

Hinchingbrooke School

Inspiring excellence Fulfilling potential

School Development Plan

2019—2020



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Part of the  Academies Trust
ASPIRATION CREATIVITY EXCELLENCE SUCCESS

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

Background

The school's own self-evaluation processes informs the priorities for the School Development Plan each year. These include taking account of current data on progress and attainment, knowledge of subject priorities for development from line management meetings, feedback from other stakeholders and a robust debate at SLT about the important priorities that will secure sustainable improvement in both the shorter and longer terms. As a school, we must readjust to changing circumstances and the recent pilot Ofsted against the new proposed framework was helpful in informing us of this new focus on the curriculum. Our overarching ambition remains the achievement of greater levels of consistency in all that we do.

Securing the very best achievement for all of our students remains a key focus, alongside continuing to improve the quality of teaching and learning and readjusting to changing circumstances. Many areas of the school have developed maturely over recent years, with robust and well-understood systems to support them. It is time therefore to provide a 'fresh pair of eyes' in these areas to promote some rejuvenation and a re-emphasis which comes with new leadership. Accordingly, the restructure of SLT will see Pupil Premium and the GAPS agenda go to Anna Nightingale, the Teaching, Learning and CPD go to Simon Cooke, and the Behaviour Management, and associated areas, go to Kate Tandy. Other adjustments to create capacity will include the appointment of 3 Associate Principals. We look forward to welcoming Mark Patterson as new Principal from January 2020, which in time will provide further refreshment and new approaches.

Professional development is now an elective and self-selecting approach using personal learning logs. Teachers are encouraged to take responsibility for their own learning and we encourage the use of latest research material with the 'One Hub' from Learning Performance as well as through a range of partnerships. We continue to promote the building of resilience and independence in our students, along with an understanding of emerging social and global issues such as mental health, well-being and climate change. Creativity and cross-phase working remain high priorities.

Work behind the scenes over the last 18 months has come to fruition with the launch of a new Sharepoint site. This, with the enhancements to the infrastructure, should make the finding and dissemination of resources and information easier and less stressful. Further work on reducing workload and improving communications will continue.

Each year we provide a focus of support for particular areas of the school. Recent previous foci have been on Maths, SEND, CEIAG and the Sixth Form. Our focus in 2019-20 will be on Business Studies, DT and Social Sciences. New working practices in a, soon to be launched 'Basecamp' in Lower School (formerly known as SEND), will develop under the leadership and guidance of Trust SENDCo Rebecca Berton.

Structure of the School Development Plan

This plan does not set out to record everything that will be happening in the school, but rather to identify the key activities that should be under the spotlight. The strategic framework and governance is provided by the ACES Academies Trust and the SDP has five major areas of focus which are inter-dependent.

Monitoring and Evaluation

Progress through this plan is monitored by SLT. This monitoring is further supported by reporting to the two committees of the local governing body: **Curriculum & Standards** and **Development & Welfare**. These committees will provide additional support and challenge.

Andrew Goulding
July 2019

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

The school's strategic intents are:

- SI 1. To embed the school's values in the culture of the whole school community.
- SI 2. To enable our students to be self-motivated, independent, life-long learners through the acquisition of key skills and attributes.
- SI 3. To be outward looking and forward thinking in the development of mutually supportive partnerships that will support the development of a vibrant learning community.
- SI 4. To ensure that consistently high quality teaching and learning is at the heart of all that we do.
- SI 5. To invest in the development and well-being of staff.
- SI 6. To provide sustainable resources to deliver our vision.

The Strategic Plan objectives are:

STAFF

- S1. Develop a culture of, and strategy for, staff well-being, which seeks to mitigate workload and stress.
- S2. Build openness and trust amongst staff through development, recognition, and the promotion of a 'feel-good factor' about working at Hinchingsbrooke.
- S3. Provide opportunities for growing our own staff.

