



Light Hall School

Strategic Direction 2021-2024

Approved by the Board of Governors - 9th September 2021

Table of Contents	
Table of Contents	2
Our motto	3
Our purpose	3
Our core values	3
Our vision for 2024	4
Our approach	5
Our key performance indicators	6
Our self evaluation cycle	7
Governors' monitoring cycle	8
Our strategic plan to achieve our vision	9

Our motto

The best from everyone, all of the time

This is what we aspire to. It applies to every member of staff and to every student.

Our purpose

Every single one of our students will realise their potential, regardless of starting position, in an inclusive and nurturing environment where they enjoy their learning and that prepares them for their next step and for future citizenship.

Our core values

The leaves of the Light Hall tree in our emblem stand for each of our core values. We want our young people to understand and live by our core values. They are:

- ***Excellence in all we do***
- ***Love of learning***
- ***Sound moral compass, care and respect***
- ***Active participation***
- ***High aspirations and expectations***

Our vision for 2024

1. Light Hall is an exceptionally caring and nurturing school, that prioritises the well-being of students and staff.
2. All Light Hall students make excellent progress, regardless of background, starting point or additional needs, and graduate prepared for success beyond Light Hall.
3. The curriculum at Light Hall is exciting and challenging, celebrating sport, the arts and community service, in addition to academic, cultural and social growth
4. Light Hall's culture is ambitious, reflective and forward-looking: everyone is supported to become the best they can be.
5. The evidence-informed practice, which Light Hall champions, develops resilient, confident, self-motivated, independent learners, who become involved and positive members of the community.
6. Light Hall's promotion of the professional growth of staff enables consistently high-quality practice, leading to effective learning.
7. Light Hall is a model of sustainable best practice: the protection of the environment is important to our school family.
8. Through collaboration with strategic partners, Light Hall has responsive leadership, learning from best practice to enable delivery of the school's vision.

Our approach

We believe we will achieve this through:

- Having the Light Hall child at the heart of all we do;
- Working together and with others;
- Communicating effectively and kindly with each other and all stakeholders;
- Pre-empting challenges before they arise;
- Working creatively, looking for solutions, not just following a set process;
- Taking responsibility, not just walking by;
- Holding ourselves and each other to account.

Our key performance indicators 2021 - 2024

1. Student and staff well being and mental health feedback will indicate high levels of positive well-being. (Vision statement 1)
2. Stakeholder feedback will indicate 90%+ satisfaction with pastoral care, PSHEC provision, safeguarding and safety (Vision statement 1)
3. Headline KS4 performance measures place us on an upward trajectory towards being in the top 15-20% of schools nationally (Vision statement 2)
4. Variations in the performance of different student groups will be significantly reduced to below national levels of variation. (Vision statements 2 and 4)
5. A clear curriculum and co curriculum implementation plan will be delivering changes to ensure that every child has significant opportunity to benefit from cultural and learning experiences which enhance life in 21st Century Britain. (Vision statements 3 and 4)
6. 100% of students will leave Light Hall, having secured an appropriate place in post 16 education, training or employment.(Vision statements 2 and 4)
7. 100% of students will have completed the 16 before 16 challenge by the time they leave Light Hall. (Vision statements 3 and 4)
8. The implementation of the curriculum will be consistently good, or better, in every subject. (Vision statements 4 and 6)
9. CEIAG provision will meet all of the Gatsby Standards (Vision statements 2 and 4)
10. Student attendance will be at pre pandemic levels >95% and the rate of persistent absence will fall to pre pandemic levels <10.7% (Vision statements 1, 4 and 5)
11. The school will be rated “good” or better in all areas under the 2019 Ofsted framework, if inspected. (Vision statements 4 and 6)
12. The long term position of the school as the secondary school of choice for the local area of Shirley and the new housing developments close to the school will be secured with consistent admission numbers in year 7. (Vision statement 8)
13. The strategic estates plan will be delivering continued improvements to space and facilities across the school for students and staff. (Vision statements 1 and 7)
14. The school’s carbon footprint will be diminishing (Vision statement 7)

