review accessibility of clubs	**Mar '24**		
	Work with other schools to establish link and social opportunities	**Mar '24**		
	Offer a variety of lunchtime clubs	**Mar '24**		
Develop a holistic approach to support students with mental health and wellbeing	Weekly counselling sessions for identified students	**Mar'24**	A comprehensive mental health offer is implemented and reviewed yearly in order to support students and adaptable to specific mental health difficulties identified in the school community.	**AHT,DHT**
	All staff are clear on the correct way to support student behaviour, in a way that improves their self esteem	**Mar '24**		
	Weekly yoga sessions	**Dec '23 onwards**		
	CPD for staff on student mental health	**June '24**		
	Explore music therapy offer	**May '24**		

Sep '24-July '26

Ensure the curriculum enables teachers to grow students' strength of character by developing confidence, resilience and knowledge in order to keep themselves mentally healthy.	July '25
The outdoor learning space is further-developed, and it is pleasant, appropriate and promotes social interactions and physical activity.	July '25
Become an accredited Trauma Informed school.	July '26
Develop citizenship, RE, RSE and advocacy through engagement with a wide range of resources and stakeholders (families, agencies and organisations).	July '26

Highshore School Improvement Plan 2023-2024

Leadership and Management

Priority: To ensure that we remain ambitious, aspirational and set high expectations for staff in all aspects of school life.

Through clear communication, high expectations, progressive and sustained CPD and rigorous and collaborative monitoring, Leaders are accountable for ensuring that staff wellbeing, professionalism and performance is of an exceptionally high standard, to ensure the best possible outcomes for all students.

Intent	Implementation	Deadline	Success criteria	Lead
Leaders develop a collaborative approach amongst all staff through shared whole school projects and activities	Forming subject area teams	Mar '24	Subject areas are given the time to plan shared subject activities for whole school events.	SLT
	Peer learning observations spring term literacy team and complex team RM	Apr '24		
	Staff schedule to lead on CPD	March '24		
	Identify subject themed weeks	Jan '24		
	Shared PPA/meeting times, timetable	Jan '24		
Leaders ensure that all staff remain ambitious and set aspirational outcomes for all pupils regardless of their starting points	Support staff to set clear expectations of pupil outcomes through planning scrutiny and feedback ongoing	May '24	Evident in AR documents, teachers' planning, LOs in books, Summative and formative assessments	SLT
	Establish a rigorous and collaborative review process	Jan '24		
	Develop the knowledge and understanding of middle leaders so that support can be cascaded	June '24		
	Joint lesson observation with leaders	Nov '23	A consistent monitoring cycle supports and develops the	SLT
	Progress meetings with staff	Feb '24		

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Leaders maintain coherence and consistency across the school through effective monitoring and support cycle	Staff self-reflection opportunities CPD linked to lesson observations and appraisals Monitoring is effective	**May '24** **Jan '24** **July '24**	quality of teaching and education.	
Leaders promote an open and transparent communication ethos and enable open dialogue	Staff suggestion box Staff surveys Staff voice in external communications	**Jan '24** **June '24** **Nov '23 ongoing**	Staff are well informed about the vision and goals of the school. Staff report communication is good and they feel they are listened to and responded to	**SLT**
Leaders fully understand what they are accountable for and supporting and monitoring staff to achieve this	Share SIP with staff ensure everyone is clear of what is expected of them 1:1 meetings with SLT address SIP objectives Leaders establish monitoring cycles with teachers and support staff	**Jan 24** **Jan '24 – ongoing** **Jan '24 – ongoing**	Lesson observations and reviews demonstrate progress with the s schools' objectives. Staff report they feel supported	**SLT**
Leaders ensure staff are clear about their roles, responsibilities. Staff feel that their contribution to the school community is valued and recognised	Staff structure (roles and responsibilities are shared	**Feb '24**	staff have a clear understanding of their roles and their remits. staff know who to go to for different reasons.	**SLT**
Leaders identify staff skills, interest and strength and create opportunities accordingly	skills audit and sharing practice and strengths Staff led CPD	**Feb '24**	Staff interests and skills are employed effectively to engagement, fulfilment and widen experiences for students.	**SLT**

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Sep '24-July '26

Leaders have a clear vison, which is shared with staff and stakeholders and the values of the school remain purposeful and reflect the evolving culture of the school.	July '25
Implement a model for sustainable, effective and participative wellbeing for all staff in line with the school's vison and values.	July '25
Leaders develop a strategy for retention and succession planning.	July '25
Leaders have clear expectations on how to measure and exemplify progress and ensure this is consistent amongst all staff.	July '25
Optimise the use of school wide diversity, knowledge, skill and expertise to ensure best use of resources.	July '25
Leaders utilise staff skills, talents and develop a strategy for progression and retention.	July '25
Build a distributed leadership culture through CPD, opportunity and practice across all roles considering equality and diversity.	July '26
Develop confident middle leaders with clear direction and expertise in their areas able to support staff and ensure quality of teaching and learning.	July '26
Extend all staff knowledge to develop teaching and learning best practice and so ensure positive outcomes for our students.	July '26
Leaders have reviewed their curriculum intent across the curriculum to ensure the learning outcomes are precise and well sequenced across all subjects and pathways.	July '26

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Preparation for Adulthood

Priority: To develop a sixth form curriculum and careers offer to ensure all young people are prepared for adulthood and are active members of their communities.