LEARNING

- L1. Promote greater reflection and a thirst for mutual self-improvement in teachers.
- L2. Promote greater independence and resilience in learners to secure better outcome and a desire for life-long learning.
- L3. Improve consistency in the application of policies and processes.

ETHOS & CULTURE

- E1. Engage all members of the community in the promotion of and the upholding of our values.
- E2. Develop an open culture in which, and mechanisms through which, members of the community can challenge and be challenged, if expectations are not being met.

COMMUNITY

- C1. Improve parental and community engagement ('Parents as partners' rather than consumers).
- C2. Develop partnership working to add capacity (Teaching School / MAT or similar/ PTI / PiXL / other).

RESOURCES

- R1. Seek to improve our decision making around the discretionary parts of the budget
- R2. Seek to remove any barriers to continuing improvement – especially unreliable technology

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

ACES key strategies:

- a. Developing systems and practices across the schools within the ACES Academies Trust to secure improvements
- b. Securing beneficial partnerships
- c. Planning for growth and financial stability
- d. Securing reliable and responsive computer systems which are fit for purpose

With the strategy and governance coming from ACES Academies Trust, the school development plan for 2019 – 2020 has the following headlines.

- 1. Curriculum intent, implementation & impact (including PSCHE)**
- 2. Pedagogical practices and staff development**
- 3. Approaches to supporting Learning including the use of 'Basecamp'**
- 4. Achievement & GAPS**
- 5. Workload, well-being and communication**

GOVERNOR VISITS: one per term: ENGLISH HUMANITIES SMSC & FBV TBC

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

“Our core purpose is to provide effective and sustainable education so that we can nurture all of our students according to our mission and maximise their academic outcomes, their personal development and their capacity to be independent, autonomous and life-long learners.”

ACES Academies Strategies	Key focus area	Objectives						
<p>ACES strategy: Providing for growth and sustainability</p> <p>ACES strategy: Ensuring we remain outcome focused</p> <p>1. To seek partnerships which will aid growth and improvement, especially but not exclusively in the areas of staff development, curriculum enrichment and ICT.</p> <p>2. To plan for succession in leadership across the MAT.</p> <p>3. To develop metrics for monitoring each academy across a range of areas.</p>	<p>1. Curriculum intent, implementation & impact (AN)</p>	<p>a) To enable our students to be self-motivated, independent, life-long learners through the acquisition of key skills and attributes;</p> <p>b) To have a broad and balanced curriculum in which all subjects are valued and the needs of all pupils are met;</p> <p>c) To have a coherent curriculum which is clearly communicated at all levels.</p>						
	<p>2. Pedagogical practices and staff development (SAC)</p>	<p>a) To ensure teachers plan for the needs of all children including those with special needs and disabilities;</p> <p>b) To develop a Hinchingsbrooke approach to teaching.</p>						
	<p>3. Approaches to creating a fully inclusive learning environment for all (REB)</p>	<p>a) To ensure all staff have clear information, guidance and training to understand and meet the special educational needs of pupils across school (links to 2a above);</p> <p>b) To develop the curriculum, facilities and processes to fully meet students’ additional needs (e.g. Basecamp provision);</p> <p>c) To develop the role and function of Teaching Assistants across the school to ensure the outcomes detailed in EHC Plans are met effectively within the resources available;</p> <p>d) To implement a staged and integrated ‘Nurture provision’ to meet the needs of the most vulnerable students and those with complex needs.</p>						
	<p>4. Achievement & GAPS (AN)</p>	<p>a) To close the progress gaps between specific groups and the cohort, in all year groups;</p> <p>b) To establish a culture and ethos in which all pupils strive to fulfil their potential;</p> <p>c) To ensure underperforming departments apply clear plans to achieve improvements.</p>						
	<p>5. Workload, well-being and communication (KMT)</p>	<p>a) To design an approach to well-being for staff and students;</p> <p>b) To develop support for mental health for all;</p> <p>c) To develop more ways to recognise achievement within our school community;</p> <p>d) To improve communications internally and externally.</p>						
<p>ACHIEVEMENT & OUTCOMES</p>	KEY STAGE 4						KEY STAGE 5	
	<p>All students 5-9 E & M 55% EBacc 35%</p>	<p>Prog 8 0.2 Att 8 5.0</p>	<p>Disadv students (46): 5-9 E&M 50% Ebacc 20%</p>	<p>Prog 8 0.2 Att 8 4.4</p>	<p>A*/A 20% A*-B 45% A*-C 75%</p>	<p>ALPS T score of Grade 3 or better</p>		
<p>Achievement Milestones</p>	<p>Mocks (Dec) ALL E&M 9-5 45% Ebacc 15% Prog 8 -0.1 Att 8 4.5</p>	<p>Mocks (Dec) Disadv: E&M 20% Ebacc 10% Prog 8 -0.5 Att 8 3.5</p>	<p>Spring 2 TA ALL E&M 9-5 50% Ebacc 30% Prog 8 0 Att 8 4.8</p>	<p>Spring 2 TA Disadv: E&M 9-5 45% Ebacc 15% Prog 8 -0.1 Att 8 4</p>	<p>Mocks (Jan) A*/A 13% A*-B 34% A*-C 60%</p>	<p>Report (March) A*/A 20% A*-B 45% A*-C 75%</p>		

