



## **Fearnhill School**

### **School Improvement Plan 2020-21**

All of our planned school improvement during 2020-21 falls within the two key targets below, with one central objective.

#### **Central Objective**

*In the context of the coronavirus pandemic, at Fearnhill our central objective remains to remove barriers to achievement and attendance for vulnerable groups and ensure good progress by all learners*

#### **Key Target 1: Challenge and Expectations**

*To embed the culture and practice of high expectations and challenge for all members of the Fearnhill community, responding with clarity and sensitivity to the impact of the virus on our students' lives and learning*

##### **This means:**

1. Leaders at all levels focus on effective approaches to support learning recovery and progress, through rigorous line management and a shared understanding of the school's vision
2. Students are fully reintegrated into their learning and school life, highly motivated and persistent in the face of difficulty, with outstanding attendance in line with the top 10% of similar schools

#### **Key Target 2: Planning and Assessment**

*To ensure all students experience a challenging curriculum, with precise identification of learning gaps and responsive teaching that delivers good progress*

##### **This means:**

1. Consistently high quality responsive teaching for all students, as a result of a shared understanding of the curriculum intent, rigorous planning to address learning gaps, and systematic monitoring at all levels to deliver good progress
2. Responsive assessment systems and efficient practice that support effective planning, helping students embed knowledge and use it fluently



## Fearnhill School

### School Improvement Plan 2020-21

**Please note:** Links to the [Areas for Improvement \(Afls\)](#) identified in the 2019 Ofsted inspection are shown as numbers 1-10 in the 'Outcomes' column, in [blue](#). The Afls are listed in full at the end of the document.

#### **Key Target 1: Challenge and Expectations**

*To embed the culture and practice of high expectations and challenge for all members of the Fearnhill community, responding with clarity and sensitivity to the impact of the virus on our students' lives and learning*

Focus	Outcomes	Actions and lead colleague(s)	Success criteria	Timings	Evidence of Impact	Financial impact/additional costs
Leaders at all levels focus on effective approaches to support learning recovery and progress, through rigorous line management and a shared understanding of the school's vision	All colleagues clear on priorities for students and their role, with smooth return to face to face/blended learning as appropriate. <a href="#">(Afl: 1,3,6)</a>	Effective Return Plan in place (EES), including modified timetable (TSR), risk assessments (HRW), pastoral strategy (NBR) and site plans. (HRW)	Staff and students clear on expectations and practice, site runs smoothly on day to day basis	Sept INSET used to induct staff Letters to parents before and at end of first week of term, updated fortnightly. Parents kept informed regularly across year.  Extra govs meetings approve plans, August/early Sept and update at all	High attendance (96%+) during Autumn 1 and going forwards, consistently above national average  Low number of behaviour points cf Autumn 1 2019	Met within budget, plus additional Covid-19 related costs accounted for separately.

