



Colton Hills School Development Plan 2022-24



It's About Learning

No Excuses, No Barriers

Students First: Every child, Every Lesson, Every Day

Why do we exist?

Our Purpose

To serve our community by challenging educational and social disadvantage so that everyone thrives.

Many Minds, One Mission



What do we do?

Our Mission

At Colton Hills, we believe that **every child** is entitled to the highest quality learning experiences, irrespective of their starting point. There are no barriers to high achievement and no excuses for not succeeding.

In **every lesson**, students are exposed to powerful knowledge and culturally rich experiences. **Every day** we are learning and reflecting on how we have improved ourselves. Through this, we maximise academic attainment so students can go to and through university and thrive in a top profession.

All students will leave Colton Hills highly numerate and literate, with meaningful qualifications that prove this. They will also leave equipped with both the skills and self-belief to engage with the wider world so that they change it for the better.

Every Child, Every Lesson, Every Day



Equality Objectives

1. To narrow the attainment gap, primarily in English and mathematics for socially deprived students, those identified as in receipt of the Pupil Premium so that there is no statistical variation.
2. To narrow the progress and attainment gaps in English and mathematics made by students identified as having significant barriers to learning including SEND and disadvantaged as a result any gap is in line with the national average
3. To improve attendance and persistent absence rates for all significant ethnic groups by students identified as having significant barriers to learning including CLA and EAL as a result any gap is in line with the national average
4. To provide equality of opportunity through advice and guidance and the teaching and learning experience within the curriculum to ensure boys and girls are not restricted in their Key Stage 4 and 5 option choices

Ofsted Action Points:

1. The school provides effective care and nurture for pupils with SEND. However, a few staff do not deliver activities that meet pupils' needs. Consequently, this group of pupils do not do as well as they could. **Leaders need to ensure that the information provided for staff is used to plan and deliver learning activities that meet the needs of pupils with SEND.**
2. Fixed-term exclusions are used appropriately. However, the number is not reducing and too many pupils receive a fixed-term exclusion. Leaders need to ensure that the recently introduced strategies to improve pupils' behaviour are applied consistently. In addition, staff need to make sure that pupils are supported to self-regulate and manage their own behaviour effectively.

3 Year Development Plan 2021-2024

Many Minds, One Mission



Our Vision and Values –The Journey to World Class: To be in the top 10% of schools nationally within 3 years +0.5.

We maximise **academic attainment** so that all students can **go to and through university** and thrive in a top profession. Achievement is secured through embracing our **5 core PRIDE values (Participation, Respect, Integrity, Diversity and Excellence)**. All students will leave Colton Hills highly **numerate and literate** and equipped with the skills to engage with the wider world so that they can change it for the better.

1. Leadership of Learning: All leaders at all levels demand ambitious standards for all students-to shift Colton Hills outcomes to top 10% of schools nationally.

- **Priority: Outcomes-** Ensure progress 8 score is at least +0.5 and the gap is closed across **3 sub-groups** (HPA, Disadvantaged, SEND) **Keep Aspirations on track!**

2. Build a Culture of Learning: Create a reputation for Colton Hills at local, national and international level as a World Class Research School.

- **Priority:** Ensure we all live our **PRIDE values** and that these permeate every aspect of school life. Ensure staff and students are becoming the best versions of themselves by setting up systems, support, space, time and resources to succeed. Secure partnerships with the **Primaries and other strong secondary schools and MATS.**

3. Planning and Exposition of Learning: World Class Curriculum and teaching which provides every student with the powerful knowledge and valuable cultural capital experiences.

- **Priority:** Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on, HPL, learning routines, harnessing the power of feedback, the mighty M's, use of knowledge books, enrichment and data driven planning.