Our Sixth Form will have a distinct vision and offer that will ensure all students are inspired, through alumni mentorship, comprehensive through a broad and forward-thinking curriculum and provide a wide range of community engagement with clear career and vocational opportunities for all pathways.

Intent	Implementation	Deadline	Success criteria	Lead
Create opportunities for Post 16 students, to collaborate with peers outside of school to support inclusion	Establish link with other schools and arrange exchange visits	April '24	Minimum of 75% of Sixth-form students and all Year 14 students have taken part in some form of inclusion with peers outside of school	AHT-RB
	Identify local community activities and arrange participation e.g. through Southwark links	April '24		
Develop a broad and aspirational careers offer for all pathways	Review of the current careers offer	Mar '24	revised 'Highshore Careers Programme' that includes details of dedicated professionals involved has been written and promoted	AHT-RB
	Employ a career's adviser	Mar '24		
	Identify a member of staff to be a career's lead for the school	Mar '24		
Establish an active alumni community to maintain links with current pupils and provide mentoring opportunities	Contact former students and parents to promote idea of 'Highshore alumni society'	Mar '24	Establishment of a 'Highshore Alumni Society' with specific aims, structure and links with former students proposed college placement that ex-student attends	AHT-RB
	Arrange mentoring opportunities between ex-students and existing students (Jun24)	Jun '24	Established a mentoring programme (first phase) in which ex-students are supporting	

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	Organise alumni leadership through meeting with former parents to establish links	Jun '24	existing students e.g., 'buddy-system' for when current students visit proposed college placement that ex-student attends	
Ensure all leavers have an appropriate destination	Ensure placements are discussed in annual reviews, identified and secured		Pupils and their families are able to make informed choices about appropriate destinations	AHT-AN, RB
	Document drawn up identifying potential 'destination' opportunities. Shown/ handed out at ARs, parent evenings, 'Destination' events organised	Jun '24	All leavers have gained appropriate post-school placement as registered in Leavers Datasheet	
	Link to appropriate links highlighted as shortcut on Highshore website	Feb '24		
	Leavers Datasheet compiled to monitor proposed post-school placements	Feb '24		
Develop a 6th form curriculum focusing on continuing the learning and ensuring it is applied in real life and appropriately prepares young people for adulthood	A revised curriculum	Jun '24	Documentation written which outlines revised Sixth Form Curriculum incorporating PfA and statutory 16-19 Study Programme guidance for students with SEND	AHT-RB
	Collate excellent practice from other 6th forms	Mar '24		
	Develop an action plan for delivery of the 6th form curriculum	Jun '24		
	Establish links through liaising with other 6th form provisions in terms of joint projects e.g. Bermondsey Spa, Orchard Hill, the Park and R&S	April '24		
Ensure pupils in 6th form are supported to actively engage with, and contribute to their community	Establish links through liaising with other 6th form provisions in terms of joint projects e.g. Bermondsey Spa, Orchard Hill, the Park and R&S	April '24	Majority of sixth form students are participating in some form of community-based activity	AHT-RB
	Research opportunity for students to take part in community based 'Youth Social	Jun '24		

	Action' projects e.g. with GLA, Scope, iWill etc that can start in Sep 24	
	Established a distinct 6th Form curriculum that identifies two pathways (according to ability) and two 'elements' in each pathway that focus on 'vocational/pre-vocational skills' and 'life-long learning skills' inc. RSE Also incorporates 4 PfA principles	**July '24**
	Sixth Form Assemblies and special events e.g. Performing arts presentation	
	Sixth form 'Common Room' and CR Committee	**Apr '24**
	6th form staff meetings	**Feb '24**
	Special adapted version of Highshore Logo that reflects 6th form identity	**Mar '24**

Sep '24-July '26

Establish a broad Careers offer and ensure accreditations are linked with work experience and destinations.	July '25
Embed a post 16 curriculum focusing on consolidating skills and preparing from adulthood.	July '25
Preparation for Adulthood, Careers and the Gatsby Benchmarks are clear throughout teaching and pupil outcomes across all key stages.	July '25
Ensure preparation for adulthood starts in Y9.	July '25
Ensure school values, ethos and culture are embedded across both sites.	July '26
Establish a specialist external 6th form provision with a distinct identity.	July '26

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Safeguarding

Priority: To ensure our systems remain highly effective to keep our students safe with increasing dangers both in the community and online.