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

Curriculum intent, implementation & impact

INTENT 1(a)	To enable our students to be self-motivated, independent, life-long learners through the acquisition of key skills and attributes			AN
Outcomes	Implementation	Impact	Resources	MONITORING
Happy, well-balanced, motivated students Self-regulating, resilient, independent learners	<ol style="list-style-type: none"> 1. Audit and map the occurrence of key desirable skills in our curriculum 2. Explore a range of curriculum delivery methods which link to the key skills 3. Ensure curriculum delivery balances the principles of educational entitlement against the needs of the individual 4. Develop systems to measure the development of key skills 5. Ensure that enrichment opportunities (including trips and visits, extra-curricular clubs) are an entitlement for all students in all year groups 6. Include a programme of visitors from a range of disciplines to make our curriculum relevant from the students' perspective 7. Ensure we create opportunities as a community to celebrate diversity and difference 	<p>Students have greater tolerance and acceptance of others</p> <p>Skills are targeted & developed intentionally</p> <p>All students have access to enrichment and there is a requirement to access this</p>	<p>Visits to other schools</p> <p>Calendar of world events</p>	LGB Curriculum committee
INTENT 1(b)	To have a broad and balanced curriculum in which all subjects are valued and the needs of all pupils are met			AN
Outcomes	Implementation	Impact	Resources	MONITORING
Students have the opportunity to succeed and thrive regardless of pathway	<ol style="list-style-type: none"> 1. Review the KS4 curriculum offer in the light of changing needs of future cohorts 2. Investigate a change in Sixth Form offer in the light of a more able cohort 3. Map both skills and topics across the curriculum (academic, pastoral and extra-curricular) 4. Plan for Collapsed Days to cover the skills gaps identified through curriculum mapping 5. Ensure all statutory requirements are being met in terms of SRE, RPE, BFV, SMSC 6. Provide training for staff on meeting the needs of a range of learners 	<p>Reducing disapplication</p> <p>Improved T&L</p> <p>Statutory requirements for the curriculum met</p>	<p>Prospectus/ Options Booklet</p>	LGB Curriculum committee
INTENT 1(c)	To have a coherent curriculum which is clearly communicated at all levels			AN
Outcomes	Implementation	Impact	Resources	MONITORING
For staff to understand the rationale behind the order of the curriculum in subject areas	<ol style="list-style-type: none"> 1. Departments to evaluate their current curriculum: <ol style="list-style-type: none"> a. Is the building of skills & knowledge across key stages coherent and does it allow for progression? b. How is content delivered that is shared with other departments? (e.g. how does the teaching of graphs compare between Maths and Science?) 2. Departments to plan changes to their curriculum in light of their evaluations above 3. Make sure that all subjects have a method whereby students know the content of topics in advance and are able to track their progress 4. Core subjects and MFL to have an understanding of the KS2 curriculum to ensure a smooth transition by pitching lessons at the correct level in Year 7 	<p>Curriculums across the school dove tail</p> <p>Students are able to take a toolkit of skills from lesson to lesson</p>	<p>Visiting primary feeders</p>	LGB Curriculum committee

