

HVC Post-Ofsted Improvement Plan 2017-18

HOPE VALLEY COLLEGE POST-OFSTED IMPROVEMENT PLAN, January to December 2018 – SUMMARY **reviewed September 2018**

As a result of the Ofsted inspection carried out on Hope Valley College (HVC) on 5th & 6th December 2017 the school has been 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

Since the inspection senior leaders within HVC and the Governing Body have met frequently in order to develop a comprehensive Improvement Plan which will rapidly address the serious weaknesses and the areas for improvement. Over the next 12 months the Improvement Plan will mean that:

- **HVC offers a diverse but challenging curriculum. Teaching and Learning will be good with outstanding features. Progress8 scores will be positive. HVC will continue to provide an Enriching and Nurturing environment for all students allowing them to Achieve their maximum potential.**
- **Governance will improve to: proactively and robustly challenge and support the HVC leadership; more effectively support all HVC staff; provide clear strategic direction.**
- **Financial management activities will have improved, resulting in a sustainable financial model for the College.**

The Improvement Plan, which has been subject to peer review, is based on 3 Areas for Improvement; these have been aligned to those things that the Ofsted Inspectors have highlighted need to be done in order to improve; external reviews of Governance and the use of the Pupil Premium are included. Areas for Improvement are:

- **Area for Improvement 1: Improve leadership and management.**
- **Area for Improvement 2: Improve the quality of teaching, learning and assessment to raise further pupils' achievement, particularly disadvantaged pupils and the most able.**
- **Area for Improvement 3: Improve the attendance of disadvantaged pupils and those who have SEND to be at least in line with all pupils nationally.**

In order to improve the critical aspect of Financial Management, 2 broad actions for Finance and Personnel improvement have been identified. These pre-date the Ofsted inspection, but are included with this plan to bring all improvement planning together. They are:

- **Finance and Personnel 1: Improve the financial and personnel management of the Academy in line with audit recommendations.**
- **Finance and Personnel 2: Stabilise Academy financial position creating a sustainable position in 2018/19 and beyond.**

Each of the specific actions detailed within the Improvement Plan have measurable 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 Improvement 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 Commissioner¹. Therefore, this work will continue in earnest, in parallel and in concert with the Improvement Plan.

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

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AF11. Improve leadership and management by ensuring that leaders...

1. Urgently resolve the issues within the senior leadership team so that all senior leaders are clear about their agreed responsibilities, lead strategically on them within school and provide clear direction and communication to staff
2. Work collaboratively to improve teaching, learning and assessment and improve pupil outcomes
3. Review the curriculum, ensuring pupils in KS3 are sufficiently challenged by their work and that the curriculum offer at KS4 enables all pupils to achieve good outcomes
4. Ensure there is a coherent system of assessment in place across the whole school
5. Use performance management to challenge underperformance and set all staff clear targets to improve their teaching
6. Manage the provision for pupils with SEND so that governors have better information about the progress of these pupils make and know how funding is used to improve their achievement
7. Regularly measure the impact that the school's use of additional government funding is having on improving the progress of eligible pupils, including disadvantaged pupils
8. Provide clear information to parents about their child's progress
9. Improve the skills, knowledge and understanding of the governing body so that they are better able to hold leaders to account

Area for Improvement Objective	Actions to be taken	Leader	Cost	When?	Success criteria	Impact evaluation Governors committee
<p>1.1 Urgently resolve the issues within the senior leadership team so that all senior leaders are clear about their agreed responsibilities, lead strategically on them within school and provide clear direction and communication to staff.</p> <p>Currently there is no shared vision for the College amongst the leadership team, creating tensions, uncertainty and divisions. Leadership</p>	<p>a. Conduct a series of Governor-led interviews and meetings with HVC staff (at all levels) to establish the root cause of leadership issues.</p>	SDA		Jan	Governing Body has a collective view of strengths and weaknesses of College Management Team (CMT) and agrees an appropriate course of action. (Note: this action will result in CONFIDENTIAL information and thus will not be reported outside the Governing Body)	<p>Full Governors Body (FGB)</p> <p>Return to: - Nurture Enrich Achieve</p> <p>Interim leadership structure since early Feb, now</p>
	<p>b. Re-define and re-establish the vision and priorities for HVC, gaining commitment and 'buy-in' from HVC Staff and endorsement from Full Governing Body.</p>			Feb	'Draft HVC Priorities' to be written, circulated to the Full Governing Body and endorsed by them.	
				March	'Draft HVC Priorities' to be shared with CMT, refined and circulated to Staff for their input.	
	<p>c. Re-write and agree Job Descriptions for College Management Team (CMT) to ensure clarity on responsibilities is provided and that senior leaders support delivery of Governors' strategic intent.</p>		March	Final version of HVC Priorities to be agreed by Full Governing Body, explained to all staff and promulgated to students, parents and other stakeholders.	Job Descriptions refined and agreed, endorsed by Chair of Governors.	