Self evaluation cycle



Governors' monitoring cycle



Strategic Plan to achieve vision

NB: all sections of plan to be reviewed February 2023 re: additional activity/ resources or key review dates

Strategic Intent 1: Creating excellent facilities for all students and staff

Actions to achieve SI 1	Person/s accountable	Resource/costs	Key review dates	Monitoring
Continue to implement 5 year Estate plan	SLT	See school budget plan	July 2022	Termly facilities update to GB
Review success of ICT investment – laptops/ WIFI /Smart screens in all classrooms	RMC/NHY		May 2022	Finance, Estates and Risk committee
Review and refine capital fundraising strategy	MFI		April 22	Finance, Estates and Risk committee
Develop full strategic plan for outdoor and indoor social time provision for students	SLT		December 21	Finance, Estates and Risk Committee
Review and develop catering provision	MFI		August 22	Finance and Risk committee
Review and develop current initiatives to reduce carbon footprint and protect the environment	SLT	SLT Time	April 22	Finance and Risk Committee
Success criteria: <ul style="list-style-type: none"> • Estate plan actions are completed successfully by September 2024 • Outdoor and indoor social spaces meet the needs of all students for the effective development of healthy play, sport and socialising outside of lesson time 				

<ul style="list-style-type: none"> • Catering provision effectively meets the needs of students and their families and promotes healthy eating • Energy consumption and carbon emissions are reduced 				
Evaluation: SLT and GB evaluation of 5 year estate plan				
Strategic intent 2: Securing the position of Light Hall as the secondary school for the local community of Shirley and new housing estates local to the school				
Actions to achieve SI 2	Person/s accountable	Resource /costs	Key review dates	Monitoring
Work with SMBC to establish future need of local community for secondary school places	AKI		March 22	Full governing body meeting
Consult on and agree PAN with ESFA for 2021-22 in the first instance	LED		October 21	GB meeting
Review and evaluate success of current marketing strategy and actions	LED		April 22	
Explore with key stakeholders pre 11 and post 16 student requirements for 2023 and develop strategic plan accordingly	AKI		May 22	
Develop Transition provision for children in Years 4 and 5, living in Shirley and new housing estates	RMC/LMT		May 2022	
Success Criteria : <ul style="list-style-type: none"> • Consistent PAN established for year 7 • Reputation of Light Hall as the exceptionally caring and nurturing secondary school for the children of Shirley and the immediate new housing developments is established in the local community • Strategic plan for pre 11 and post 16 student provision in place 				
Evaluation: Full GB meetings				
Leadership and Management 1: Further developing leadership and management at all levels				
Actions to achieve L&M 1	Person/s accountable	Resources/costs	Key review dates	Monitoring

Rationalise GB committee Structure and GB oversight roles, incisive focus on achieving vision and challenge re school improvement priorities	GB	Governor time	September 21 and subsequent GB meeting schedule	GB action plan termly review
Embed Middle Leader Development and support/ training programme	SBR		SIP termly	SIP
Appropriate leadership CPD/ networking for individuals			SIP termly	SIP
Review and develop the appraisal process so that it is more closely aligned to professional learning and development for all staff	SBR		SIP Termly	SIP
Embed SLT structure, revised roles and accountabilities	SLT		SIP termly	SIP
<p>Success criteria</p> <ul style="list-style-type: none"> • Incisive challenge by revised GB committees and oversight roles ensures achievement of vision and school improvement priorities • SLT is highly effective, focused on impact • All middle leaders feel well supported, they are accountable for their areas, develop their teams professionally and conduct high quality QA and self evaluation. They contribute proactively to develop improvement strategies for their subjects and areas of work • Excellent student progress outcomes achieved 				
<p>Evaluation:</p> <ul style="list-style-type: none"> • School Improvement Partner review • GB review of GB action plan • SLT and GB evaluation of School Improvement Plan 				
Curriculum Provision 1 : Implementing a curriculum which is challenging and exciting				
Actions to achieve CP 1	Person/s accountable	Resources/ costs	Key review dates	Monitoring
Implement planned continued recovery curriculum for 2021/2	RHA		Half termly curriculum evaluation meetings	SIP Scrutiny committee
Explore and establish “enriched curricular entitlement” to ensure that all students have the opportunities to take part in additional cultural and learning experiences	KMO		July 22	SIP