Achieving World Class



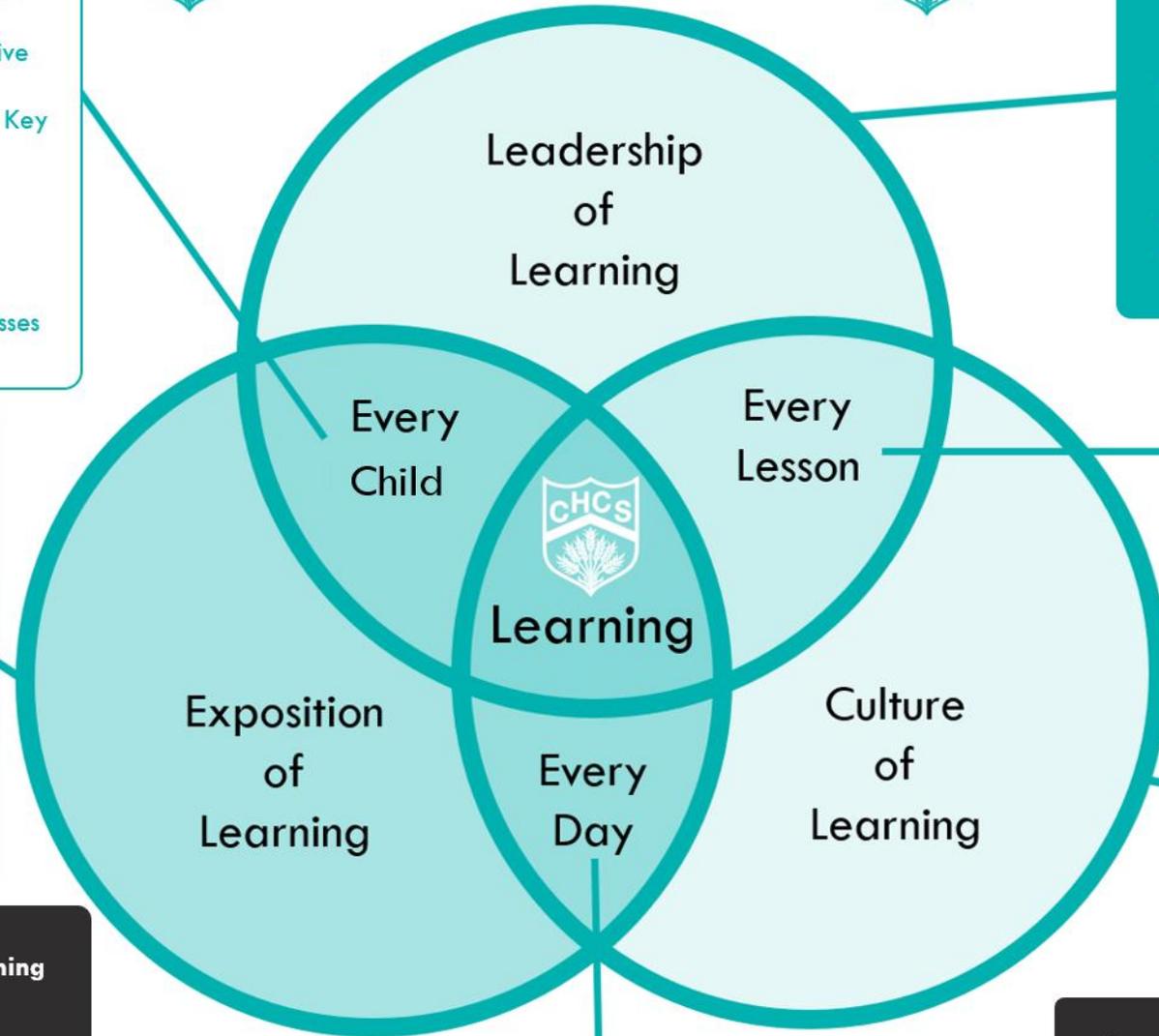
- Focus on driving attainment up in English and Maths so that at least at National, for disadvantaged **particularly boys in English 4+ & 5+**
- Reframe KS3 to be the intellectual and cognitive powerhouse of the school.
- Develop **mastery** across Maths and English at Key stage 3
- SEND have priority seating in classrooms to achieve and exceed their target
- Secure 5 or more good GCSE passes for the majority of students in year 11
- Students in year 13 secure 3 good A level passes or equivalent

- All leaders at all levels demand ambitious standards for all students-to shift outcomes to top 10% of schools
- Hold staff to account robustly for conduct and professional standards
- Embed systems for a safe well-ordered environment
- Continuous accountability.
- **Keep Aspirations on track**

- Develop strategies such as teaching to the top-high level questioning that stretch and challenge learners to go further.
- Evidence based **literacy and numeracy** strategies
- Ensure 95% of lessons are good or better
- Build writing stamina, academic language and reading fluency opportunities.
- Cultural capital – enrichment
- **Adopt the HPL philosophy and strategies into every lesson**
- Harness the power of feedback, the mighty M's, use of knowledge books, enrichment and data driven planning

- Ensure **leaders know what excellence is** and that they model and support staff to achieve this consistently throughout the school.