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<p>is not strong enough to create unity. Delegation is not effective with some leaders not knowing what their responsibilities are. Communication with staff and stakeholders is not clear.</p>	<p>d. Review and re-define the meetings needed to support effective management of and leadership within HVC. Initially this is to include a high level of Governor support with the aim to reduce this over time as meetings become self-sustaining and confidence is built in the effectiveness of them. To include regular contact sessions between Chair of Governors and Principals</p> <p>e. Establish a regular Governor-Staff forum to: improve Governors' understanding of issues facing all teaching staff; ensure key messages are reaching staff; aid Governors' understanding of the progress pupils make.</p> <p>f. Improve leadership skills, through training and external coaching if required. Develop an open, just culture where all staff are empowered and where their opinions are valued and considered.</p> <p>g. Research, identify and appoint a new School Improvement Partner (SIP).</p> <p>h. Improve communication to staff, students, parents and wider stakeholders through a range of means including improving: HVC Website; direct communication with staff including through Link Governors; contact with external stakeholders.</p>		<p>£500</p> <p>TBC</p>	March	Framework of leadership and management meetings determined. Terms of Reference (ToRs) and attendees defined.	needs confirming
				April	Initial meetings held, supported (where appropriate) by Governors. Positive feedback from attendees. ToRs refined.	
				June	Meetings scheduled, being held and deemed to be effective.	
				Oct	Governor support no longer required.	
				Feb	Hold first forum, gather feedback	
				March	Generate Terms of Reference (ToRs), define frequency of meetings	
				June	Regular meetings being scheduled and held, positive feedback received from Staff.	
				March	Establish requirement through discussion with CMT	
				April	Identify suitable training provision to provide team-building and leadership coaching support	
				May	Deliver training	
				Sep	Positive feedback from Staff via Governor-Staff Forum	
				May	New SIP appointed	
March	Deliver a range of briefings on HVC Post Ofsted Improvement Plan to stakeholders (parents, students and community)					
April	Updated Link Governor arrangements, with enhanced feedback to Full Governing Body					
May	Update and release a revised HVC website					
						Continued involvement from CoG welcome
						Termly Summer term meeting successful with positive feedback
						A number of possibilities explored, but need reduced through change in leadership team.
						3 possibilities identified
						Successful post-Ofsted meetings
						In planning

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<p>1.2 <i>Work collaboratively to improve teaching, learning and assessment* and improve pupil outcomes.</i></p> <p>There are inconsistencies in the application of the teaching and learning policy within faculties. Good QA practices are not applied across the College consistently.</p> <p>*for assessment, see also section 1.4</p>	a. Faculty Quality Assurance (QA) collated, action points summarised, shared between CMT and HoFs, compared with Faculty development plans; all outputs scrutinised by T&L Governors.	RBE	£500 for cover	Feb/ March	All Quality Assurance processes (QA) completed in allotted timescale. Outcomes shared with faculties and interventions agreed and implemented.	<p>Teaching & Learning</p> <p>Cycle starts again in Sept</p> <p>Appraisal systems completed for 17/18 – revised system for 18-19</p> <p>In place for 18-19, too early to show impact from last year</p> <p>TLR3 appointed to lead coaching in 18-19</p> <p>Yes - SISRA (2018) +0.22</p>
	b. All QA, lesson observation and interventions are logged, tracked and impact evaluated.			March onwards	All line managers are clear on their responsibilities and the processes are used fully. Faculties have a robust system of QA, informing areas of improvement, complemented by whole school QA. All leaders, including Governors, are aware of strengths and weaknesses of teaching in College and what is being done to improve it.	
	c. Teacher appraisal interim reviews identify areas of additional teacher intervention and CPD.			April	CPD is informed by outcomes of appraisal and college improvement priorities.	
				June	Central tracker shows intervention and positive impact over time.	
	d. Teacher intervention tracker identifies areas of impact in terms of student progress & other QA areas.			July onwards	Central tracker shows intervention and further positive impact over time.	
	e. Re-establish an identified coaching programme which demonstrates an impact on student progress.			June	A team of coaches trained from all faculties. Coaching model has clear milestones and outcomes.	
f. Student outcomes for each year analysed	July/ August	Y11 final outcomes show positive P8 and internal data suggests positive P8 in each year				
<p>1.3 <i>Review the curriculum, ensuring pupils in KS3 are sufficiently challenged* by their work and that the curriculum offer at KS4 enables all pupils to</i></p>	a. Curriculum design for 2018-19 is reviewed and agreed by governors.	PDE		Jan	New curriculum informs staffing structure for 2018-19.	<p>Teaching & Learning</p> <p>Yes</p>
	b. Change Y9 options to ensure P8 compliance in Y10 in 2018-19.			Feb/ March	All Y10 students in 2018-19 will be P8 compliant.	
	c. Consultation and sharing of best practice between Faculties on identifying and			March	In school variances in challenge for Year 7s and Year 8 reduces.	

