# HVC College Development Plan 2018-19

**Context**

As a result of the Ofsted inspection carried out on Hope Valley College (HVC) on 5th & 6th December 2017 the school was judged as Inadequate.  The headline findings were:
- Effectiveness of leadership and management        Inadequate
- Quality of teaching, learning and assessment       Requires improvement
- Personal development, behaviour and welfare       Requires improvement
- Outcomes for pupils                                 Requires improvement
- 16 to 19 study programmes                          Good

An improvement plan following the Ofsted inspection (covering the period through to Summer 2018) resulted in many improvements, including:
- **HVC continues to offer a diverse but challenging curriculum. Progress8 scores for 2018 are positive in almost all areas (+0.23 overall). HVC continues to provide an Enriching and Nurturing environment for all students allowing them to Achieve their maximum potential, which is much valued by parents.**
- **Governance has improved so that the changed school leadership team is proactively and robustly challenged and supported. The clear strategic direction of becoming part of a MAT remains.**
- **Financial management activities have improved, resulting in a sustainable financial model for the College. 2018-19 and 2019-20 forecast budgets are balanced, with approx. £400k reserves.**

This development plan continues from the Post Ofsted plan, and follows discussion with parents, students and staff. It will focus on 3 Areas for further improvement:
- **Nurture: Improve behaviour and attendance.**
- **Enrich: Maintain a broad and exciting offer for students, publicise this better to parents and engage more disadvantaged students in it.**
- **Achieve: Improve the quality of teaching, learning and assessment to raise further pupils' achievement, particularly disadvantaged pupils and the most able.**

In addition, there will be a **Governance/Leadership** plan to address the remaining key issues from the Ofsted report, following on from the external review of governance and the changes in the leadership team.

Each of the specific actions detailed within the Development Plan have measureable and specific outcomes. Progress will be assessed by named governor committees with formal reviews being undertaken by the Full Governing Body at the end of each half term. These formal reviews will allow Governors to confirm the Development Plan is on track and will allow adjustments to be made as appropriate. All associated costs are approximate and subject to standard approval processes.

The Ofsted Inspectors identified that HVC has a number of strengths including: post-16 provision, provision of extra-curricular activities, Spiritual, moral, social and cultural development, and safeguarding. Governors and Senior Leaders are determined to protect these strengths, and build on them, whilst addressing the areas of weakness. Finally, it should be noted that in May 2017, the Governing Body initiated work to identify the most suitable Multi-Academy Trust (MAT) for HVC to join in order to secure the long-term future of the College. The Ofsted Inspection findings have brought this work into sharper focus and formal engagement has been initiated with a local MAT. It has been confirmed that the Governing Body's intent is aligned with that of the Regional Schools Commissioner[1]. Therefore, this work will continue in earnest, in parallel and in concert with the Improvement Plan.

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1 Meeting with Deputy Regional Schools Commisioner at College on 6 Feb 18.

# HVC College Development Plan 2018-19

**Summary**

**Nurture: Improve behaviour and attendance.**
1.1  Implement a revised behaviour policy, training staff to achieve a consistent approach to behaviour management (DPE).
1.2  Record behaviour incidents accurately, so that data can be analysed and parents are fully informed (DPE).
1.3  A single role of attendance admin assistant results in accurate and reliable attendance data (ASC).
1.4  Attendance data is analysed and informs tutor/pastoral interventions to improve attendance (ASC).
1.5  Attendance panels with governors and tutors help support families where attendance is poor (ASC).

**Enrich: Maintain a broad and exciting offer for students, publicise this better to parents and engage more disadvantaged students in it.**
2.1  Engage staff in promoting enrichment activities, offering programme of art, sport etc. and trips that is manageable with reduced staff (RBE).
2.2  Use revised website and booking procedures to publicise these more effectively and reduce administration workload (PDE).
2.3  Contact PP parent/carers to support take-up of enrichment opportunitites, budget for this (DPE).
2.4  Use PP data to track engagement with activities and show impact of support (DPE).
2.5  Develop a curriculum that addresses the challenge of equipping students with core knowledge and skills (PDE).

**Achieve: Improve the quality of teaching, learning and assessment to raise further pupils' achievement, particularly disadvantaged pupils and the most able.**
3.1  Improve PP outcomes, esp. Progress8 score (DPE).
3.2  Knowledge of students enables skilled quality-first teaching that acknowledges students' needs (ASC).
3.3  Ensure teachers have high expectations of all students and lessons are suitably challenging at all ability levels (RBE).
3.4  Consistently high quality feedback resulting in strong student and parent satisfaction (RBE).
3.5  Ensure interventions are focused, shared with other staff and have high impact (PDE).

**Governance and Leadership.**
4.1  Confirm Leadership structure in the College (SDA).
4.2  Implement changes from shrinking GB and external Governance review (SDA).
4.3  Progress towards joining a MAT (RRI).