- Review behaviour policy, ensure it is consistently applied. Strict warm approach –positive relationships and environments where all students are able to learn.
- Seek to develop a **strong sense of belonging and identity** amongst students.



- Establish a **professional learning** community so that developments are supported by **high quality training and evidence based strategies**

Improve Attendance for all particularly most disadvantaged **97% or above.**

Organisational Effectiveness
 Disciplined people, disciplined thoughts, disciplined actions
3 year marketing strategy to drive up numbers to PAN



What's Important Right Now?

5 Big Moves for 2022-23



- 1. Raising Attainment in Y11/13 – SEND focus**
- 2. High Performance Learning – Full Adoption**
- 3. Staff Workload, Wellbeing and Efficiency**
- 4. Raising Attendance Above 95%**
- 5. Independent Study – A Culture of Excellence**



Live List. 1 Year 2022-2023 Improvement Plan

1. Leadership of Learning (OFSTED Leadership and Management)	2. Culture of Learning (OFSTED: Behaviour, Personal Development and Attitude)	3. Exposition of Learning (OFSTED: Quality of Education)
1.1 Tackle lower Progress 8 score by robustly challenging middle leaders to raise attainment, through strong Department Improvement Plans.	2.1 Raise attendance towards 95% (above pre-pandemic level), and reduce persistent absence figure to national levels (below 15%).	3.1 Raise attainment/progress levels at GCSE, with progress back above pre-pandemic level (0.25+). Particular focus on EBacc subjects and Maths.
1.2 Ensure that analysis of attainment data leads to effective and rapid interventions and challenging of underperformance where seen.	2.2 Use sanctions, rewards and new attendance guidance to significantly reduce 'culture of lateness' evident within some student groups.	3.2 Embed High Performance Learning elements in all areas of the curriculum, to ensure that there is a high-challenge ethos, backed by evidence.
1.3 Hold middle leaders to account for improved Quality Assurance of their own teams, including work scrutiny, moderation and student voice.	2.3 Further reduce suspensions from school to a rate below 5% (40 or fewer), with a clear reduction in re-offending rates.	3.3 Feedback to continue to improve and impact on students' learning, with books continuing to improve and extended writing more regular and of higher quality than in previous years.
1.4 Maintain strong focus on staff well-being by using directed time effectively and offering more clarity and simplicity in communication.	2.4 Raise levels of participation in extra-curricular activities, particularly sub-groups such as SEND, PP and students from hard-to-reach communities.	3.4 Homework completion rates improve, with meaningful independent study seen in all areas of the school and improved learning habits evident.
1.5 Continue to maintain strong community presence, with marketing and outward-facing opportunities driving student numbers further.	2.5 Increase impact of Student Voice through more effective Student Council, Community Lead post, middle leader QA and Safeguarding outreach.	3.5 Practice for SEND students continues to improve, with improvement in outcomes for SEND students in Summer 2023 to above 0 Progress 8 figure.



Staff Development:

Professional development standards (DfE, 2016) *

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in high quality evidence based CPD approaches. We **practise** key techniques collectively as a staff **twice every week** during our staff and department meetings. Further to this, we invest in research and development projects to boost our knowledge and skill in improving outcomes for the most disadvantaged groups. Introduce coaching through 5ps for all staff

Poverty Proofing the school experience **

At Colton Hills we seek to poverty proof the school day by removing stigmas, barriers to learning to ensure that all students can participate and secure excellent outcomes. We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed learning mentors and Assistant HOY to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very professional and offers students elements of choice, but students are expected to wear it with pride and there is a strong attention to detail.

Embedding Values PRIDE summer school – Behaviour Interventions Social and Emotional :***

- To support existing and new year 7s to experience secondary school life. And understand our values and develop social and emotional skills that will prepare them for life at Colton Hills
- Year 7 Residential – writing, reading and numeracy retreat.
- High Tariff students programme of intervention support two to 6 months external support
- Investment in teacher CPD around positive behaviour management strategies