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

Pedagogical practices and staff development

INTENT 2(a)	To ensure teachers plan for the needs of all children including those with special needs and disabilities			SAC
Outcomes	Implementation	Impact	Resources	MONITORING
The needs of all children are met effectively. Differentiated approaches are effective. SEND is a matter for everyone.	<ol style="list-style-type: none"> 1. All departments prioritise their approach to differentiation and provision for all 2. Teachers follow the Rosenshine principles including scaffolding for difficult tasks and presenting new material using small steps. 	Teaching improves because teachers use the information and guidance provided by SEND effectively (see 3a) and implement the Rosenshine principles.	T&L committee	LGB Curriculum committee
INTENT 2(b)	To develop a Hinchingsbrooke approach to teaching			SAC
Outcomes	Implementation	Impact	Resources	MONITORING
Greater visible consistencies in the classrooms across the whole school.	<ol style="list-style-type: none"> 1. Audit of teaching approaches 2. Sharing best practice within and between departments 3. Introduction of the Rosenshine principles 	Teaching is more consistent because there is a common approach based on the Rosenshine principles.	T&L committee	LGB Curriculum committee

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

Creating a fully inclusive learning environment for all

INTENT 3(a)	To ensure all staff have clear information, guidance and training to understand and meet the special educational needs of pupils across school (links to 2a above).			REB
Outcomes	Implementation	Impact	Success indicators	MONITORING
<p>3(a)i All members of the school community can easily access appropriate information about SEND.</p> <p>3(a)ii Staff are trained to support individuals' needs.</p> <p>3(a)iii The barriers to learning for SEND pupils are clearly identified and proactively supported.</p> <p>3(a)iv SEND is everybody's business.</p>	<ol style="list-style-type: none"> 1. Improve access to information about students' needs via the Pen Portrait system, Bromcom flag system and updated SEND and Support Lists. 2. Ensure SEND is a standing item on Pastoral and Departmental Team meeting agendas. 3. Devise and deliver a targeted programme of SEND training. 4. All staff to have a performance management target around their pedagogy in relation to supporting students' needs. 5. Embed the SEND referral process across school and check for usage. 6. Dir of SEND to provide weekly 'drop in' clinics for staff to support their practice. 7. Teach Share / TOTW (Theme of the week) to focus on SEND provision and areas of need at least once a team. 8. Whole school SEND awareness days to be built into the PSHE and event calendar. 	<p>Easy access to information improves quality first teaching, pedagogical practices and leads to better progress for these students.</p> <p>Staff are able to support the needs of all pupils they teach fully.</p> <p>Students make good progress.</p> <p>Staff awareness and understanding of areas of SEND improves.</p> <p>SEND barriers to learning will be recognised and well supported in school.</p>	<p>Students outcomes</p> <p>Lesson observation /learning walks / pupil voice</p> <p>Staff feedback</p>	<p>LGB Curriculum committee</p> <p>SEND governor</p>
INTENT 3(b)	To develop the curriculum, facilities and processes to fully meet students' additional needs (e.g. Basecamp provision).			REB
Outcomes	Implementation	Impact	Success indicators	MONITORING
<p>3(b)i The curriculum meets the needs of the SEND students in school and supports next steps and progress for them.</p> <p>3(b)ii The facilities available are enhanced to meet the needs of all SEND students better.</p> <p>3(b)iii The processes in place within the SEND department will ensure that this is an integral part of the whole school.</p>	<ol style="list-style-type: none"> 1. Develop a graduated approach through the curriculum on offer to student support for the Nurture, & Nurture Light groups. 2. Set up 'Basecamp' SEND provision and monitor its use by staff and students. 3. Set up a sensory room. 4. Set up the 'Nurture classroom' to support non-secondary ready pupils. 5. Make a 'life skills' area available. 6. Ensure the 'Haven' is used for social, intervention and pastoral support. 7. Put in place a clear timetable of support and intervention to meet SEND needs of students. 8. SEND processes for referral, monitoring, APDR and EHCP Review meetings are clearly defined. 9. Assessment systems to be developed to ensure the progress of SEND pupils is tracked, measured and evaluated. 	<p>Students' needs are better met and they make good progress.</p> <p>New facilities will improve the daily experience and learning opportunities for SEND students and staff.</p> <p>Processes in place will be well defined and therefore well used to support students, staff and the wider school community.</p>	<p>Students outcomes</p> <p>SEND / Nurture Lesson observation /learning walks / pupil voice</p> <p>Staff feedback</p>	<p>Use of 'Basecamp' Monitored daily by REB & staff</p> <p>LGB Curriculum committee</p> <p>SEND governor</p>

