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| **School Aims**   1. **The school values every individual equally and aims for them to:**  * Fulfil potential now and in later life. * Develop confidence, self-esteem and decision-making skills. * Enjoy and value learning. * Develop personal responsibility and respect.  1. **The school seeks to foster learning by creating:**  * A calm and friendly atmosphere which encourages and promotes high personal standards. * A healthy, safe and secure environment. * A stimulating and inspiring learning environment which values academic achievement. * Structures which recognise individual achievement.  1. **The school lies at the heart of its community and aims to:**  * Promote open and effective communication. * Foster a sense of community amongst all the school employees, students, parents and governors. * Work co-operatively with the business community to make the curriculum relevant to its students. * Work co-operatively with feeder schools and other educational institutions to promote curriculum continuity and appropriate pastoral care. | **Key Performance Indicators**  58 Attainment 8  >0.6 Progress 8  0.25 Progress 8 Disadvantaged Students  84 BASICS (At least a 4 in English & Mathematics)  5.4 Ebacc average points score  0.10 KS5 A Level Value Added  KS5ALPS 3  96% Attendance  Kirkland Rowell surveys continue to show positive stakeholder satisfaction with overall performance scores of:   * Students 73 * Parents 82 * Staff 81   Key: Progress towards key actions objectives  On track to achieve success criteria  Partially on track to achieve success criteria  Currently not on track to achieve success criteria |

 **School Development Plan 2018-2019**

***Vision:*** *‘Ad Lucem’ – Towards the Light*

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| **School Objective 1** | **Ensure a consistently high quality of teaching and learning throughout the school to secure outstanding achievement** | | | | |
| **Actions** | **Timescale** | **Responsibility** | **Finance/**  **Resources** | **Monitoring/Evaluation**  **(Success criteria)** | **Progress to date** |
| To address subjects where there is a record of students underachieving through intervention plans and monitoring following Summer 2018 examination results.  (See post exam raising achievement action plan and identified subject action plan):   * MFL:  Implementation of actions arising from external review. | September 2018 onwards | LT    JAM/KHH | Support for Good Practice visits, external support and exam board training from department and Headteacher budgets.  £2,000 approx. | Report tracking indicates improved progress and attainment in identified subject areas with positive ALPS (5 or better) at GCSE in 2019.  Whole school targets met. |  |
| To ensure accelerating rates of student progress in the Sixth Form:   * Embed new tutorial system and increased Faculty responsibility for monitoring and intervention. * Standing item on Faculty Meeting agendas for teachers to identify and discuss ‘causes for concern’ among Year 12 and Year 13 students, agreeing actions and sharing these with Sixth Form team. * Develop and share new strategies for differentiation in Sixth Form lessons, retaining and supporting less able students and students from other minority groups. * Sixth Form differentiation to form basis of new Action Research Group. | September 2018 onwards  Role of Tutors to be established June-Sept; Role of HoFs to be developed throughout the year and reviewed at Academic Board. | AER/HOF/Sixth Form Team & Tutors |  | Improved student retention.    KS5 ALPS 3 in 2019.  All A level subjects achieve ALPS 6 or better in 2019.  Positive evaluations on new tutorial system. |  |
| Review KS4 curriculum in light of outcomes from first GCSE linear examinations:   * Faculties to analyse results from first 9-1 GCSE season. * Exam review meetings to highlight key issues. * SoL to be adjusted to reflect lessons learned. | September 2018 | JPS | Faculty time  Exam Review meetings. | KS4 ALPS 3 in 2019.  All GCSE subjects achieve ALPS 5 or better in 2019. |  |
| To further develop the KS3 curriculum in light of changes at KS2 and KS4:   * Building on KS2 curriculum to stretch students from transition, to ensure that prior knowledge and skills are used in planning for learning. * Review Y9 curriculum to prepare students for transition to KS4 courses in light of 9-1 GCSEs. * Review and refine Assessment. | September 2018 onwards | JPS    DWF | Support for visits to primary schools.  (Use of Assistant Teachers). | Schemes of work uploaded.  Learning walks evidence,  appropriate stretch and challenge in lessons. |  |
| To develop T&L to ensure learning fully challenges and supports all students to make rapid progress:   * Use of training days and 3.35 meetings to share good practice. * Use of focus week to monitor student progress and engagement. | September 2018 onwards | DWF/KHH | Potential cost of resources linked to new strategies/ideas.  £200 approx. | Planning for learning differentiates for the needs of all learners in the class  Lesson observations, learning walks and focus week feedback indicate positive impact of focus on planning for learning. |  |