Develop KS4 MFL offer	RHA		October 21	SIP
<p>Success criteria:</p> <ul style="list-style-type: none"> • Curriculum engages all students, makes explicit and instils key subject knowledge, skills and concepts, addresses literacy needs and ensures the “locking in” of long term memory and depth and breadth of key knowledge • Progress outcomes in year 11 are excellent • >85% of students in KS3 meet or exceed subject expectations • >50% of students study at least one MFL in KS4 				
<p>Evaluation:</p> <ul style="list-style-type: none"> • SLT and GB evaluation of School Improvement plan • Scrutiny Committee scrutiny of examination and in-year assessment data 				
Curriculum Provision 2 : Implementing a curriculum which celebrates sports, the arts and community service				
Actions to achieve CP 2	Person/s accountable	Resources/costs	Key review dates	Monitoring
Further develop extra curricular and house activity provision	KMO		Termly house and pastoral reviews	SIP
Explore and develop opportunities for community service locally	KMO		Termly SIP	SIP
Plan and execute activities and events which involve the community and showcase Light Hall	KMO		Termly	Calendar review
<p>Success criteria:</p> <ul style="list-style-type: none"> • 100% of students will have successfully completed the 16 before 16 challenge by the time they leave Light Hall. 				
<p>Evaluation:</p> <ul style="list-style-type: none"> • HT reports to GB • SLT and GB evaluation of School Improvement Plan 				
Curriculum Provision 3: Implementing a curriculum which enables all students to graduate prepared for success beyond Light Hall				
Actions to achieve CP 3	Person/s accountable	Resources/costs	Key review dates	monitoring

Further develop employer/ further/ higher education encounters across the school	KMO		Termly SIP	SIP
Develop and implement a work experience scheme	KMO	Administrative costs	Termly SIP	SIP
Fully embed learning skills within all aspects of school life	KMO		Termly SIP	SIP
Success criteria: <ul style="list-style-type: none"> • 100% of students enrol on a post 16 route in education, training or employment and stay there for 2 terms • 100% achievement against all Gatsby Benchmarks 				
Evaluation : <ul style="list-style-type: none"> • SLT and GB evaluation of School Improvement Plan • Scrutiny committee review of destination data 				
Curriculum Implementation 1: Securing excellent progress outcomes for all students				
Actions to achieve CI 1	Person/s accountable	Resources/ costs	Key review dates	Monitoring
Implement “Steps to Progress” strategy to remove all barriers to learning for all disadvantaged and SEND students	LMT/ EYU		Termly SIP	SIP Governor oversight of SEND and Pupil Premium
Embed Literacy for Learning and reading programme in all subjects	SBR		Termly SIP	SIP
Effective CPD and support programme established at all levels	CEV		Termly SIP	SIP
ECT framework effectively established	CEV		ECT assessment points	Curriculum committee
Success criteria: <ul style="list-style-type: none"> • Variations in performance of different student groups are significantly reduced to below national levels • All students leave Light Hall able to read and access information at a level which will enable them to succeed in adult life • Implementation of the curriculum is consistently good in all subjects • 100% of teachers say they are well supported in developing their practice 				