Colton Hills Improvement Plan. Statements of Success 2021 -2024 (LW: Learning Walk; SV: Student Voice) 1. Leadership of Learning: Achieve Educational Outcomes significantly above national placing Colton Hills in the top 10% of schools nationally. Priority : Ensure progress 8 score is at least +0.5 and the gap is closed across 3 sub-groups (HPA, disadvantaged, SEND). Keep Aspirations on Track		Who	Cycle RAG		
			1	2	3
1.10	% of class of 2026 meeting and exceeding the expected standard in English, Maths is 70% by C3				
1.11	% of class of 2024/ 2025 meeting and exceeding the expected standard in English and Maths is 65% by C3				
1.12	Attainment in Basics class of 2022 by C3 4+ 65%, 5+ 50%, 7+20%				
1.13	Attainment in Basics class of 2023 by C3 4+ 70%, 5+ 52%, 7+20%				
1. 20	90% of students meeting or exceeding targets in all subject across all year groups				
1.21	Progress 8 measure for Class of 2022 is at least +0.3 by cycle 3.				
1.22	Progress 8 measure for class of 2023 is at least at -0.3 by cycle 3.				
1.23	Post 16 value added measure for class of 2022 is at least +0.3 by cycle 3 (for both A level and applied)				
1.24	Post 16 value added measure for class of 2023 is at least 0 by cycle 3				
1.25	Post 16 retention of class 100%				
1.26	97-100% of marking and feedback meets Colton Hills expectations				
1.30	100% of KS3 & KS4 have university Experience				
1.31	All students complete career mapping in year 8				
1.32	All Year groups receive at least 1 HOY/SL/SLT interview per year				
1.4	Robust vocabulary and reading instruction across Key Stages 3, 4 and 5. Strategies are embedded and all staff use strategies in lessons (LW)				
1.41	According to AR data 97- 100% of Key Stage 3 students are quizzing regularly by C3. 85% of students on or above reading age at C3				
1.5	High attaining, low attaining and SEN learners are performing better than their peers nationally				
1.51	Learning Walks, assessments and reviews of SEND show improved attainment that is inline with local and national levels.				

Colton Hills Improvement plan 2021-2024

PI: Plan, Im: Implement, Rv: Review, Ev: Evaluate

Plan for Key Priority 1 Statements of Success	Implementation Timeline														Cost (£)	Lead and Review	Cycle PRAG		
	June 21	Sept 21	Nov 21	Jan 22	Mar 22	May 22	June 22	Sept 22	Nov 22	Jan 23	Mar 23	May 23	June 23	1			2	3	
	All leaders at all levels demand ambitious standards for all students-to shift outcomes to top 10% of schools. Learning scrutiny calendar to be developed. Undertaken x 3 termly with CL and SLT link. Follow up deep dive progress.	PI	Im		Rv			Ev PI	Im		Rv			Ev				SLT	
Ensure robust data driven planning and assessment cycle is in place with effective intervention and follow-up, based on Department Improvement Plans	PI			Rv			Ev PI	Im		Rv					SBL/HNU /DGI				
Year 11 Raising Attainment plan builds on positive Progress 8 score 2022 and addresses deficit areas in a robust and strategic way	PI	Im			Rv				Rv			Rv			SBL/HNU				
Align appraisal model with SDP priorities to ensure that all staff are focused on attainment of SEND and disadvantaged students and raising attendance of all	PI	Im	Rv			Rv			Rv			Rv			SBL/DGI				
Curriculum Leaders and Year Leaders have specific actions and priorities developed through systematic monitoring of student performance data	PI	Im		Rv		Rv		Rv			Rv		Ev		HNU				
P0 and P6 participation continues to rise as students understand the importance of developing their wider character. Particular focus on PP and SEND students.	PI	Im		Rv		Rv		Rv		RV		RV	Ev		RJA/KFO				
PP spending is effectively tracked and accountability is clear so that disadvantaged students continue to achieve in line with the peers nationally	PI	Im		Rv				Rv		Rv			Ev		HNU				
SEND attainment focus explicit in Y11 Raising Attainment Plan and regularly on the agenda of the SLT. SENCo attends weekly SLT meeting to support SLT work.	Im			Rv		Ev	Im				Rv		Ev		SBL/HNU /SWI				
High-quality subject reviews are undertaken, with clear improvement actions and effective quality assurance follow-ups to drive further improvement	PI	Im		Rv		Rv		Rv		Rv		Rv	Ev		DGI/ LDA				
Implementation of school SEND RAP is effective and systematic, so that attainment of SEND students improves, particularly focused on students with EHCPs	PI	Im		Rv				Rv	Im		Rv		Ev		SWI/SAL				
CPD draws on high quality resources and is regularly reviewed for effectiveness and alignment with school improvement priorities at all times.	PI	Im		Rv				Rv			Rv		Ev		DGI/LDA				