	<p>Academic and pastoral provision reflects identified gaps and precise planning, as a result of effective assessment processes across all areas (Afl: 2,3,6)</p>	<p>Middle leaders prepare 3 possible scenarios for Autumn term and beyond, modifying SoLs with learning 'non-negotiables' clear to all (MLT)</p> <p>Partnership with Balliol College, Oxford, to foster HAPs progress through the 'Fearnhill Flyers' programme</p> <p>Intervention plan for literacy and numeracy recovery in place, precisely targeted for KS3 (TSR/SNY/APT)</p>	<p>Consistent experience for students across different staff/areas through close collaboration and planning</p> <p>Intervention/recovery programme shows accurate diagnosis and effective treatment of learning gaps, especially literacy/numeracy catch up</p>	<p>govs meetings 20-21</p> <p>Half termly learning walks and lesson observation cycle, see M&amp;E calendar</p> <p>Rapid response in case of school closure, remote learning in place within 24 hours, each department has Google classroom in place</p> <p>Baseline assessments in place within 3 weeks of start of term for KS3, revisited at agreed points. Catch up sessions under way by 14<sup>th</sup> September. Data cycles demonstrate impact</p> <p>M&amp;E through line management, TSR</p>	<p>SoLs show scenario planning, checked through line management. Calendared learning walks by SMLT/SLT show consistent practice</p> <p>Levels of engagement with 'Flyers' programme and completion of Super Curriculum projects</p> <p>All students, especially VLs, show progress at least in line with expectations pre-lockdown</p>	<p>Covid-19 catchup funding</p>
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	<p>M&amp;E processes and quality assurance of T&amp;L are secure, whether on site or remote. (Afl: 1,3,5)</p>	<p>INSET days Sept 2020 and CPD plan throughout year focus on implementation of assessment review and practical issues in response to context (SLT)</p> <p>SEND students receive high quality teaching as a result of effective strategies shared and understood (ECR/TSR)</p> <p>DIPs/AIPs demonstrate clear strategy ready to move from KS3 'zone' delivery to specialist areas as appropriate, maintaining high quality provision in different models</p>	<p>Departmental feedback/assessment policies QA'd by TSR and implemented consistently</p> <p>Feedback books embedded and demonstrating progress, especially for VLs.</p> <p>Review of DIPs/AIPs by EES and line management demonstrates consistent planning format to address different scenarios and maintain quality</p>	<p>reports to SLT by end of September with updates/changes to any policies</p> <p>Data cycles and learning walks – see calendar</p> <p>September 2020 and ongoing through M&amp;E calendar</p> <p>September 2020 onwards,</p>	<p>Consistent processes in place across departments, good progress evident. Evidence trail for progress, esp. of VLs, and sharing of good practice between departments through consistent approach and paired practice</p> <p>All staff clear on responsibilities and improvement priorities</p>	
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		SLT and MLT M&E calendar in place with planned agendas for departments to include key SIP priorities (EES/SLT)	Calendar in place and driving meeting agendas and actions	according to M&E calendar		
	School culture reflects safety as key priority; Fearnhill is not the source of a CV19 outbreak	Early programme of lesson visiting by SLT/SMLT to monitor provision	Learning Walks programme focus on 5-1 countdown and cold calling for effective Q&A	October 2020	Issues and good practice identified and feedback/follow up actions for second series of walks, Feb 2021 and beyond (see M&E calendar)	Covid-19 costs managed separately and reported regularly to govs.
	Premises operate smoothly under new conditions, all colleagues understand expectations (Afi: 7,10)	All staff and students clear on expectations through briefings, videos, letters home. (EES)	Smooth daily running of school, high level of compliance reflected through high attendance, low number of behaviour points, prompt lesson changeovers	September 2020 onwards		
		Rapid response to suspected cases, staff confident with processes and action taken swiftly.		Ongoing, regular updates to governors	Regular govs briefings and response to DfE	
		Governors' visits and reports, staff				

		<p>briefings and SLT monitoring to ensure compliance (EES, governors)</p> <p>Risk assessments in place and available to all, website has updated information</p>			and HCC processes	
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Focus	Outcomes	Actions and lead colleague(s)	Success criteria	Timings	Evidence of impact	Financial impact/additional costs
Students are fully reintegrated into their learning and school life, highly motivated and persistent in the face of difficulty, with outstanding attendance in line with the top 10% of similar schools	<p>Attendance at pre-virus levels and on an improving trend, with a school culture and attitude towards attendance that is responsive to external factors.</p> <p>(Afl: 4,7,8,9,10)</p>	<p>Successful induction for new Years 7&amp;12, every year group and tutor team fully aware of expectations through pastoral programme, 'recovery' focus clear in pastoral work (NBR/EDN)</p> <p>Successful implementation of new school day and</p>	<p>Attendance above national average and at pre-virus levels, including for vulnerable groups.</p> <p>Year 7 successfully inducted into FH expectations</p>	Half termly reports	Autumn term analysis of attendance and behaviour, ongoing half termly reports across year, including remote learning engagement levels in case of closure	Met within budget