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

INTENT 3(c)	To develop the role and function of Teaching Assistants across the school to ensure the outcomes detailed in EHC plans are met effectively within the resources available.			REB
Outcomes	Implementation	Impact	Success indicators	MONITORING
<p>3(c)i SEND and underachieving pupils are fully supported by Teaching Assistants across school.</p> <p>3(c)ii SEND pupils holistic development will be better supported via closer pastoral links with individual Teaching Assistants.</p> <p>3(c)iii Teaching Assistants become 'experts' in areas of SEND. .</p>	<ol style="list-style-type: none"> 1. Teaching Assistants are responsible to and deployed by the SEND department according to need and expertise. 2. English and Maths TAs to focus on structured intervention of SEND and underachieving pupils (eg Lexioniks, First Class in Number). 3. TAs to become named 'Key Workers' for SEND pupils with EHC Plans or those who have complex needs. 4. TAs support SEND pupils during key pastoral times (e.g. Form Time). 5. TAs to run interventions that relate directly to areas of SEND within school (e.g. Speech and Language, fine and gross motor skills, social communication, dyslexia) 6. TAs to be trained/ upskilled to ensure appropriate interventions can run within school to meet SEND areas of need (<i>see new dept. structure</i>). 	<p>TA's fully focused on SEND need and support.</p> <p>There is efficient and effective support for basic need to address underachievement in Maths and English skills.</p> <p>EHCP pupils will have an increased level of pastoral support (key worker, tutor etc.)</p> <p>TA's run interventions relating to SEND areas of need linked to EHC plans.</p> <p>TA's are trained, skilled and confident in their area of expertise.</p>	<p>Feedback from TAs, Students and parents</p> <p>TA Performance Management</p> <p>TA focused Learning Walks</p>	<p>LGB Curriculum committee</p> <p>SEND governor</p>
INTENT 3(d)	To implement a staged and integrated 'Nurture provision' to meet the needs of the most vulnerable students and those with complex needs.			REB
Outcomes	Implementation	Impact	Success indicators	MONITORING
<p>3(d)i Nurture provision satisfies the needs of students who are not 'secondary ready' and allows them to make progress.</p> <p>3(d)ii The curriculum for the most vulnerable or complex pupils is developed and supports their progress effectively.</p>	<ol style="list-style-type: none"> 1. Set up criteria for the selection of pupils into the Nurture group. 2. Employ experienced Primary teacher to <ul style="list-style-type: none"> • develop and deliver an integrated curriculum for Sc. & Humanities; • Teach English and Maths in a primary style classroom. 3. Ensure this group is fully supported by TAs and well integrated into their cohort for the creative subjects 4. Ensure the 'Nurture Light group' of 18 students have access to a highly differentiated curriculum (Year 7 & 8). 5. TA's to be key worker support in Form Time for Nurture Light pupils. 6. Set up access to Forest Schools provision for nurture group. 	<p>Needs of all pupils are effectively met to support their individual next steps.</p> <p>Provision for the most vulnerable pupils and those with complex needs allows them to integrate effectively.</p>	<p>Feedback from teacher, TAs, Students and parents</p> <p>Nurture group learning walks</p> <p>Nurture teacher Performance Management</p>	<p>LGB Curriculum committee</p> <p>SEND governor</p>