Colton Hills Improvement plan 2021-2024

Pl: Plan, Im: Implement, Rv: Review, Ev: Evaluate

Plan for Key Priority 1 Statements of Success	Implementation Timeline													Cost (£)	Lead and Review	Cycle PRAG		
	June 21	Sept 21	Nov 21	Jan 22	Mar 22	May 22	June 22	Sept 22	Nov 22	Jan 23	Mar 23	May 23	June 23			1	2	3
	CPD for staff to support reading – ‘Reading to learn across the curriculum’ strategies become embedded across all subjects	Pl	Im		Rv			Ev Pl	Im		Rv					Ev		DGI/SRO/LDA
Extended writing is developed in all subject areas, with common practice and structures understood by all. This is part of Literacy VOW strategy.	Pl			Rv			Ev Pl	Im		Rv					DGI/LDA/SRO			
DEAR evolution – Star Reader assessments show students make good progress with AR, moving higher percentage closer to chronological age	Pl	Im			Rv				Rv			Rv			DGI/SRO/LDA			
Interhouse activities vary and link effectively with the school curriculum to create a wide range of ways in which students develop, including reading	Pl	Im		Rv				Im		Re v			Ev		RJA/KFO/SRO			
Support parents in making sure that reading is a high priority on all agendas and that this takes place regularly both inside and outside of school	Pl	Im	Rv			Rv			Rv			Rv			DGI/TLR			
Ensure students are set regular independent study tasks across the curriculum – monitor G4S for the figures of H/W being set and being completed more fully	Pl	Im		Rv		Rv		Rv			Rv		Ev		DGI/LDA			
Academic form period intervention is used effectively to tackle underachievement. Catch-up tutoring, literacy and numeracy interventions add value and close gaps	Pl	Im		Rv		Rv		Rv		RV		RV	Ev		HNU/SRO			
Provide ongoing opportunities for students to pursue interests with independent study tasks beyond what is compulsory to develop a culture of study	Pl	Im		Rv				Rv		Rv			Ev		DGI			
Develop engagement with primaries, starting with new Year 5 programmes and building on transition to ensure student numbers remain high	Im			Rv		Ev	Im				Rv		Ev		RJA			
Invest in around 10 TLR3, NPQ and HLTA projects which impact on the attainment of SEND and disadvantaged students	Pl	Im		Rv		Rv		Rv		Rv		Rv	Ev		SLT			
Develop the quality of student leadership, with a number of clear routes for engagement. School council is more impactful, visible and accountable	Pl	Im		Rv				Rv	Im		Rv		Ev		RJA/KFO			

Colton Hills Improvement plan 2021-2024

LW: learning walk; SV: student voice

2. Build a Culture of Learning: Create a reputation for Colton Hills at local, national and international level as a World Class Research School. <i>Priority: Ensure we all live our PRIDE values and that these permeate every aspect of school life. Ensure staff and students are becoming the best versions of themselves by setting up systems, support, space, time and resources to enable them to succeed.</i>		Who?	Cycle RAG		
			1	2	3
2.10	95-100% of staff are using classroom routines for learning. Climate for learning is at least good in every lesson, evidenced through daily drop-ins and learning walk cycle with SLT and ML 70% decrease in number of disruptions to lessons by C3	DGI			
2.11	50% decrease in homework violations by C3	SBL			
2.12	70% decrease in number of recorded lates by C3	SWI			
2.13	Attendance 95.5% by C3	SWI			
2.14	Persistent Absence is less than 18% by C3	SWI			
2.15	95-100% staff surveys state movement around school and during unstructured time is more orderly by C3.	SLT			
2.16	100% of tutor activities and assemblies link to common language of PRIDE	SBI			
2.17	95-100% of students know how to act in accordance of PRIDE (according to the student surveys) by C3	SBL			
2.18	97-100% of staff know how to act in accordance with PRIDE (according to the staff surveys) by C3	SLT			
2.19	Students receive praise in the PRIDE awards. Rewards are presented in 5:1 ratio rewards to sanctions	SLT			
2.20	90% of students participate in Enrichment activities by C3 P0, P6	RJa			
2.21	95-100% of all students have a positive sense of belonging and feel safe by C3	SLT			
2.3	50% reduction in the number of assaults by C3 and Rate of total FTE is less than 7.5% and Rate of repeat FTE is less than 3.0%	SWI			
2.4	Post 16 retention of class 2022 100%	6 th SLT			
2.41	Numbers for post 16 increase by 50% in year 12. Colton Hills school of choice –increased waiting list 50+	6 th SLT			
2.5	Student leadership is a strength by C3	SBL			