	<p>Student voice/feedback shows students feel secure and settled in school routines, confident with safeguarding expectations (Afl: 8,9,10)</p> <p>Behaviour consistently good and student engagement with all aspects of school life is high, including for disadvantaged learners (Afl: 4,7,8,9,10)</p>	<p>punctuality focus (contd. from 2019-20)</p> <p>Sustain and develop attendance mentoring programme of targeted vulnerable students by all teaching and operational staff to build on success 2019-20 (NBR/HRW)</p> <p>Student voice led by NBR and pastoral team, regular wellbeing and learning surveys and quick response where issues are identified</p> <p>Revised behaviour policy, duty rotas etc to reflect different context, all staff and students familiar with expectations through effective briefings, online assemblies etc (NBR)</p>	<p>Surveys show positive engagement and understanding of how to source support.</p>	<p>Student surveys weekly (remote), half termly (on site)</p>		
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	Pastoral systems are clear and understood by students, re-engaging them effectively with school life. (Afl: 7,8,9,10)	Early and regular monitoring by SLT/SMLT through lesson drop-ins  Targeted BSPs fully embedded for targeted students (NBR)				
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**Key Target 2: Planning and Assessment:**

*To ensure all students experience a challenging curriculum, with precise identification of learning gaps and responsive teaching that delivers good progress*

Focus	Outcomes	Actions and lead colleague(s)	Success criteria	Timings	Evidence of impact	Financial impact/additional costs
Consistently high quality responsive teaching for all students, as a result of a shared understanding of the curriculum	Appropriate adjustments in place to manage flexible learning model, in terms of key content and pedagogical approach, led by subject needs	Adaptable SoLs in place for Autumn 1 and beyond, reflecting 3 possible delivery scenarios, kept under review (MLT)	SoL review by SLT confirms consistent format	See SLT M&E calendar	Levels of engagement by students, progress for all	Met within school budget



intent, rigorous planning to address learning gaps, and systematic monitoring at all levels to deliver good progress	<p>(Afl: 1,2,3,6)</p> <p>Student engagement with learning high by all groups (Afl: 5,6)</p>	<p>Q of T M&amp;E calendar in place with follow up actions (AMH)</p> <p>Clear implementation of improvement plans in technology and humanities (ADR, AMH)</p> <p>Support plan in place for music to clarify curriculum intent, adapt to challenges of delivery and improve outcomes (AMH) EES to line manage during autumn term, and monitor improvement</p> <p>Home learning policy updated and good practice shared (AMH)</p> <p>Protocol for student provision to ensure basic resources in place for all (SLT)</p> <p>Vulnerable learners, especially SEND</p>	<p>External follow up visits by SEA confirm progress, M&amp;E shows improved provision and Q of T (AMH absence) AMH, Spring 2021</p> <p>Policy ratified and context of Covid means adaptation needed - TSR</p> <p>All students have equipment from start of term, lessons proceed uninterrupted</p> <p>Action Plan with ECR is followed</p>	Monthly updates to SLT, governors and	Students with EHCPs make good progress,	
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		students, receive appropriate tailored and flexible provision, closely monitored	and full engagement evident, monitoring of engagement during possible closure ensures good provision	SEA at termly meetings, line management with EES	staff have good range of strategies for all SEN students.	
	Remote learning model is secure and embedded as a result of clear strategy and implementation, understood by all. (Afl: 1,2,3,4,5,6,7)	Pastoral support systems embedded and understood by all, in both on-site and remote scenarios (NBR)	Behaviour and rewards analysis shows improving trend, especially by VLs. Attendance figures also in line with top 10% of similar schools	HOKS to attend SLT meetings after each data cycle with targeted interventions in place		
		CPD plan for year reflecting best practice in remote T&L, as well as flexible approaches to deliver responsive teaching (AMH)	Shared with SLT/SMLT in absence of AMH.			
		Flexible timetable model adaptable to 3	Rapid response in case of lockdown, learning			