Safeguarding procedures required modernisation to ensure clearer communication, procedures and swiftness of actions. This includes not just a secure online platform, but also a more robust and comprehensive system for risk assessments, medical checks and attendance monitoring.

Intent	Implementation	Deadline	Success criteria	Lead
All staff feel confident using the new systems and there is an increase in reported concerns form staff in different roles	Staff CPD termly	Mar '24	Concerns are added for staff members in different roles. Staff report they feel confident using CPOMS.	HT, DHT
	Analyse staff concerns by roles	Mar '24		
	Agency staff have email and one-page sheet for systems	Jan '24		
Implement a robust system of risk assessments for trips	All staff are clear on the risk assessment forms for their class, trip and venues	Jan' 24	Trips are a routine part of school life with a high standard of safety, scrutiny and value/purpose.	HT, DHT, AHT-AN
	Three EVC coordinators are trained	Dec' 23		
	Staff receive CPD on trip safety	Ongoing		
Implement robust system for medical checks	All accidents are being reviewed weekly with staff and pupils	Jan' 24	The school's medical procedures are effective and injuries are treated effectively. parents report their child is safe in school and they are	HT
	Medication is checked and recorder weekly and as needed	Feb'24		
	Medication review process is clear and understood by key staff	Feb '24		

	Medical audit	April '24	confident with staff's expertise with medical issues.	
	HLTA responsible for checking medication and accidents	Dec '23		
Implement systems for effective recording and reporting of safeguarding	Implement CPOMS	Sep '23	Safeguarding is effective. pupils feel safe.	HT
	Implement Imperio	Jan '24	Parents report their children are safe in school.	
	Safeguarding audit	May '24		
Robust monitoring of attendance with action plans for all pupils below the national average.	Monitor attendance weekly with the admin and DP team	Nov' 23	Attendance for individual pupils is improving All pupils with low attendance have actions identified.	HT, DHT
	Liaise with Southwark -	Jan '24 - ongoing		
	Ensure remote learning is in place for those not able to attend school for extended periods	Feb '24		
Expand the leadership of Personal Development to further support with the intent and implementation of the wider curriculum	Identify a member of staff to lead on this department	Jan' 24	The Personal Development curriculum is developed pupil's emotional needs are responded to better and they report feeling supported	HT
	Review the current PD offer	Mar ' 24		

Sep '24-July '26

To ensure our systems continue to remain effective.	July '25
To increase capacity in the safeguarding team and appoint an additional DSL.	July '25
Ensure a safeguarding newsletter is established and there is update information for the community in our platforms.	July '25

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Community

Priority: To support families to be active members of our school community of learning and foster stronger community cohesion.

Our aim is to provide support for families through a targeted CPD offer that promotes a love of reading, supports parent identified needs, and signposts opportunities available in the local community, both through the Southwark local offer and other organisations.

Intent	Implementation	Deadline	Success criteria	Lead
Create a CPD offer for parents linked to our curriculum and driven by the needs of the pupils, parents	The FSO to work with parents to identify need	Mar '24	CPD sessions for parents take place regularly	HT, FSO
	Collaborate with parent group	Apr' '24		
	Analyse parent survey to identify need	Feb '24	Parents report that they find the CPD session useful and are better equipped to support their children's learning	
	Publish a CPD off	Feb '24		
Establish a reading community, enable access to reading resources and promote a love for reading across the diverse school population	Reading survey parents, students and staff	Feb '24	Parent, student and teacher voice at end of year.	AHT, FSO, AAT-RM
	Reading events (including reading raffle each week using reading charts)	May '24		
	Arranging for volunteers from the community, alumni or other schools so support current pupils with reading	Apr '24		

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Ensure parents receive appropriate information and are supported to prepare their children for adulthood	Provide training and workshops for parents	**Feb '24**	Parents are well informed and able to practically support their children when planning for their adulthood. Parents and students express increased confidence in identifying options and key issues for their child after leaving Highshore (monitored as part of an Highshore annual survey to parents)	**FSO, AN, RB**
	Work with BDSIP to identify a counsellor	**Mar '24**		
Increase local community links and participation through events and enterprise links	Widen links with community to establish an interest in the school	**Mar '24**	Members of the community are visiting the school and engaging with school life	
	Organise events beneficial for the community			

Sep '24-July '26

Develop stronger business links with the community	July '25
Increase the presence of the local community in the school life	July '25
Develop an outreach provision for schools and parents	July '26