Colton Hills Improvement plan 2021-2024

Pl: Plan, Im: Implement, Rv: Review, Ev: Evaluate

Plan for Key Priority 2 Statements of Success	Implementation Timeline													Cost (£)	Lead and Review	Cycle PRAG		
	June 21	Sept 21	Nov 21	Jan 22	Mar 22	May 22	June 22	Sept 22	Nov 22	Jan 23	Mar 23	May 23	June 23			1	2	3
	Behaviour policy/implementation is effective and ultimately reduces FTEs (target 40) and isolations (target 200) across the year. Negative behaviour incidences reduce.	Pl	Im		Rv			Ev Pl	Im		Rv					Ev		SWI
Corridor culture strategy continues to be improved so that movement around the site is calm and orderly at all points in the school day, reducing conflict	Pl			Rv			Ev Pl	Im		Rv					SWI			
Routines for lessons are improved, with clear starts and clear expectations leading to better beginnings to lessons. Routines are taught and practiced in Maximum Learning.	Pl	Im			Rv				Rv			Rv			DGI			
Lunch plan and dining room to support conduct and minimise disruption to the curriculum and reduce instances of poor behaviour at break and lunch time	Pl	Im		Rv				Rv		Rv			Ev		GOH/SBL/S WI			
Attendance rises to pre-pandemic levels, driven by renewed focus at all levels of school. High profile in assemblies, tutor periods and parental events.	Pl	Im	Rv			Rv			Rv			Rv			KFO			
Attendance of hard to reach students increases with processes becoming increasingly robust. Increase home visits and use of legal routes to challenge all poor attendance.	Pl	Im		Rv		Rv		Rv			Rv		Ev		KFO/ AHKS			
Senior Mental Health Lead is appointed and a clear action plan is formed to have an impact on student wellbeing and staff mental health understanding develops.	Pl	Im		Rv		Rv		Rv		RV		RV	Ev		KFO/ CIR			
Poverty proofing centre in Student Reception works effectively and is staffed well so that students are given a level playing field for every school day.	Pl	Im		Rv				Rv		Rv			Ev		KFO/ HNU			
The tutor programme, including PSHE delivery, is effective and is responsive to the needs of the students and the school at all times.	Im			Rv		Ev	Im				Rv		Ev		KFO/ RJA			
Increased numbers of Year 7 students attend residential opportunities in Year 7, ensuring that transition continues to be effective and students feel belonging.	Pl	Im		Rv		Rv		Rv		Rv		Rv	Ev		RJA			
PRIDE awards become fully embedded with increasing numbers of students rewarded. Staff PRIDE awards are nominated at the end of each half-term.	Pl	Im		Rv				Rv	Im		Rv		Ev		SBL/ RJA			

Colton Hills Improvement plan 2021-2024

Pl: Plan, Im: Implement, Rv: Review, Ev: Evaluate

Plan for Key Priority 2 Statements of Success	Implementation Timeline													Cost (£)	Lead and Review	Cycle PRAG		
	June 21	Sept 21	Nov 21	Jan 22	Mar 22	May 22	June 22	Sept 22	Nov 22	Jan 23	Mar 23	May 23	June 23			1	2	3
	Main and Student Reception reflect the mission and values of the school, and become positive spaces to welcome community	Pl	Im		Rv			Ev Pl	Im		Rv					Ev		GOH/ SBL
Display and Signage within school and around the site adopts the display policy linking back to PRIDE values and HPL ambitions	Pl			Rv			Ev Pl	Im		Rv					SBL/ TFO			
PRIDE and HPL embedded in to all policies, making coherent links between all areas of school life	Pl	Im			Rv				Rv			Rv			SLT			
Parental engagement in EAL communities is improved through regular communication and parent forum activities to support	Pl	Im		Rv				Im		Re v			Ev		DGI/ SDO/ SWI			
Library and Dining Area becomes a central hub for period 0 and period 6 study. Increase capacity to 300+ in dining area	Pl	Im	Rv			Rv			Rv			Rv			GOH/ SBL			
Weekly ABCDs SLT meeting Attendance spreadsheet and weekly information shared to enable specific intervention	Pl	Im		Rv		Rv		Rv			Rv		Ev		SLT			
Behaviour and rewards data shared with staff weekly through effective sharing of priorities and communication	Pl	Im		Rv		Rv		Rv		Rv		Rv	Ev		KFO/ SBL			
High tariff behaviour student programme established to support students in securing the best outcomes, including the use of alternative provision	Pl	Im		Rv				Rv		Rv			Ev		SWI			
Colton Hills enrichment Wednesday and extra-curricular programmes are engaged with fully and are responsive to curricular need and student voice	Im			Rv		Ev	Im				Rv		Ev		RJA/ CBU/ KFO			
Staff well-being placed at the forefront at the planning of all activities and regularly discussed with staff so that they can see clear impact	Pl	Im		Rv		Rv		Rv		Rv		Rv	Ev		SBL/ CIR			
Strengthen prevention strategies with regards to safeguarding and interventions to stop concerns escalating, particularly around SEMH	Pl	Im		Rv		Rv		Rv		Rv		Rv	Ev		SWI/ MBA			
Student well-being and voice– (mental health training) built into PSHE programme, assembles and tutor. Develop student voice so that it feeds into safeguarding	Pl	Im		Rv		Rv		Rv		Rv		Rv	Ev		RJA/ CBU			
Enhanced safeguarding at main reception-visitor policy and community use after hours policy implemented. Staff and students trained on this.	Pl	Im		Rv		Rv		Rv		Rv		Rv	Ev		MBA			