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<p><i>achieve good outcomes.</i></p> <p>Proportion of students Progress8 (P8) compliant is about 80%, with EBacc entry below 30%. Additional time for English and maths has reduced humanities time in Y7/8.</p> <p>*see also 2.2</p>	<p>increasing challenge in KS3 as per their Faculty development plan. All staff clear on target setting approach.</p> <p>d. Carry out quantitative and qualitative pupil and parent voice to identify perceived areas of low challenge in the KS3 curriculum and identify areas for action.</p> <p>e. Tracking of level of challenge in KS3 lessons over time via learning walks, work scrutiny and student voice.</p> <p>f. Benchmark HVC timetable hours per subject against 5 other Sig+ Progress 8 schools.</p> <p>g. Governors review HVC curriculum for 19-20 with robust data, including how to increase EBacc take-up.</p>			<p>May See right</p> <p>Apr/ May</p> <p>Sept/ Oct</p> <p>Nov/Dec</p>	<p>Student targets in all years show P8\geq0.5.</p> <p>Student voice suggests greater levels of challenge in all subjects. <i>Survey in March, repeated June.</i></p> <p>Learning walks show consistent approach to challenge throughout the College. <i>Work scrutiny shows progress against Faculty development plans. Scutinised by T&L Governors.</i></p> <p>Report to Govenors, to inform debate for 2019-20</p> <p>Curriculum confirmed for 19-20, targets set for EBacc take-up over nextfew years.</p>	<p>Governors tracker shows targets & predictions for all years</p> <p>Surveys show mixed picture – will continue doing them termly</p> <p>T&L group scrutiny</p> <p>Autumn Term job</p>
<p>1.4</p> <p><i>Ensure there is a coherent system of assessment in place across the whole school.*</i></p> <p>Inconsistencies in assessment between departments and teachers means that students are not all clear on how well they are doing.</p> <p>*see also 2.1</p>	<p>a. All assessments to be planned centrally by HoF to ensure robust assessment before each data collection point.</p> <p>b. Ensure all Faculties have moderation procedures in place to improve confidence in assessment.</p> <p>c. Evaluate current systems of assessment and make plans for any adjustments that might be required. Implement any changes to assessments.</p>	PDE	£500 for cover	<p>April</p> <p>July</p> <p>May/June</p> <p>July/Sept</p>	<p>Assessments timetabled for all year groups for Summer term and communicated to parents.</p> <p>Assessments timetabled for all 2018-19 groups and informed to parents in July (Sept Y7).</p> <p>Faculties report improved confidence and student voice reports that students better understand how well they are doing.</p> <p>Assessment system is robust and accurate; students and parents have clear guidelines of what assessments will take place and what form they will take.</p>	<p>Teaching & Learning 2018-19 has slipped. Will be done in Sept/Oct.</p> <p>Have begun this, including sharing guidelines with parents</p>

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<p>1.5 <i>Use appraisal to challenge underperformance and set all staff clear targets to improve their teaching.</i></p> <p>Links between appraisal, CPD and teacher interventions are not clearly evident, so underperformance is not consistently addressed.</p>	<p>a. Governors to undertake an evaluation of the appraisal process to identify any inconsistencies within the system.</p> <p>b. Governors, leadership team, staff and unions to work collaboratively on developing an effective appraisal system which supports improvements in performance.</p> <p>c. Leadership team has additional training on undertaking successful appraisals which is subsequently cascaded to all Line Managers.</p> <p>d. Leadership team to implement new appraisal format.</p> <p>e. Governors scrutinise appraisal reviews for 18/19 to ensure consistency.</p>	SGI	£200 for cover	<p>Mar</p> <p>April</p> <p>May/June</p> <p>Sept</p> <p>Oct</p>	<p>Report to all Line Managers highlighting good target setting practice.</p> <p>Interim appraisal reviews identifies CPD and areas for intervention which are all centrally recorded.</p> <p>High quality training received and greater clarity on how to set and review targets</p> <p>Areas of underperformance are identified and programmes of support and competency work effectively and transparently to improve the quality of T&L.</p> <p>Governors QA process is robust to identify areas of weakness quickly in the process to allow further review to take place.</p>	<p>Finance & Personnel</p> <p>Interim appraisals reveal inconsistent targets</p> <p>Revised policy through unions, new appraisal format from Sept for 18-19</p>
<p>1.6 <i>Manage the provision for pupils with SEND so that governors have better information about the progress of these pupils make and know how funding is used to improve their achievement.</i></p> <p>Governors are not clear on the funding arrangements for</p>	<p>a. Commission and carry out an external review of SEND. Use the findings from this review, alongside the internal audit which has been completed, to inform strategic plan for future SEND provision at HVC.</p> <p>b. Agree with Governors a meaningful format in which to present information regarding the range of interventions used within the College, the cost of these and the impact upon student progress. Updated information to be shared with T&L Governors termly.</p>	ASC	£2k	<p>Feb/ March May</p> <p>March/ April</p>	<p>External review evaluates SEND within the College from policy into practice and highlights areas for development. Governors understand the statutory requirements for provision of SEND.</p> <p>Information received by Governors puts them in a position to challenge and support provision measuring cost against impact. Budget spending is clear and transparent to all with a clear focus on outcomes. Qualitative data as well as quantitative data is presented to give a full picture of impact and effectiveness</p>	<p>Teaching & Learning</p> <p>Review completed, change of SENCO.</p> <p>New plan in 18-19</p> <p>SEN budgeted clearly but still developing accountability measures</p>