# HVC College Development Plan 2018-19

**Nurture: Improve behaviour and attendance.**

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1.4 Attendance data is analysed and informs tutor/pastoral interventions to improve attendance.
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| Area for Improvement Objective | Actions to be taken | Leader | Cost | When? | Success Criteria | Impact Evaluation Governors Involved |
|---|---|---|---|---|---|---|
| 1.1 Implement a revised behaviour policy, training staff to achieve a consistent approach to behaviour management. | a. Policy launched with staff INSET day in Sept<br><br>b. On-call staff and HoFs challenge staff on rationale for actions<br><br>c. Student forum meets half-termly to give feedback | DPE | | Sept<br><br><br><br><br><br>Weeks 8, 15, 21,28, 35 | Staff feedback that policy is clear and they understand how to respond<br><br>Consistent approach across staff by December, as evidenced by student feedback. | Full Governors (FGB) |
| 1.2 Record behaviour incidents accurately, so that data can be analysed and parents are fully informed. | a. Systems clear in Progresso<br><br>b. Staff INSET as needed on recording incidents<br><br>c. Weekly analysis of incidents at CMT to check consistency/accuracy<br><br>d. Staff supported and students tackled with parental engagement<br><br>e. Consider alternative recording tools in ClassCharts<br><br>f. Staff, students and parents surveyed on behaviour | DPE | | Sept<br><br>On-going<br><br><br>On-going<br><br><br>On-going<br><br><br>Nov/Dec | Staff understand systems and can use them<br><br><br>CMT able to identify staff/students where there are issues<br><br>Behaviour improves, measured by reduced incidences, staff feedback, parental satisfaction<br>Decision made as to future behaviour recording system by Christmas<br><br>Behaviour improves, measured by staff and student feedback, parental satisfaction | Teaching & Learning |

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| Area for Improvement Objective | Actions to be taken | Leader | Cost | When? | Success Criteria | Impact Evaluation Governors Involved |
|---|---|---|---|---|---|---|
| 1.3 A single role of attendance admin assistant results in accurate and reliable attendance data. | a. Appointment made, hours agreed<br><br>b. Post-holder confident in using systems and producing reports showing attendance by a range of groups | ASC | £17k | August<br><br>October | Post-holder starts in September<br><br>From week 7, reports available to show attendance by student/group/tutor etc. | Teaching & Learning |
| 1.4 Attendance data is analysed and informs tutor/pastoral interventions to improve attendance. | a. Pastoral/House teams discuss data at least fortnightly. Prioritise students for action<br><br>b. SHTs decide follow up needed: tutors involved, whatever actions considered<br><br>c. Parental engagement recorded and any improvement/deterioration tracked. | ASC | | From October<br><br>From October<br><br>From October | Half-termly report shows students of concern<br><br>And interventions proposed<br><br>And subsequent impact. Attendance improves for these students. 96% achieved by 90% of students. | Teaching & Learning |
| 1.5 Attendance panels with governors and tutors help support families where attendance is poor. | a. Potential pool of governors identified and potential dates secured in advance for the rest of the year<br><br>b. Training for governors who will be involved arranged<br><br>c. SHT/Tutors agree cases where panels may help: panels meet with students and oparents and targets agreed.<br><br>d. Follow-up action with external agencies arranged where needed | ASC | | Sept<br><br>October<br><br>October onwards<br><br>October onwards | Calendar of potential panel dates (with gov attendees) agreed by end Sept<br><br>Governors confident of their role in panels Governors no longer being involved at this stage Records of panel meetings. Attendance improves for these students.<br><br>PA reduces by Summer 2019 to <10% | Teaching & Learning |

# HVC College Development Plan 2018-19

**Enrich: Maintain a broad and exciting offer for students, publicise this better to parents and engage more disadvantaged students in it.**

2.1   Engage staff in promoting enrichment activities, offering programme of art, sport etc. and trips that is manageable with reduced staff
2.2   Use revised website and booking procedures to publicise these more effectively and reduce administration workload
2.3   Contact PP parent/carers to support take-up of enrichment opportunitites, budget for this
2.4   Use PP data to track engagement with activities and show impact of support.