| To continue to focus on improving the impact of marking and feedback on student attainment:   * Use of focus weeks to monitor consistency of feedback and response. * Use of work scrutiny to monitor student response to feedback. * Improve student and parental awareness of feedback strategy. | September 2018 onwards | JPS |  | Lesson observations, learning walks and focus week feedback indicate positive impact of strategies and increased student response to feedback. |  |
| To enhance literacy and numeracy provision across the whole school:   * Embed vocabulary strategies across all Faculty areas. * Embed numeracy strategies across the key Faculty areas.      * Promote reading across all year groups. * Explore approaches to developing literacy and numeracy within tutor group activities. | July 2018 onwards | KHH | c£500 towards production of key materials. | Key literacy and numeracy materials are being fully utilised across the school.  Faculty minutes and SOL reflect increased focus on developing tier 2 vocabulary.  Work scrutiny demonstrates consistent approaches to common tasks by students and consistent monitoring of these by teachers.  Feedback from library and student voice demonstrates increased awareness.  Participation in quizzes/ competitions contributing towards House Championships. |  |
| Embed an exceptional climate for learning:   * Review class groupings. * Staff training on behaviour management/positive relationships. * Timetable LT support/drop into lessons. | September 2018 onwards | JPS  JDL/KHH  LT | £500 for INSET from Whole School Training budget. | Improved KR rating on staff response to behaviour for learning. |  |
| Extend range of learning walks:   * Extend LWs more widely to better support sharing of good practice. * To have an explicit focus on student focus and engagement at the start of each term. | Autumn 2018 | KHH |  | Staff feedback on improved climate for learning.  Student voice.  Reduction in removals/final warnings. |  |
| Review PDP provision Years 7-13:   * Review statutory requirements * Seek views of students and staff * Consider role of Numeracy/Literacy * Build in learn to learn strategies * Build in careers requirements | Autumn 2018/Spring 2019 | JPS/MSS | Leadership budgets to cover update course and research.  £300 | Outcomes of review to be considered by LT in spring to agree model for September 2019.  Positive perceptions of students/staff. |  |
| Explore opportunities to expand vocational provision at KS4:   * Initiate discussions with other schools/colleges. * Explore opportunities to extend provision as part of KS4X. | Autumn 2018/Spring 2019 | JPS/MAG |  | Proposals/plan developed for future provision. |  |
| **School Objective 2** | **Improve the achievement of priority groups of students** | | | | |
| **Actions** | **Timescale** | **Responsibility** | **Finance/**  **Resources** | **Monitoring/Evaluation**  **(Success criteria)** | **Progress to date** |
| Ensuring purposeful and timely interactions to raise achievement of key groups:   * Embedding and extension of turnaround programme (Year 9-10) * Ensuring consistency of approach to tracking across Houses. | September 2018 onwards | JDL/RRM |  | Report tracking shows improvement.  Outcome of Autumn Term House Review shows consistent approaches. |  |
| Improve achievement of disadvantaged students:   * Restructuring distribution of Pupil Premium funding to gain greater impact. * Focus on Attendance. * Ensure students engage in enrichment opportunities. * Review, refresh and promote use of PP charter. * Prioritisation of Disadvantaged Students for support services. | September 2018 onwards | MSS/DWF | Pupil Premium grant and bursary. | Progress 8 for Disadvantaged Students 0.25.  Individual tracking of funding by student ensures impact throughout academic year (PP report).  Persistent Absence (PA) reduces to 7%.  Data/role of House staff/ EWO provide accurate and timely data and action.  Whole school and PP data meet the 96% & 94% attendance targets.  All students participate in at least 2 enrichment activities.  Updated charter is familiar to all staff, as evidenced in learning walks. |  |
| Raise achievement of SEND students in line with all students:   * Share good practice between Personalised Learning team and teaching staff. * Ensure strategies for support have impact and are consistent. * Focus Fortnight and use of Training Day to share good practice. | September 2018 onwards | MSS/DWF | Use of October Training Day. | Positive Progress 8 for SEND.  House Head meetings demonstrate good practice in co-ordinated working.  SEND students’ support is co-ordinated and recorded on ISAPs.  Case studies share effective practice. |  |
| Raise achievement of less able in line with all students:   * Mentoring of least able in Year 12. * Members of the Sixth Form team to have joint meetings with students and their (student) mentors to discuss progress regularly. * Ensure participation in enrichment activities in line with whole school. * Support implementation of changing BTEC/Vocational provision. * Associate Leadership Project.  Research to inform actions in Spring and Summer Terms. | Priority groups to be identified in September and monitored throughout the year. | AER    JDL/RRM  JPS | £1,000 TLR to fund project. | Improved retention of Year 12 students in this category.    Good practice shared on Training Day. |  |