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<p>SEND, so struggle to agree spending priorities. Impact of support for SEND students is not clear because teachers are not sufficiently accountable for their SEN students and are not always clear on the personal development targets. Leaders view of progress made remains too narrow.</p>	c. Ensure My SEND Learning Passports are created for all Wave 2 students (K) with clear record of interventions, cost and impact. Tracking will be costed and linked to provision map.			May	Information about students and their progress, using both qualitative and quantitative data is readily available to all stakeholders in a common format.	Updated with parents through SEN surgery days, Sept 18
	d. Publish EHC/My SEND Learning Passports tracking records to all staff and parents to ensure ownership.			June	Ownership of EHC/My SEND Learning Passports extend beyond SEND department, reinforcing the fact that "All teachers are teachers of SEND" and to ensure that all parents are aware of the progress being made by their child; this should recognise "soft data" milestones as well as rigorous academic targets.	October 2018
	e. Initiate 'My SEND Learning Passports' for students in Y6 during the transition period to ensure detailed information is available to all staff before the end of Summer term			July	All staff have comprehensive information about students joining HVC in Sept in order to plan curriculums accordingly.	Begun, staff given info on INSET day in Sept – more to be done
<p>1.7 Regularly measure the impact that the school's use of additional government funding is having on improving the progress of eligible pupils, including disadvantaged pupils</p> <p>It is not clear what the interventions funded by Pupil Premium money are, and there</p>	a. Review leadership arrangement for whole school Pupil Premium strategy	DPE		Feb	All staff understand who is leading on Pupil Premium spending, and who will collate the report covering this.	Full Governing Body
b. Evaluate Pupil Premium strategy to date including impact of TLR3 and other initiatives.	March/ April			Leaders are clear what strategies and interventions have taken place to date. Leaders have a clear understanding of the current attainment and progress of all disadvantaged students and how this has been influenced by the current strategies.	Clear on impact of previous strategy, now looking at ways to develop work this year.	
c. Interventions for PP students in Year 11 identified and further developed.	March to June			Impact of interventions evaluated against outcomes in August. Gap between PP and non PP students in P8<0.25 (0.38 at 11.2 data)	PP report to Govs, but gap widened in exam results	

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<p>is no clear evaluation process to measure the impact of any interventions.</p>	<p>d. Commission and carry out an external review of the school's use of Pupil Premium.</p>		£2k	<p>April May</p>	<p>An external review validates/refutes the College's assessment of disadvantaged spending. Areas of strength are identified and areas for improvement are identified. All stakeholders understand the outcomes of the review.</p>	<p>Review completed – shared with staff.</p>
	<p>e. Establish a Pupil Premium improvement plan based on the findings and recommendations of the external review.</p>			<p>May/ June</p>	<p>Based on the outcomes of the external review a whole College improvement plan is completed. All staff will understand what the plan involves and how to apply it. All leaders will have a clear understanding of responsibilities and accountability in delivering the plan.</p>	<p>Developing this, supported by whole Peak 11 emphasis on PP in 2018-19</p>
<p>1.8 <i>Provide clear information to parents about their child's progress.</i></p> <p>Two aspects to this: some parental feedback that new reports were not clear, but also that parents did not know how well students were doing week-to-week in all subjects.</p>	<p>a. Carry out parental voice to establish concerns regarding information not being clear and add additional information to clarify where needed.</p> <p>b. Review the use of GCSE grades and APR grades on reports. Benchmark against what 5 sig+ Progress 8 schools do in Sheffield/Derbyshire.</p> <p>c. Review methods Faculties use to provide information regularly to parents. Parent survey to cover feedback from all subjects and establish issues</p> <p>d. Plan improved system for providing regular information to parents for 2018-19, and survey in Dec 2018 to review progress.</p>	<p>PDE</p>		<p>Feb/ March</p> <p>April – June</p> <p>March</p> <p>May onwards (each data)</p>	<p>Parental reply slips for Summer reports show high levels of satisfaction with reporting system.</p> <p>Establish shortcomings of current system. Create a written plan to implement changes in 2018-19 Possible changes with Chorus Trust</p> <p>Quantitative base-line to measure progress against, and qualitative information to show areas of weakness.</p> <p>Quantitative measures show improvement and qualitative information shows no consistent areas of weakness.</p>	<p>Teaching & Learning</p> <p>Left until decisions about MAT clearer</p> <p>Survey established. Parent focus group have met twice.</p>
<p>1.9 <i>Improve the skills, knowledge and</i></p>	<p>a. Commission an enhanced external review of governance.</p>	<p>SDA KJA</p>	<p>£2k</p>	<p>Jan</p>	<p>National Leaders of Governance employed to carry out enhanced review of governance.</p>	<p>Full Governing Body</p>