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020
Achievement & GAPS

INTENT 4(a)		To close the progress gaps between specific groups and the cohort, in all year groups			AN
Outcomes	Implementation	Impact	Resources	MONITORING	
The Progress Gap for Disadvantaged to be less than 0.2 Identification and reduction of gaps in all cohorts	<ol style="list-style-type: none"> 1. Identify those disadvantaged students with poor attendance and put relevant intervention in place, including a reward system 2. Raise the aspiration of disadvantaged students with a variety of activities (e.g. Reactivate) 3. Ensure all disadvantaged students are screened for processing and literacy needs, and put relevant support in place in and out of the classroom 4. Monitor disadvantaged progress closely and ensure regular communication with relevant stakeholders with consequent adjustments where necessary 5. Identify other emerging gaps in each cohort as early as possible and intervene early 	<p>Attendance of Disadvantaged cohort is in line with the cohort as a whole</p> <p>Gaps reduce and more disadvantaged students are admitted to the Sixth Form</p>	PP funding	<p>LGB Curriculum committee</p> <p>AN, EJP, CN, HoF and HoY</p>	
INTENT 4(b)		To establish a culture and ethos in which all pupils strive to fulfil their potential			AN
Outcomes	Implementation	Impact	Resources	MONITORING	
80% of students are on or above expectations (flight paths) in all cohorts	<ol style="list-style-type: none"> 1. Ensure all Middle Leaders are training to track expectations and processes and this is cascaded to Form Tutors/teaching staff 2. Data team to provide data dashboards to HoY and HoD in a useable and timely fashion 3. Ensure high performing students (progress and/or attainment) are publically recognised 4. Investigate underperformance, monitor closely and act swiftly and effectively 5. Clarify processes to address underperformance, including referral systems for SEND, Literacy, SEMH and other relevant services 6. Ensure the principles of the Growth Mindset is accepted by all and planning reflects this 	<p>Underperformance is identified and addressed quickly</p> <p>Success is celebrated and communicated through a variety of mechanisms</p>	<p>Training</p> <p>Data from the data team</p>	<p>AN, HoF, CEP, HoY and HoD</p>	
INTENT 4(c)		To ensure underperforming departments apply clear plans to achieve improvements			
Outcomes	Implementation	Impact	Resources	MONITORING	
All KS4 and 5 results are at least in line with national results No Blue Alps departments at KS5	<ol style="list-style-type: none"> 1. Identify barriers to performance in departments 2. Articulate and action clear plans to address the barriers 3. Tracking and monitoring of procedures to address issues quickly and successfully 4. Ensure expectations of students remain high in underperforming departments 5. Ensure teaching staff are observing colleagues in other departments to improve pedagogical practice and accessing the coaching programme 	<p>T&L in underperforming departments improves</p> <p>TA, predictions and results indicate improvement</p> <p>Drop ins and other monitoring mechanisms indicate improvements</p>	<p>Access to relevant coaching training (T&L)</p> <p>PiXL ML programme or NPQML</p>	<p>AN and HoF</p>	