| Boys’ achievement:   * Implementation of practices from Action Research group. | September 2018 onwards | JPS/DWF |  | Good practice reviewed through learning walks/observations.  In school data demonstrates reduced gender gap. |  |
| **School Objective 3** | **Enhance resilience and wellbeing of the whole school community** | | | | |
| **Actions** | **Timescale** | **Responsibility** | **Finance/**  **Resources** | **Monitoring/Evaluation**  **(Success criteria)** | **Progress to date** |
| Improve Whole School Attendance:   * Strategies to target 93% trigger point. * Focus on reducing Persistent Absence (PA). * Focus on improving attendance of Disadvantaged/SEND students. * Review data to identify further strategies. * Share best practice across Houses to ensure consistency. * Embed the role of Attendance Officer and liaison with EWS. | September 2018 onwards | MSS/DWF    RRM/JDL | Family Support Worker continued additional hours £7,000 approx. (funded from Pupil Premium). | Reduction in gap between key groups and whole school attendance.  96% Whole School Attendance.  7% Persistent Absence  94% Disadvantaged Attendance.  94% SEND Attendance.  Evidence of consistent practice across Houses.  Roles are clearly defined. |  |
| To further develop a clear and consistent positive behaviour management structure:   * Review and extend Reward and consequence systems.  Introduce new system at KS3. * Review tracking documents. * Increase positive communication with home. * Develop use of House meetings. | September 2018 onwards | JDL/Behaviour Improvement Group (BIG)  JDL/RRM  RRM/JDL    DWF/JDL/RRM | Cost of new rewards system,  £1,000. | Behaviour for learning improves across the school, as reflected in:  Sanction/Reward data.  Feedback in Kirkland Rowell survey 2019.  Staff and student engagement with new rewards system. |  |
| Extension of role of student mentors/prefects:   * Review roles and responsibilities. * Increase boys’ involvement. * Use new tutoring system in the Sixth Form to ensure: * All Year 12s to be mentored by a Year 13 student. * All sixth formers to be involved in Year 7-11 individual mentoring or supporting a tutor/tutor group. | September 2018 onwards | RRM/JDL    AER |  | Higher proportion of mentors are boys (40%). |  |
| Ensure Year 7 make a successful start:   * Analysis of primary school data to inform planning. * Lesson drop-ins. * Pictures/film (Year 7 Information Evening). * Feedback to primary schools. | Summer 2018  September 2018 | RRM |  | Sanction/Reward data and student and staff feedback for Year 7 cohort to demonstrate positive engagement with school.  Feedback from parents/students in Kirkland Rowell 2019. |  |
| Rejuvenated Sixth Form Council with representatives from each tutor group.  Greater presence of sixth formers in whole school councils. | September 2018 | AER |  | Minutes of meetings to evidence significant impact on whole school community. |  |
| Enhance students’ wellbeing and mental health:   * Introduce activities to engage disengaged boys, in particular pre-school and led by sixth formers. * Publicise provision available to the whole school community. * Further develop strategies to ensure positive mental health. * Implement outcomes of mental health and wellbeing award process. * Action Research project. * Ensure effective screening and follow up at transition points. * Ensure cohesion across assembly and PDP programmes, linked to school aims. | Autumn 2018 onwards | MSS  RRM/JDL | Resources for additional activities, £200. | Increase in pre-school activities and sixth form involvement in leading these.  Develop information support available on the school website.  Evidence of participation in extra-curricular activities, particularly of disadvantaged boys.  Record of strategies implemented to improve positive mental health and impact.  Action Research project feedback to inform future planning. |  |
| Develop further opportunities to ensure staff cohesion and wellbeing:   * Work with faculties and Staff Forum to generate further opportunities. * Introduce Good Practice Draw for support staff. * Increased leadership presence. * Further review email use. * Paired Faculty 3.45 meetings. | September 2018 onwards | LT    JES |  | Termly feedback from Staff Forum.  Feedback from Kirkland Rowell Staff Survey overall satisfaction score increase to 81. |  |
| Introduction of Community Awards to celebrate positive contribution to community (students and staff). | Autumn/Spring Term research.  Summer Term introduction. | RRM/JDL | Leadership budget to fund Awards/certificates, £200. | Community Awards are developed and known to whole community.  Awards given and celebrated across the year. |  |
| Develop use of alumni:   * Creation of Alumni boards. * House Heritage boards. * Talks to students. | Autumn 2018 | JES/LER | £10,000 for alumni boards (request for funding to be put to Foundation Governors). | Boards in place.  Evidence of programme involving expertise of parents/alumni in Sixth Form and across the school. |  |
| Explore/develop opportunities for wider work experience provision in the Sixth Form:   * All students to have access to ‘in class’ support roles. * All students to have opportunity to secure out-of-school work experience in Y12 with appropriate levels of checks/monitoring. | September-March - with focus on Y12. | AER | Administrative time. | Records to be maintained on evidence. Students to record their activities. |  |