3. Planning and Exposition of Learning: World Class Level Curriculum and Teaching

which provides every student with the powerful knowledge and valuable cultural capital experiences.

Priority: Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on, HPL, learning routines, harnessing the power of feedback, the mighty M's, use of knowledge and Assessment Organisers, enrichment and data driven planning

		Who?	Cycle RAG		
			1	2	3
3.1	100% HPL evidenced in lessons Learning is more personalised and intellectually challenging to meet the needs of all learners	SBI			
3.12	Curriculum planning and assessment supports classrooms where 100% of pedagogy is learner focused, demonstrating proven effective strategies (Mighty Ms)	SBI			
3.13	Learner B4L habits are increasingly effective in the Key Stage 3 classroom, including revision and independent study.	SBI			
3.2	Literacy, numeracy embedded across all subjects and year groups areas with Tier 2 and 3 language explicitly taught	ASt			
3.21	Increased numbers for science programmes at A level – repackaged to offer medical science programmes	LMc			
3.3	RE/Philosophy and ethics programme supports an External speaker programme for all year groups. 3 per year	SBI			
3.4	Teachers are becoming increasingly autonomous in professional development -including curriculum development, T&L and assessment	SBI/D Gi			
3.41	PM schedule for all staff including support staff with termly review	Ast/S BI			
3.42	School CPD and school structures ensure most teaching is consistently good and that there are no pockets of inadequate	SBI/D Gi			
3.43	Effective coaching programme implemented to support staff develop expertise in their practice	SBI/D Gi			
3.5	All HOY/SLs carry out at least 1 student voice per term linked to the quality of learner experience.	AHKS			
3.51	Students respond positively to feedback and this is seen in the practice of all departments	SBI/D Gi			
3.52	100% Students can respond to 3 key questions- Know what they are learning, How? they need to do to improve, Show work they are proud of and how they have made progress	SBI/D Gi			
3.53	Almost all students demonstrate good or better learner outcomes in all lessons (irrespective of starting point), and this is demonstrated in progress and attainment data.	SLT			