Evaluation: <ul style="list-style-type: none"> SLT and GB evaluation of School Improvement Plan 				
Curriculum Implementation 2: developing resilient, confident, self motivated, independent learners				
Actions to achieve CI 2	Person/s accountable	Resources/costs	Key review dates	monitoring
Embed high quality feedback and reflection to inform next steps in learning in all subjects	SBR		Termly SIP	SIP
Review and refine the assessment framework so that that all subjects are able to use the calendared formal assessments consistently accurately and well to help all students to embed and apply their knowledge and skills fluently	NHY		Termly SIP	SIP
Embed meta cognition strategies in all subject pedagogy	CEV		Termly SIP	SIP
Embed strategies to maximise attendance of all students	RMC			
Success criteria: <ul style="list-style-type: none"> All students make excellent progress Student attendance is at pre pandemic levels >95% and persistent absence is lower than pre pandemic levels of <10.7% 				
Evaluation: <ul style="list-style-type: none"> SLT and GB evaluation of School Improvement Plan 				
Culture and Ethos 1: Ensuring we remain an inclusive and cohesive community in response to cohort profile changes				
Actions to achieve C&E 1	Person/responsible	Resources/costs	Key review date	Monitoring
Ensure all staff have the appropriate skills to support the additional needs of all students	EYU		Calendared QA points	Inclusion meetings
Develop and embed use of facilities in the “Learning Hive” at the heart of the school	EYU		Termly	Inclusion meetings
Explicitly engage in activities which recognise and celebrate our diversity and commonalities as a community	KMO		Termly	GB meetings
Significantly enhance opportunities to listen to students, take on board their feedback and use it to inform the development of the school	KMO		Feb 22 SIP termly	SIP

<p>Success criteria:</p> <ul style="list-style-type: none"> • Students with additional learning needs make exceptional progress from their starting points • Positive parental and student feedback re inclusion and cohesion • Student voice harnessed through SLT, pastoral and subject led activities 				
<p>Evaluation:</p> <ul style="list-style-type: none"> • SLT and GB evaluation of School Improvement Plan • Scrutiny Committee scrutiny of examination and in-year assessment data • SLT evaluation of QA outcomes 				
<p>Culture and Ethos 2: Developing outstanding provision for pastoral care, mental health and well being for students and staff in our community</p>				
Actions to achieve C&E 2	Person/s accountable	Resources/costs	Key review dates	Monitoring
Embed and develop roles and responsibilities of pastoral managers and progress and development leaders to maximise effective support and challenge for all students	KMO		Termly	Termly year evaluation meetings
Develop and embed the positive relationships model for behaviour management	KMO		Dec 21 Easter 22 July 22	Inclusion meetings
Engage all staff in unconscious bias training	SBR/CEV		July 22	SLT meeting
Embed the use of 'class charts' to reduce workload for staff and aid communication and analysis relating to all behaviour and safeguarding issues	RMC		Termly	SLT meetings
Embed use of Blue Sky platform to support appraisal and professional learning and reduce workload of staff	SBR		Termly July 22	Pay committee
Evaluate the effectiveness of the staff stress and well being policy	CPE		June 22	Staffing meetings and well being surveys

<p>Success Criteria:</p> <ul style="list-style-type: none"> • Student and staff well being and mental health feedback indicates high levels of positive well-being. • Stakeholder feedback indicates 90%+ satisfaction with pastoral care, safeguarding and safety 				
<p>Evaluation:</p> <ul style="list-style-type: none"> • Termly SLT evaluation of Bfl data • SLT and GB evaluation of School Improvement Plan • SLT Evaluation of student, staff and parent surveys 				
<p>Culture and Ethos 3: Continuing to grow as an outward facing school for the local community of Shirley</p>				
Actions to achieve C&E 3	Person/s accountable	Resources/costs	Key review dates	Monitoring
Continue to expand and lead aspects of collaboration with South Birmingham network schools to maximise capacity for inclusion and further develop our curriculum	AKI		July 22 July 23 July 24	SLT meetings
Continue to explore opportunities for collaboration with schools in South Solihull	AKI		July 22	SLT meetings
Evaluate the effectiveness of our communications policy	AKI		July 22	Operations meeting
Explore and develop further ways of engaging parents in the life of the school	AKI		July 22	SLT meeting
Review and refine social media and online presence	LED		Dec 21	SLT meeting
Explore further opportunities for collaboration to support mental health provision	CPE		Oct 21	SLT meeting
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Positive feedback from students and parents about provision and individual support • Positive reputation of Light Hall secured in local community • Positive staff feedback re opportunities to learn and develop through collaboration 				
<p>Evaluation:</p> <p>SLT Evaluation of student, staff and parent surveys</p>				

NB The Annual School Improvement Plan details key objectives, actions and success criteria to move the school forward. It is reviewed and evaluated on a termly basis and is the core working document for school improvement.