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<p><i>understanding of the governing body so that they are better able to hold leaders to account.</i></p> <p>The Governing Body has not sufficiently monitored key aspects of the College's work.</p>	<p>b. Findings of the enhanced external review of governance shared with all leaders (Governors, senior and middle leaders).</p> <p>c. Implement the findings of the enhanced external review of governance.</p>			<p>Feb/ March</p> <p>March/ April</p>	<p>High quality report to CoG & Principal.</p> <p>Governing body is more nimble and sharp in holding leaders to account and ensuring students make more progress.</p>	<p>Review completed and discussed at Full Govs. Smaller Gov body established, clearer focus on accountability measures</p>

AF12: Improve the quality of teaching, learning and assessment to raise further pupils' achievement, particularly disadvantaged pupils and the most able by making sure that all teachers:

1. Assess all pupils' learning accurately and provide senior and middle leaders with precise information about pupils' progress
2. Routinely challenge pupils in their learning and set work that is carefully matched to their learning needs
3. Have high expectations of what all pupils, particularly the most able and those of middle ability, can achieve
4. Use the information about pupils' starting points more effectively in order to evaluate the impact of intervention strategies on improving pupils' progress
5. Ensure that pupils understand what skills they are learning and how they can improve to achieve their own individual targets
6. Consistently challenge low-level disruption in class so that learning is not disrupted

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<p>2.1</p> <p><i>Assess all pupils' learning accurately and provide senior and middle leaders with precise information about pupils' progress.</i></p> <p>Concerns around the accuracy of reporting</p>	<p>a. All Faculties to have further training on the requirements of the new GCSE format. Outcomes for each year group are to be matched to GCSE requirements. Scrutiny of work to allow progress to be measured.</p> <p>b. Consider exam board resources to support KS3 assessment in Languages.</p>	PDE		<p>March</p> <p>June</p> <p>May</p>	<p>HoFs and subject teachers understand how GCSE outcomes can be mapped across each year; consensus on what needs to be done.</p> <p>Each department can show how GCSE outcomes can be demonstrated in each year via a clear A4 summary, shared with students and parents.</p> <p>Languages team to investigate support from exam boards and decide who to follow as we move to a single language.</p>	<p>Teaching & Learning</p> <p>An area where we are better, but still work to do.</p> <p>Looked at AQA/Pearson, move to AQA?</p>

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predicted GCSE outcomes in KS3, related to a lack of confidence in the new GCSE specifications. Most evident in subjects outside English/maths.	c. Tap into subject support networks in Languages and Science to ensure KS3 assessment is more reliable.			May	Languages and Science have both met with colleagues from other schools and shared strategies to improve accuracy of assessments	Silverdale Figures encouraging, but still caution with 8/9 grades
	d. Review of third (Summer) assessments in Years 7-9 with each HoF.			July	Grade distributions as expected for each subject in each year, based on positive P8 overall.	
2.2 <i>Routinely challenge pupils in their learning and set work that is carefully matched to their learning needs.</i> Students report that some lessons are not challenging enough.	a. Staff INSET on challenge for all staff from SLE in English b. CMT work sample each term, focused on target groups in all year groups. c. CMT/HoF learning walk each term via LM week, focused on target groups in all year groups. d. Student voice termly, using same questions, to show whether % of students feeling challenged consistently is rising.	RBE		Feb Ongoing March From March March, then half-termly	All staff fully aware of work sample outcomes and interventions agreed and implemented CPD pathways in place for all staff. Weekly T&L and behaviour forum briefings. Benchmark and targets for improvement set and monitored. Report to governors, shared with HoFs shows consistent improvement and highlights areas for further improvement. Quantitative data shows rising % of students clear that challenge is appropriate. First survey establishes base-line.	Teaching & Learning Reviewed with T&L govs twice in Summer Term Expectations for 2018/19 clear and brought into Appraisal. Termly.
2.3 <i>Have high expectations of what all pupils, particularly the most able and those of middle ability, can achieve.</i> Evidence shows that the quality of students' work varies considerably from	a. Ensure all HoF review targets in each year in all subjects. b. Review targets of students after every data collection to ensure pupil targets remain aspirational. c. Work with two sig+ Progress 8 schools to benchmark target setting practice d. Student and parent voice activities to identify areas of concern.	PDE		Feb/Mar Ongoing March - July March	All student targets produce positive P8 ≥ 0.5 in each year group. Unless there are exceptional circumstances, all student targets greater than average A8. Record of how HVC target setting compares with other schools. Chorus Trust approach Record of student and parent views informs areas for improvement.	Teaching & Learning Targets reported to Govs in dashboard Reply slips and emails from parents show areas of

