

Monkseaton High School Improvement Plan Overview

**Our Vision: ‘Excellence for all at Monkseaton High School through equality, opportunity, inclusion and achievement’
To create a confident, inclusive, collaborative learning community where high quality teaching & learning, honesty and respect for others, drives a collective will to bring out the best in every child in our care.**

Summary of priorities including Key Performance and Outcomes:

Priority 1: Leadership and management: To develop leadership at all levels including teaching and support staff

- To work closely with our partner schools and our staff to develop a shared vision and common goals about the next stage of our improvement strategy
- To continue to develop middle leaders, both pastoral and academic, so that we maintain capacity to improve and ensure self-evaluation is rigorous and portrays a realistic picture of the school’s performance
- Provide governors with the information they need so they can consistently hold school leaders rigorously to account
- To define clear priorities and develop action plans that will improve outcomes for all students
- To ensure all staff understand that they are integral to collaboratively raising standards for individuals in our care.

Priority 2: Curriculum & Achievement – To provide all students at MHS with appropriate pathways that enable them to achieve their full potential and by doing so ensure that they enjoy their learning and that progress across the curriculum and key stages is good or better.

- Embed a whole school enrichment programme to excite and inspire students to aim high and to support enjoyment of learning and engagement, [post 16](#)
- To continue to work with WBHS our local teaching school on improving KS3 transition across the Pyramid of schools.
- To ensure that staff, students and parents are well informed and prepared for the new linear landscape, new specifications and new Dfe performance measures introduced at both KS4 & KS5.
- To ensure that all students and parents receive guidance on pathways available and how to support their child.
- Key Priorities at KS4 are to continue to:
 - Achieve challenging targets for the KS4 thresholds 5 A*- C and 5A* - C including EN and MA in line with the school’s attainment on entry
 - To increase the number of students achieving A* and A grades
 - Ensure all students regardless of ability or background achieve **at least** their expected 3 and 4 levels of progress in English and Maths (FFTA KS2-4)
 - Provide appropriate pathways for vulnerable students to ensure they achieve in line with their peers - including those eligible for the Pupil Premium
 - To continue to reduce any in-house variation between department outcomes.

Priority 3: Teaching – Enjoy and Achieve

To continue to develop a culture of self-improvement within Teaching and Learning. To ensure the quality of teaching, assessment and feedback, is at least good or better across the school and to quality assure learning and progress through appraisal and training.

- To continue to focus on what outstanding learning looks like so that teacher planning typically facilitates good or outstanding progress
- To implement seating for learning across the school from September 2013
- To ensure the curriculum provision enables learning and progress of all groups
- To ensure staff fully understand ‘assessment for learning’ and ‘assessment of learning’ such that regular meaningful feedback drives improvement
- To ensure planning identifies and addresses the challenges facing all learners and caters for them to access learning opportunities through differentiated teaching and learning.

Priority 4. Literacy – Everyone a teacher of English

- Ensure that core skills of literacy, numeracy and communication are signposted in schemes of work across the curriculum to give coherence to teacher planning and to promote enjoyment and engagement
- To further develop ‘Teaching and learning’ groups, some with a specific literacy focus so that we continue to embed literacy and writing as a priority for all staff
- Continue to deliver CPD focused on literacy within the training cycle, preparing students and staff for the linear landscape and the increased demand on these core skills for students in exams
- To develop reading opportunities for students through the tutorial programme and across the curriculum
- To develop a library & resource centre by January 2014
- To work in collaboration with feeder middles and the local authority to drive forward improvement in Years 7 and Year8, closing gaps in attainment including SPAG of disadvantaged and non-disadvantaged students (previously pupil premium).

Priority 5. Climate for Learning, Ethos and Culture

- To ensure that we continue to create and develop a positive climate for learning
- To promote students’ spiritual, moral, social and cultural development and memorable moments
- To ensure that parents & students and groups of students have highly positive experiences within our school
- To make sure that students are well prepared for the next stage in their education, training or employment. To promote positive attitudes to learning, including reading, and ensure that achievement is at least good across the curriculum
- To model the behaviours we expect from our students ensuring that respect, responsibility, cheerfulness and optimism promote high self-esteem across the school
- To create leadership opportunities for our students and promote student voice
- To embed the philosophy of ‘attend to achieve’ to further improve attendance and punctuality.