Colton Hills Improvement plan 2021-2024

Pl: Plan, Im: Implement, Rv: Review, Ev: Evaluate

Plan for Key Priority 3	Implementation Timeline														Cost (£)	Lead and Review	Cycle PRAG		
	June 21	Sept 21	Nov 21	Jan 22	Mar 22	May 22	June 22	Sept 22	Nov 22	Jan 23	Mar 23	May 23	June 23	1			2	3	
	Leaders promote ambition in teaching by ensuring that there are opportunities for all students to see Excellence. Focus on this being evident in all learning areas	Pl	Im		Rv			Ev Pl	Im		Rv			E v				SLT/ CLs	
Religious Studies programme developed as core subject and becomes effective. Staffing reviewed and curriculum developed, with strong exam outcomes	Pl			Rv			Ev Pl	Im		Rv					SBL/D GI				
Climate checks programme regularly undertaken so that there is strong evidence of excellent day-to-day practice. Poor teaching tackled robustly	Pl	Im			Rv				Rv			Rv			SLT				
Improve take-up at Ebacc by promoting more fully in Options process and by developing languages curriculum at KS3 with more curriculum time	Pl	Im		Rv				Im		Re v			E v		SBL/ DGI				
Regular evaluation of the quality of teaching practice is summarised each half-term with clear impact interventions from underperforming teachers.	Pl	Im	Rv			Rv			Rv			Rv			SBL/ DGI				
Full implementation of HPL in curriculum is highly evident and visible. Students are more able to articulate ACPs and VAAs in their day-to-day learning	Pl	Im		Rv		Rv		Rv		Rv			E v		SBI/ DGI				
Coaching programme for all teachers continues to develop and be effective. All Year 2-5 teachers have a coach and opportunities to work with them. Coaching developed for less effective, more experienced members of staff with the SLT	Pl	Im		Rv		Rv		Rv		RV		RV	E v		DGI/ LDA				
Work scrutiny carried out by the SLT and Year Leaders is impactful and leads to clear feedback for all teachers to improve quality of work	Pl	Im		Rv				Rv		Rv			E v		LMC				
Embed features of ECF (Early career framework) into whole-school teaching and learning CPD approaches to support closing the gap for disadvantaged students	Im			Rv		Ev	Im				Rv		E v		DGI/L DA				
Responding to Feedback becomes fully embedded as an approach which all students understand. They can articulate strengths and areas for developments	Pl	Im		Rv		Rv		Rv		Rv		Rv	E v		DGI/L DA				
Cognitive Science approaches are explicitly taught to students alongside the HPL ACPs so that there is a strong understanding of effective study and revision	Pl	Im		Rv				Rv	Im		Rv		E v		LMC				

Colton Hills Improvement plan 2021-2024

Pl: Plan, Im: Implement, Rv: Review, Ev: Evaluate

Plan for Key Priority 3	Implementation Timeline													Cost (£)	Lead and Review	Cycle PRAG		
	June 21	Sept 21	Nov 21	Jan 22	Mar 22	May 22	June 22	Sept 22	Nov 22	Jan 23	Mar 23	May 23	June 23			1	2	3
	HPL Leadership training for SLT and MLs takes place on regular cycle and leads to clear impact and development, with full integration of HPL	Pl	Im		Rv			Ev Pl	Im		Rv					E v		SBL/ DGI
Outward-facing networking with other schools develops, with all leaders visiting other schools and developing their wider understanding.	Pl			Rv			Ev Pl	Im		Rv					SLT			
Ensure at least 1 examiner exists within each department, and that their expertise is used in moderation and assessment. This is incentivised to make more widespread.	Pl	Im			Rv				Rv			Rv			SLT			
Develop a Teachmeet style online programme once a half-term where middle and senior leaders share practice and effective strategies are discussed	Pl	Im		Rv				Im		Re v			E v		DGI/LDA			
Develop HPL Guilds model so that cross-curricular approaches are developed and the Learning Communities HPL model is achieved.	Pl	Im	Rv			Rv			Rv			Rv			DGi/LDA			
Termly parent forums to have a teaching and learning focus-'supporting my child withat home', supported with high-quality documentation.	Pl	Im		Rv		Rv		Rv			Rv		E v		HOY			
Develop Knowledge and Assessment Organisers to ensure knowledge-rich and cultural capital is always evident, and that use is strong in school and at home	Pl	Im		Rv		Rv		Rv		RV		RV	E v		DGI/LDA			
Maximum Learning meetings develop students' study habits and routines, and these are evident in almost all lessons as part of quality assurance	Pl	Im		Rv				Rv		Rv			E v		DGI/LDA			
Develop post-16 curriculum offer to ensure that it meets the needs and interests of cohort, which continues to grow to over 100 in each year group	Im			Rv		Ev	Im				Rv		E v		DGI/ LMC			
Fully integrate Careers Education with whole-school curriculum to ensure that real-world relevance is always in focus. UniFrog is rolled out and well-integrated.	Pl	Im		Rv		Rv		Rv		Rv		Rv	E v		SBL/KFO /ELO			
University programme is well-embedded with all students having the opportunity to visit a university each year during their Colton Hills school life.	Pl	Im		Rv				Rv	Im		Rv		E v		ELO/KFO			
Expose students to large group teaching by the very best teachers – Big Teach. Ensure large communal areas are set up for large group teaching and that this goes beyond just core subjects.	Pl	Im		Rv				Rv	Im		Rv		E v		DGI			