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subject to subject, suggesting that teacher expectations are not consistently high.	<p>e. Staff voice to identify potential barriers to achieving high expectations of high and middle ability students.</p> <p>f. Develop and share a collaborative plan to ensure high expectations of all pupils.</p> <p>g. Execute and measure the impact of the “high expectations” plan on attendance and student progress assessments across all years.</p>			<p>March</p> <p>March onwards</p> <p>Sept-Dec</p>	<p>Record of staff views informs areas for improvement.</p> <p>Strategy shows how leaders will ensure routinely high expectations of all students and how this will be executed and assured.</p> <p>QA reports shows successful implementation and tracks improvements in middle and high ability students’ progress, both groups P8 >0 in each year.</p>	<p>concern. All replied to. Time spent with Y11 students identified, results improved.</p> <p>Dev Plan for 18/19</p>
<p>2.4</p> <p><i>Use the information about pupils’ starting points more effectively in order to evaluate the impact of intervention strategies on improving pupils’ progress.</i></p> <p>Teachers do not consistently use students’ prior data when setting work and targets. Consequently some students are allowed to underachieve. Interventions are not clearly co-ordinated so difficult to evaluate.</p>	<p>a. Staff training on interpreting Cognitive Ability Test (CAT) data.</p> <p>b. All progress planners or seating plans have starting points and up-to-date current assessment data and pupil targets, format agreed with HoFs.</p> <p>c. All pupil interventions are recorded systematically and agreed with HoFs/SHTs, specifically:</p> <p>i) Subject teachers record interventions into Progresso notes.</p> <p>ii) Pastoral staff record whole-child interventions in a new “notes” section tied to the three data collections.</p> <p>d. All impact of intervention is recorded on subsequent “notes”.</p> <p>e. “Notes” shared with tutors/SHTs and parents at data collection points.</p>	PDE		<p>March</p> <p>April</p> <p>From X.3 data In Summer</p> <p>Ongoing</p> <p>June onwards</p>	<p>ANI to lead staff INSET on added value from CAT data.</p> <p>All groups have suitable seating plan with data clear for teacher and anyone covering.</p> <p>All “notes” shared with tutors, SHTs, HoFs and CMT. Tutors and CMT able to see all interventions with each student from X.3 and into new academic year.</p> <p>Tutors, SHTs, HoFs and CMT can show what has been done and what effect it had for all students.</p> <p>Consistency of tutor knowledge across all tutor groups, tutors have opportunity to take part in fully informed discussions with parents.</p>	<p>Teaching & Learning</p> <p>Implementing ClassCharts in 18/19 to address this</p> <p>System set up, INSET held: for review after Autumn 2018</p> <p>Autumn 2018 onwards</p>

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Area for Improvement Objective	Actions to be taken	Leader	Cost	When?	Success criteria	Impact evaluation Governors involved
	f. Up-to-date impact of intervention shared with CMT and T&L Governors.			June onwards	Governors fully aware of nature and impact of interventions in all years.	Started with PP Sept 2018
<p>2.5 <i>Ensure that pupils understand what skills they are learning and how they can improve to achieve their own individual targets.</i></p> <p>Students are not always clear why they are learning topics or how they fit in an overall scheme. Marking and feedback does not always support students to make progress. Students are not always clear how well they are doing and what they can do to improve.</p>	<p>a. Staff INSET to establish a consistent approach to sharing targets and recording progress for each student in the classroom.</p> <p>b. Subjects produce simple information to ensure that students (and parents) understand what skills they are learning, how these fit into the wider curriculum.</p> <p>c. Faculties revisit their marking policies to ensure all staff can apply these consistently.</p> <p>d. Work samples to look at quality of marking and feedback and application of faculty policy.</p>	RBE		<p>Feb/ March</p> <p>May</p> <p>April/ May</p> <p>Six weekly from Feb</p>	<p>Students know what target grade they are working towards and if they are on track to achieve that. Work sample in May shows all books show this information.</p> <p>Students and parents understand the big picture of each subject, so that they can show where they are in their learning journey.</p> <p>Faculties re-publish their policies on-line, and share them with students.</p> <p>Work scrutiny in May shows that all staff are applying this consistent approach.</p>	<p>Teaching & Learning</p> <p>Still some inconsistency here. Work Sample focus in Autumn 2018</p> <p>In books, but awaiting website re-vamp.</p> <p>Work Sample focus in Autumn 2018</p>
<p>2.6 <i>Consistently challenge low-level disruption in class so that learning is not disrupted.</i></p> <p>Instances of poor behaviour are not challenged consistently. Some students' lack of</p>	<p>a. Reminders to staff about behaviour management strategies through regular briefings.</p> <p>b. Form a working party of students to help review the current Good Behaviour Policy and to canvas the opinions of staff regarding the current policy to provide information about how the policy is</p>	DPE		<p>Feb/ March</p> <p>March</p>	<p>Staff to feel confident using the behaviour policy to manage low-level disruption in the classroom. Staff are fully aware of additional information about students who require adjustments.</p> <p>A full view of how the policy works and what staff and students feel should be adjusted in a re-written plan informs a comprehensive revision.</p>	<p>Teaching & Learning</p> <p>Developed over Summer 2018</p>