| Area for Improvement Objective | Actions to be taken | Leader | Cost | When? | Success criteria | Impact evaluation Governors involved |
|---|---|---|---|---|---|---|
| 2.1 Engage staff in promoting enrichment activities, offering programme of art, sport etc. and trips that is manageable with reduced staff | a. Raise workload issue with all staff and recognise need to adjust things with fewer staff (eg: Activities Week)<br><br>b. Routine promotion of weekly bulletin of activities to encourage staff to offer activities | RBE | | Sept<br><br><br><br>Ongoing | Union agreement on approaches. Reduced Activities week discussed with staff. Automation of reply slips to reduce admin.<br><br>Weekly bulletin of activities comparable to previous years | Teaching & Learning |
| 2.2 Use revised website and booking procedures to publicise these more effectively and reduce administration workload | a. Commission revised website design and create appropriate structure<br><br>b. Ensure website contains all statutory information<br><br>c. Link all enrichment opportunities to website, and provide booking access via Forms (including trips)<br><br>d. Survey parents on changes | PDE | £2k | August<br><br><br>Oct<br><br><br>Oct<br><br><br><br>Dec | Simpler design in place for Sept<br><br><br>Fully compliant by Oct half-term<br><br>Replies via Forms saves time in administration and makes it easier to see who has booked what<br><br>Parents happy with changes, positive responses | Teaching & Learning |
| 2.3 Contact PP parent/carers to support take-up of enrichment opportunitites etc, budget for this | a. Contact all PP parents when trips pack produced, suggesting help available<br><br>b. Ensure PP parent/carers are able to attend parent evenings and support them to do so where they need support. | DPE | £2k | Sept<br><br><br>Starting October | Greater clarity on opportunities for support amongst PP parent/carers and staff<br><br>PP attendance at parents evenings is good – and when not possible communication about progress will have taken place | Teaching & Learning |

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| Area for Improvement Objective | Actions to be taken | Leader | Cost | When? | Success criteria | Impact evaluation Governors involved |
|---|---|---|---|---|---|---|
| 2.4 Use PP data to track engagement with activities and show impact of support | a. Set up PP tracker for activities building on existing work done by AAS<br><br>b. Half-termly review at CMT to decide on interventions that could be made<br><br>c. Student voice to see if enrichment adds value to HVC experience/ knock-on in attendance/academic progress? | DPE | | Sept<br><br>Weeks 6, 14, 20,27 Dec/Apr /July | Easy system to see PP engagement with enrichment<br><br>Contact with parent/carers where appropriate to improve engagement<br><br>Clearer picture on link between engagement and attendance/academic achievement informs future spending | Teaching & Learning |
| 2.5 Develop a curriculum that addresses the challenge of equipping students with core knowledge and skills | a. Use INSET time to challenge staff to review curriculum and processes of learning in a collaborative way<br><br>b. Create on-going development time for staff to discuss core knowledge and skills, and present ideas to Heads of Faculty group<br><br>c. INSET on latest research into learning, retrieval and inter-leaving curriculum, so all staff can develop their own practice to help students to gain the core knowledge and skills they need<br><br>d. Consultation on developing a response to the EBacc challenge, especially in MFL. | PDE | | July<br><br>Oct onwards<br><br>July onwards<br><br>Nov/Dec | Teachers excited about the possibilities of modifying the curriculum, including extra-curricular activities. Teaching the Holocaust as a first concrete outcome.<br>Curriculum Audit of key themes and ideas develops through the year, clearly shared by staff and communicated with parents<br><br>All staff aware of possible interleaving approaches, low-stakes testing etc. Lesson observations and student voice suggests teaching practice is changing with more evidence of this approach<br><br>Governors agree a position on developing MFL/EBacc provision | Teaching & Learning |

# HVC College Development Plan 2018-19

**Achieve: Improve the quality of teaching, learning and assessment to raise further pupils' achievement, particularly disadvantaged pupils and the most able.**

3.1      Improve PP outcomes, esp. Progress8 score (DPE).
3.2      Knowledge of students enables skilled quality-first teaching that acknowledges students' needs (ASC).
3.3      Ensure teachers have high expectations of all students and lessons are suitably challenging at all ability levels (RBE).
3.4      Consistently high quality feedback resulting in strong student and parent satisfaction (RBE).
3.5      Ensure interventions are focused, shared with other staff and have high impact (PDE).

| Area for Improvement Objective | Actions to be taken | Leader | Cost | When? | Success Criteria | Impact Evaluation Governors Involved |
|---|---|---|---|---|---|---|
| 3.1 Improve PP outcomes, esp. Progress8 score | a. PP data is tracked in a targeted and consistent manner to enable precise and early intervention | DPE | | Ongoing | Information can be shared at Intervention Group meetings so that decisions on further steps can be made | Teaching & Learning |
| | b. Precise "next steps" advice provided and resources provided to support PP learners | | | Ongoing | PP students' work marked in line with policy – evidence that feedback demonstrates how to improve. ALL PP learners have revision resources (all years) | |
| | c. Impact of interventions evaluated half-termly to ensure that progress is sustained | | | IG dates | PP gap reduces in Summer 2019, PP P8 is at least in-line with national figure | |
| 3.2 Knowledge of students enables skilled quality-first teaching that acknowledges students' needs | a. Briefing on new SEN students to all staff and notes on learning needs shared with all staff at INSET in Sept | ASC | | Sept | All staff familiar with SEN students' needs and able to plan seating etc accordingly | Teaching & Learning |
| | b. All SEN notes available to staff via Sharepoint | | | Ongoing | All staff know how to access information and can therefore plan accordingly. Change of system | |
| | c. Experiment with ClassCharts as an alternative system to help staff remain aware of student needs | | £1.5k + £1k? | Nov/Dec | Evaluate ClassCharts software and decide on future purchase or not | |
| | d. Termly evaluation with parents/students | | | SEN reviews Termly | Student/parent surveys suggest staff are meeting students' needs | |
| | e. Data/interventions checked every data collection | | | | Students making good progress or weaknesses in teaching/interventions identified and acted on | |

