

Project No.	BIG 3 25-26 DRAFT 20.5.25 PROJECT SUMMARY		Summary of OBSERVABLE OUTCOMES KEY OVERALL OUTCOMES: A8 5+ WITH REDUCING GAPS for DISADV. 9-7 EM 15%+ 9-5 EM= 55%+, 9-4 EM 80% ATT 94%, PA 12% (not c27%) meet or exceed PAN, PERMEX <5, FTES REDUCE TO FEWER THAN 3 PW, BUDGET IS BALANCED	
Big 3 No.1 A more strategic approach to promoting excellence leads to Highfields students doing outstanding things				
1a	Op: Best of the Best (BOTB). In our inclusive school we will celebrate, nurture and promote students who are capable of extraordinary things be this in scholarship, sport, the arts or in their attributes. This will be reflected through further improvements in our content/ curriculum/ assessment regime and a focus on celebration of academic excellence. (CONTENT)	PRC	All aspects of school life reveal that students are hungry to achieve the highest standards and grades, produce the finest work, win the most competitive matches. The number of 9-7s and A*s increases as does the proportion of students applying for the most sought-after courses. Academic excellence and endeavour are prized. Celebration assemblies and events will highlight the BOTB in a range of areas both academic and wider curriculum. An assessment review will inform a challenging ARR regime which drives learning, recall challenge and achievement. High performance in assessments is expected and celebrated. A curriculum review results in further sharpening of curriculum ambition. Each subject produces a flagship project or identifies hallmarks which epitomise challenge in their subject. Lessons are academically demanding and routinely feature strong student contribution. Future Highfields students' achievements contribute to a stronger, better society	
1b	Op: P2T. STAR will be embedded across classrooms and build on former techniques such as HUFS and TPS. As a <u>result</u> students are quick to pay attention, adept at asking questions and, in general, are a Pleasure to Teach (APPROACH)	MJH	Learning walks evidence pacy learning because they SIT UP, TRACK, ASK QUESTIONS and RESPOND to others. Students are notable for their ability to ask questions and to avoid passivity. Even inexperienced or supply teachers benefit from the routines which more experienced teachers have established. Highfields gains a reputation for having students who are a P2T. <u>AtL</u> reviews will focus discussion on what makes excellent <u>AtL</u> amongst musicians, scientists, athletes etc	
1c	Op: Pitch it up# 2. Selected strategies such as PEPPER, STOP AND SEARCH, WORK THE CLOCK, STRETCH IT, routinely stretch and challenge students in all lessons from Y7-13 (TECHNIQUE)	EB	Learning walks data suggests increased intensity – time is used well so that students learn more of our ambitious curriculum and students are challenged to achieve their best, establishing a culture of precision and excellence. Student responses are routinely challenged and students supported to offer their very best contribution.	
Big 3 No.2 A coordinated approach to personal development empowers students to become extraordinary people				
2a	Op: FPM Future Prime Minister- students are challenged to take ever greater role in the leadership of others	GPR	Student leaders are self- <u>organising</u> and their impact can be seen in lessons, charity activities, sporting events. Highfields alumni begin to emerge as national contributors because of their resilience, strength, speed and versatility in a changing world.	
2b	Op: PD Wraparound- a shared vision for the Highfields graduate informs our holistic personal development offer	CLR	The end point (what we want a well-prepared Highfields graduate to look like) informs a tightly focused programme of PD. All elements of safeguarding, pastoral, citizenship, work experience, PSE etc coordinate to prepare students to thrive in a challenging and changing world.	
2c	Op: Extra-ordinary - Social Capital Curriculum- students at all levels, including the most able, gain access to a range of experiences through the wider curriculum	CLM/ MF	Tight monitoring using <u>Unifrog evidences</u> that even more students (esp <u>disadv</u>) have experiences which open their eyes to new people, pass-times, places and possibilities. The trips offer is tightly focused to ensure that <u>disadv</u> students get at least some exposure to those things which are usually only affordable to some. A programme of speakers and inspirational professionals inspires students to be the best they can in whatever it is which inspires them.	
Big 3 No.3 Co-ordinated use of tech, social media and communications enhances the student experience at Highfields				
3a	Operation: Magic Mirror. Social media and external comms routinely promote Highfields as a place where students achieve amazing things.	AMA EB/ LLE	As a result of a coordinated approach to communication, students (and other stakeholders) realise that Highfields is a school where excellence happens regularly and where spectacular is becoming the norm. External stakeholders including parents, <u>govs</u> and potential staff members see a school where students achieve both in the curriculum and beyond it.	
3b	Operation: ARBOR. A change of management information system (MIS) will enhance staff ability to register, track, manage and care for children and families.	MJH/ TWC	Stakeholder feedback in June will suggest that the migration from SIMS to ARBOR from Oct-June was well handled. Feedback will also suggest that ARBOR is at least as good as SIMS and has the potential to be much better in supporting excellence at Highfields.	