		<p>different scenarios (TSR)</p> <p>Strategic plan for virtual learning including role of G Suite, Chrome books, e-safety (AHN/TSR/AMH/FMN)</p>	<p>continues uninterrupted. Google classroom available for every subject and year group alongside face to face delivery</p>	<p>Remote learning policy and practice in place, autumn 2020 and reviewed Jan 2021. Access to technology for all, especially VLs, ensured through key roles in RL strategy 'FITUP' project reports to governors and SLT at least half termly</p>		<p>FITUP project with move to cloud based model will lead to savings. DfE resources accessed for VLs</p>
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Focus	Outcomes	Actions and lead colleague(s)	Success criteria	Timings	Evidence of impact	Financial impact/additional costs
Responsive assessment systems and efficient practice that support effective planning, helping students embed knowledge and use it fluently	<p>Student gaps in learning quickly identified and planning modified to address them. (Afl: 2,5,6)</p> <p>Assessment reports inform and lead to forensic and responsive intervention (Afl: 1,2,6)</p> <p>Feedback books successfully implemented (according to subject context) and demonstrate student progress (Afl: 1,2,6)</p>	<p>Embedding of new assessment policy and departmental approaches in place (TSR/MLT)</p> <p>Teaching staff implementing revised SolS, identifying needs and working with subject leaders to modify plans (MLT)</p>	<p>Data cycles and assessment reports well understood by staff, enabling rapid focused response to identified students</p> <p>Quick adjustment in the case of school closure, provision clear for HAPs and VLs.</p> <p>Curriculum intent, implementation and impact consistent across</p>	<p>Data cycles as per calendar, with sampled feedback books at SLT and HOKS reporting actions for identified VLs</p> <p>Regular reports to SLT, governors and SEA on targeted areas</p>	<p>Quality of feedback supports good progress, especially for VLs</p> <p>High levels of student engagement with remote learning or on site, as needed.</p> <p>Quality flexible provision evident for all learners.</p>	No additional costs

		<p>SEND Action Plan in place and closely monitored (TSR)</p> <p>M&amp;E Calendar in place to ensure systematic and rigorous response to student needs (EES)</p>	<p>all subjects and key stages All SEN students receive appropriate provision and make good progress.</p> <p>All staff secure with strategies to support SEND students, progress matches non-SEND.</p> <p>Calendar in place and understood, M&amp;E accurately reflects progress and areas for improvement</p>			
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<b>Improvement Focus: The Governance of the School 2020-21</b>
<b>Key Outcomes</b>
<ul style="list-style-type: none"> <li>• Increased membership of the Governing Body</li> <li>• Increased visibility of the Governing Body and engagement with parents and carers</li> <li>• Governors clear on strategic improvement priorities and fully updated on the school's Covid-19 response and planning</li> </ul>
<b>Actions</b>
<ul style="list-style-type: none"> <li>• Continue successful work of 2019-20 to recruit more governors</li> <li>• Develop links with target organisations such as Churches Together, other places of worship, Probus, The Rotary Club, employers and others, particularly in the context of the pandemic, to build community connection</li> <li>• Use Read Receipt so that people sending emails know that the message has been received</li> <li>• Ensure governors know how to access information sources easily</li> <li>• Engage with the Herts Governor Hub, The National Governance Association, The Key, other significant websites, Fearnfile</li> <li>• Timely minutes – schedule of when they will be produced</li> <li>• Governors receive an annual update of full staffing structure</li> <li>• List of key contacts outside school; e.g. Herts for Learning</li> <li>• A list of acronyms and abbreviations in the Governor Handbook</li> <li>• Ensure all governors know when significant school events are happening, and that 2/3 governors attend events when held face-to-face on site</li> <li>• Communication with parents to offer feedback opportunities and contacts online</li> </ul>
<b>Review Criteria</b>
<ul style="list-style-type: none"> <li>• Feedback from parents and staff shows improved understanding of governors' roles</li> <li>• Meeting minutes show increased engagement with key external sources of expertise</li> <li>• Increased membership of the governing body with well-matched skill sets on committees</li> </ul>

## **Fearnhill School Ofsted report, February 2019 – Areas for Improvement:**

### Ensure that:

1. leaders focus on the progress pupils make and hold teachers accountable for pupils' achievements
2. leaders make use of the information from assessment systems to support teachers' understanding of how to improve pupils' progress
3. middle leaders' actions contribute well to improving standards across the school
4. leaders use the pupil premium funding to improve the outcomes achieved by disadvantaged pupils
5. leaders use the funding for pupils with SEND to improve the support they are given so that they make good progress from their different starting points.
6. teachers use assessment information to plan learning that is suited to the different abilities of pupils, including boys, disadvantaged pupils and pupils with SEND.
7. disadvantaged pupils and those pupils with SEND attend school regularly

### Continue improving by:

8. reducing incidents of low-level disruption in lessons that disrupt learning
9. raising expectations of pupils' behaviour around the school
10. improving pupils' attitudes to learning.