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| Area for Improvement Objective | Actions to be taken | Leader | Cost | When? | Success Criteria | Impact Evaluation Governors Involved |
|---|---|---|---|---|---|---|
| 3.3 Ensure teachers have high expectations of all students and lessons are suitably challenging at all ability levels | a. Expectations communicated to all staff during appraisal meetings and via Learning Wheel<br><br>b. Lesson observations focus on challenge<br><br>c. Concerns fed into coaching system<br><br>d. Student/parent surveys test satisfaction with feedback | RBE | £2k | Sept<br><br>Ongoing<br><br>As needed Dec & May | Clear understanding of need to expect high standards and create challenging lessons<br><br>Observations show challenge present or referred to coaching<br><br>Improvement over next term expected<br><br>From base-line established 2017-18, feedback suggests greater challenge | Teaching & Learning |
| 3.4 Consistently high quality feedback resulting in strong student and parent satisfaction | a. Ensure all faculties have feedback & marking policies that are clear<br><br>b. Work samples and student voice meetings focus on feedback from staff<br><br>c. Concerns referred to coaching system<br><br>d. Student/parent surveys test satisfaction with feedback | RBE | | Summer<br><br>Ongoing<br><br>As needed<br><br>Dec & May | Clear expectations of faculty approach, communicated to students and parents<br><br>Evidence suggests feedback is aiding learning, areas of concern referred to coaching<br><br>Improvement over next term expected<br><br>From base-line established 2017-18, feedback suggests better feedback | Teaching & Learning |
| 3.5 Ensure interventions are focused, shared with other staff and have high impact | a. INSET with staff on using Progresso "intervention" column to record appropriate interventions<br><br>b. Interventions collated with data collection points, once a term, and shared with tutors/pastoral staff | PDE | | Sept 18<br><br>Termly | Staff confident at recording interventions with sensible level of detail<br><br>Tutors able to see all interventions in place, and with SHT/CMT can measure impact and suggest changes. Overall P8 >0.22 in 2019 | Teaching & Learning |

# HVC College Development Plan 2018-19

**Governance and Leadership**

4.1     Confirm Leadership structure in the College
4.2     Implement changes from shrinking GB and external Governance review
4.3     Progress towards joining a MAT

| Area for Improvement Objective | Actions to be taken | Leader | Cost | When? | Success Criteria | Impact Evaluation Governors Involved |
|---|---|---|---|---|---|---|
| 4.1 Confirm Leadership structure in the College | a. Resolve the major issues within the Leadership team, including the relationship between the members of the leadership team.<br>b. Adjust College leadership following on from previous action.<br>c. Confirm revised roles and responsibilities of leadership team.<br>d. Confirm Leadership arrangements from beginning of the 2018/19 academic year. | SDA | | July 18<br><br><br>Sept 18<br><br>(Feb 18)<br>Sept 18 | Leadership of the College changed.<br><br><br>Interim leadership structure confirmed.<br><br>Legal advice sought throughout to ensure compliance with regulations and minimal risk to College. | FGB |
| 4.2 Implement changes from shrinking GB and external Governance review | a. All points from External Review of Governance completed, superceded or in progress.<br>b. Governing Body reduced from 17 to 11 members.<br>c. Legal advice sought on the establishment of Members and separation of the Members from Trustees, given Multi Academy Trust. | SDA | | Oct 18<br><br><br>July 18<br><br>Sept – Oct 18 | All actions from governance review completed, (final action is appointment of new SIP, scheduled October 2018) confirmed Dec 18 Reduction in governor numbers.<br><br>Revised Articles if needed, clarity on members and governors (published on website and updated in all required places). | FGB |
| 4.3 Progress towards joining a MAT | a. Continue to drive the strategic direction of the college into a Multi Academy Trust.<br>b. Continue meaningful engagement with the preferred MAT host (Chorus). | RRI | | Sept 18<br><br><br>Sept - Dec 18 | Project re-started following abeyance caused by preferred MAT host, given process with departing Head was not concluded.<br>Meetings with Chorus Trustees, visit to second Trust school and meetings to conclude due diligence requested. | FGB / Strategic Board. |