| Review parental communication to maximise efficiencies:   * Survey parents and plan actions. arising from outcomes. * Explore use of SIMS Parent app. | November 2018 onwards | LT  JPS/JDL/RRM |  | Improved parental KR rating in responses to communication. |  |
| **School Objective 4** | **To recruit, support and develop all staff to maintain the highest quality provision** | | | | |
| **Actions** | **Timescale** | **Responsibility** | **Finance/**  **Resources** | **Monitoring/Evaluation**  **(Success criteria)** | **Progress to date** |
| Create    Provide a range of high quality opportunities for staff to augment their professional development:   * Personalised CPD menu. * To review TLR meetings in order to provide Leadership training. * To provide staff training on building relationships. * Review support and training for new staff. | Autumn 2018 | KHH/DWF | Faculty CPD budgets. | Staff take-up and feedback is positive and an improvement on previous years. |  |
| Develop appraisal portfolios:   * Use of departmental VA. * Review objectives for TLR/UPS holders. * Training for Appraisers and Appraisees. | Autumn 2018    September 2018 | KHH | Part of INSET day for training. | Greater staff engagement with appraisal process, reflecting in staff survey and feedback from appraisers. |  |
| Explore further strategies to support future recruitment:   * Review recruitment materials. * Events to draw teachers into school. | Autumn 2018/Spring 2019 | JAM/HR Dept.  LT  KHH/DWF |  | Materials updated.  Remain  Fully staffed (recruitment data reviewed termly by Governors’ People Committee). |  |
| To further develop the CPD programme for support staff on Training Days and beyond:   * Review and implement appropriate ideas from support staff and learning & development strategy. * Promotion of Apprenticeship Training/Apprenticeship Levy. | November 2018 onwards | JES | £1,000 to support staff training budget. | Support staff CPD plan in place for Spring/Summer 2019 terms. |  |
| **School Objective 5** | **Ensure the long term sustainability of the school** | | | | |
| **Actions** | **Timescale** | **Responsibility** | **Finance/**  **Resources** | **Monitoring/Evaluation**  **(Success criteria)** | **Progress to date** |
| Explore further ways to generate income:   * Extend business functions of the school to other schools. * Review lettings and enhance marketing. * Source grants. | Autumn 2018 onwards | JAM/JES | Time to update website. | Elements of business services being delivered to 2 partner schools by September 2019.  Letting income increases by 10%.  New grants secured. |  |
| Explore the role of St Bart’s in terms of school to school support in the context of school improvement:   * MAT * Teaching School | September 2018 onwards | LT | Time to complete research and put together bid, if applicable. | Reports to Governing Body.  All opportunities explored and advanced as appropriate. |  |
| To increase student numbers in the Sixth Form:   * Develop a new set of marketing materials for the Sixth Form that are student-focused rather than parent-focused. * Renewed emphasised at departmental level on recruiting students, with enhanced role for Subject Reps. | Autumn 2018  Departmental responsibility to be shared at July INSET. | AER, LER | £500 for marketing and promotional materials. | Sixth Form numbers continue to grow:  2019:  520  2020:  530 |  |
| Introduce steps to make the school more environmentally sustainable:   * Recycling - team of students to develop school strategy for improving recycling rates, in conjunction with Catering. * LED lighting | Autumn 2018 | JES/DWF    JES/JXB | C £80,000 Grants Capital Funding. | Measures on recycling rates demonstrate marked improvement. |  |
| Undertake a review of the Faculty structure in reflection of curriculum change. | Autumn 2018/Spring 2019 | JPS | Leadership time | Review completed and considered to produce an agreed future structure to move towards. |  |
| Develop a 3-year financial plan:   * Consider recommendations from external review on budget-setting process to inform plan. | September 2018 onwards | JAM/JES/HSS/  Governors |  | Long term plan in place and agreed by F&R Governors. |  |
| Establish greater business partnerships to provide opportunities for the school and wider community. | Spring/Summer 2019 | JES |  | New partnerships in place. |  |
| Embed new governance structure:   * Put in place robust & sustainable committee structure. * Set evaluation measures. * Set up structure for linking effectively with Faculties, Houses, and other key areas. | Autumn 2018  Committees in place for  September 2018.  Evaluation measures in place September 2018 and monitored termly. | CoG/Trustees | Legal fees for changes to articles.  £3,000. | Statutory requirements of governance are achieved.  Verbal feedback from governors and LT are positive. |  |
| Develop and manage relationships with key stakeholders:  Staff; students; parents; wider community. | Plan in place:  October 2018 | Governors’ Task & Finish Group |  | Metrics to be developed as part of planning. |  |