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Area for Improvement Objective	Actions to be taken	Leader	Cost	When?	Success criteria	Impact evaluation Governors involved
engagement in learning leads to low-level disruption.	implemented and where changes might need to be made.					
	c. The Good Behaviour Policy is re-written in line with feedback from staff and students. Students and staff contribute to the re-writing of the policy and agree to its content.			April/ May	All staff and students feel that they have had the opportunity to contribute or provide feedback on the new policy. All staff and students sign up to the content of the new policy.	Over Summer 2018
	d. All staff are given detailed training on how to implement the policy. This includes an understanding of reasonable adjustments for students who require a more blended approach for behaviour.			June/ July	All staff understand the policy and how to implement it within the classroom to challenge low-level disruption. All staff understand their accountability within the policy.	Launched Sept 2018
	e. Establish quality assurance process for checking consistency and measures to monitor impact to reduce disruption and exclusions.			July/Oct /June	Behaviour is monitored on a weekly basis. All members of the leadership team contribute to the management and QA of the policy, including providing specific support to staff to ensure consistency of its application. Student and staff voice provides positive feedback about the policy and consistency of implementation.	Dev Plan for 2018-19

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AFI3: Reduce the proportion of pupils, in particular disadvantaged pupils and those with SEND who are absent from school, so that their attendance is in line with national level for all pupils

3.1 Improve the monitoring and early intervention with students at risk of PA

3.2 Invest in developing staff to ensure tutoring supports good attendance

Area for Improvement Objective	Actions to be taken	Leader	Cost	When?	Success Criteria	Impact Evaluation Governors Involved
<p>3.1 <i>Improve the monitoring and early intervention with students at risk of PA.</i></p> <p>Attendance systems are not rigorous, resulting in inaccuracies in attendance data. There is not a consistent approach to dealing with poor attendance so the impact of interventions can not be evaluated.</p>	<p>a. Tracking & interventions by pastoral teams pooled into central system for easy oversight and monitoring.</p> <p>b. External review of Pupil Premium and SEND informs improvements in strategies to increase attendance.</p> <p>c. Pastoral team to apply attendance initiatives including postcards, e-mails and letters of warning, alongside Med 1s and attendance panels with rigour.</p> <p>d. Review attendance policy and strategies for 2018-19.</p> <p>e. Attendance report to Governors (including by vulnerable groups) every T&L meeting.</p>	ASC	£750	<p>Feb</p> <p>Feb-April</p> <p>Feb-June</p> <p>June/July</p> <p>March/May/July</p>	<p>Students in need of further intervention easily identified.</p> <p>Advice & guidance on how to improve further the educational experience & attendance of Pupil Premium and SEND students.</p> <p>Four fewer previously identified PA students are no longer PA following interventions. Reduce PA to below national average of 12.8% Y7-11 attendance increases from 94.7% to >95% (national norm=94.8% 2017)</p> <p>All stakeholders involved in ensuring attendance strategies are robust, sustainable and have impact.</p> <p>Governors aware of current attendance statistics at key points in the year, and range and effectiveness of interventions.</p>	<p>Teaching & Learning</p> <p>Reviews completed over Summer term 2018</p> <p>Pastoral Admin/attendance appointed over Summer. For Autumn 2018 on</p>
<p>3.2 <i>Invest in developing staff to ensure tutoring supports good attendance.</i></p> <p>Tutoring is inconsistent and so students do not all feel as supported as they should.</p>	<p>a. Training and sharing of activities so that tutors are all fully aware of their roles and responsibilities in supporting the holistic progress of all their tutees.</p> <p>b. Specific guidance on attendance and monitoring of interventions given. Tutors to be part of attendance panels.</p>	ASC		Summer Term 18	<p>Consistent approach from all tutors, shown in improved quality of 7.3/8.3 reports.</p> <p>Students feeling supported, parents seeing tutor as informed first point of call. Tutors feel able to contribute to improving attendance.</p>	<p>Teaching & Learning</p> <p>Dev plan for 2018/19. First panels at end of Summer 2018</p>