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

Workload, well-being and communication

INTENT 5(a)	To design an approach to well-being for staff and students			KMT
Outcomes	Implementation	Impact	Resources	MONITORING
5(a)i 90% of staff feeling happy about working at Hinchingsbrooke 5(a)ii 90% staff retention rate 5(a)iii Students are able to complete their 'tick 10' list	<ol style="list-style-type: none"> 1. Produce a Well-being Charter that is regularly updated and shared with all staff 2. Continue to hold regular meetings of the staff well-being committee in order to review and expand the Well-being Charter 3. Ensure well-being is a consideration in each decision made for the school 4. Ensure future training days are calendared to follow evening events, allowing for a later start 5. New PSHCE curriculum, to be delivered by PSHCE Co-Ordinator and HOYs, to include physical and mental well-being as well as stress and anxiety 	<p>Increased awareness of, and discussion about, well-being strategies and opportunities for staff</p> <p>Increased awareness and understanding of coping strategies for students</p>	<p>Time</p> <p>Planning and implementation time for staff delivering PSHCE</p>	KMT, CEP, RP, HOYs
INTENT 5(b)	To develop support for mental health for all			KMT / AJH / AZS
Outcomes	Implementation	Impact	Resources	MONITORING
5(b)i A Mental Health First Aid programme will be in place for students and staff 5(b)ii A completed review of the school's counselling services will have been carried out	<ol style="list-style-type: none"> 1. Expand and disseminate the Mental Health First Aid programme: <ul style="list-style-type: none"> ❖ Identify a MHFA Champion to attend the 'Train the Trainor' course ❖ Upskill key staff in MHFA including HOYs, AHOYs and SSOs ❖ Train all staff on some aspects of MHFA ❖ Upskill some staff in how to support colleagues with MHFA 2. Ensure there are pleasant, fully functioning work spaces for staff and students 3. Ensure the school is meeting the six Thriving at Work standards for wellbeing 4. Investigate setting up a mental health school Twitter account: <ul style="list-style-type: none"> ❖ To share social media posts and advice about mental health ❖ To ensure processes are clear and easy; students and staff know when and where to seek advice 	<p>Increased knowledge of Mental Health First Aid</p> <p>Students and staff have a greater understanding of mental health and where they can seek help if needed</p>	<p>MHFA England CPD</p> <p>Mind materials</p> <p>Social Media</p>	KMT, AJH, AZS
INTENT 5(c)	To develop more ways to recognise achievement within our school community			KMT
Outcomes	Implementation	Impact	Resources	MONITORING
5(c)i Student achievements and staff efforts are recognised and celebrated regularly	<ol style="list-style-type: none"> 1. Further develop HBK.com to reinforce community values across the school 2. Investigate a one-stop-shop for rewards, detentions, achievements and homework (which will also reduce staff workload) 3. Explore other forms of technology that enable staff to recognise and praise without increasing workload (e.g. Praise Plus) 4. Refine the postcard scheme for staff in order to simplify the process and embed it as part of an open-door policy 	<p>All stakeholders are able to define what being part of HBK.com means</p> <p>Increased recognition for staff and students who go 'over and above'</p>	<p>Assembly and form time</p> <p>Software programmes</p>	KMT, TLJ, MHW
INTENT 5(d)	To improve communications internally and externally			KMT
Outcomes	Implementation	Impact	Resources	MONITORING

HINCHINGBROOKE SCHOOL DEVELOPMENT PLAN 2019 - 2020

<p>5(d)i Higher levels of engagement from all stakeholders</p> <p>5(d)ii Improved clarity and efficiency of communication, both internally and externally</p>	<ol style="list-style-type: none"> 1. Conduct an audit of ParentMail and survey parents in order to bring about improvements 2. Embed the use of SharePoint to improve communication and reduce whole-staff emails 3. Explore use of the school website and ensure all pages are up-to-date 4. Revise the format of the school bulletin and review its impact 5. Review the use of staff briefing in order to engage all staff in leadership of the school and to improve communication 	<p>More effective communication with and increased engagement from both parents and staff</p> <p>Easier access to information for all</p>	<p>SharePoint</p> <p>Administrative support</p> <p>Training</p>	<p>KMT, TLJ</p>
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