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Finance & Personnel Improvement Aim 1. Improve the financial management of the Academy (based on Audit management letter)

College Objective	Actions Required	Who	Milestone deadline	Measureable and Specific Outcome(s)	Governor monitoring
1.1	Ensure Financial Procedures are followed for all expenditure including quotes where required, purchase orders and approval of invoices. To also ensure that sufficient control is in place.	AMI	29/01/18 Ongoing	Update the Financial Procedures policy so it states quite clearly the levels of authority regarding ordering. Ensure the finance procedures are followed going forward.	Finance & Personnel
1.2	Foreign currency petty cash to be counted and re-valued at the average January conversion rate.	AMI	31/01/18	Foreign currency petty cash to be counted and recorded accurately.	Finance & Personnel
1.3	Auditors to review financial procedures.	AMI	15/2/18	Internal audit to review processes as chosen by governors to establish accuracy, security and due diligence.	Finance & Personnel
1.4	The Catering team complete purchase orders retrospectively after the goods have been received.	AMI KKA	28/02/18	Agree a system that is practical and implement this.	Finance & Personnel
1.5	Schedules of holidays to be kept to ensure no one has more than they're entitled and to ensure there is a clear record of days outstanding at the year end.	JWA	31/08/18	Set up a way of tracking holidays which shows clearly everyone's entitlement and any time outstanding. This will be checked at the year-end Audit.	Finance & Personnel
1.6	Tighten up HR Personnel Filing system, making sure record is complete and ID documents are obtained.	JWA	31/08/18	Sample of HR records to be checked during internal and year end audit to ensure this has been done.	Finance & Personnel
1.7	Lettings spread sheet needs to be complete and should match the Sage Lettings Nominal.	AMI AHE	31/08/18	A lettings spreadsheet established and finance staff notified when sales invoice needs to be raised. The nominal will be reconciled to the spreadsheet. This will be checked at the year-end Audit.	Finance & Personnel
1.8	School's policies and procedures need to be updated regularly.	DVE	Ongoing	Ensure all policies are updated when required and adopted by Governors and placed on College website.	Finance & Personnel

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Finance & Personnel Improvement Aim 2. To achieve a reserves policy by 2018-19

Objectives

2.1 Restructure staffing with redundancy in order to ensure sustainable budget for 2018-19 and beyond (approx. £350,000 savings)

2.2 Reduce non-staffing costs by at least another £77,000 in 2018-19

College Objective	Actions Required	Who	Milestone deadline	Measureable and Specific Outcome(s)	Governor monitoring
2.1	Restructure staffing with redundancy in order to ensure sustainable budget for 2018-19 and beyond (approx. £350,000 savings).	SDA	9/1/18 29/1/18 9/3/18 12/3/18 13/3/18 19/3/18 21/3/18 to 13/4/18 16/4/18 16/5/18 18/5/18	<p>a. Governors agree draft staffing structure for informal consultation.</p> <p>b. Governors agree draft staffing structure for formal consultation after considering staff & union feedback.</p> <p>c. Individuals request early retirement and voluntary redundancy.</p> <p>d. Governors meet to finalise staffing structure and documentation and agree any early retirement and voluntary redundancy.</p> <p>e. Staff notified of final staffing structure, all documentation and information is published to relevant parties.</p> <p>f. Principal responds to any written representation about proposed ring fencing and slotting proposals.</p> <p>g. Selection processes: selection criteria forms, interviews as required</p> <p>h. First committee of governing board meets to make selection for redundancy.</p> <p>i. Appeal hearings are heard by governors.</p> <p>j. Dismissal letters issued if necessary & payroll informed.</p>	Finance & Personnel Redundancy process not needed, solutions found through VR etc.
2.2.	To look at ways to reduce non staffing costs by approx £77K in 2018-19, in particular in the 9 areas identified in Redundancy and Restructure documentation.	AMI	30/06/17 30/06/17 30/06/17 30/6/17 30/6/17	<p>a. Meetings with budget holders to look at the possibility of reducing cleaning, utilities, IT, marketing and accountancy.</p> <p>b. Analysis of use of Westfield Health care to establish value for money. Consultation with College union reps.</p> <p>c. CMT to discuss and arrange moving extra maths and careers advice in house.</p> <p>d. Alternative Legal & HR provision proposals for F&P approval.</p> <p>e. Agree and submit budget to the ESFA by 28th July 2017.</p>	Finance & Personnel Balanced budget for 2018-19 and 2019-20