



School Development Plan 2020-2021

12 November 2020

Vision: 'Ad Lucem' – Towards the Light

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.

2. **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.

3. **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

KS4




56.0 Attainment 8
 42.0 Attainments 8 Disadvantaged Students
 +0.50 Progress 8
 +0.25 Progress 8 Disadvantaged Students
 84% BASICS (at least a 4 in English & Mathematics)
 62% BASICS (at least a 5 in English & Mathematics)
 5.3 Ebacc average points score
 EBacc areas to be +0.50 above national subject progress measures

KS5

0.10 KS5 A Level Value Added
 KS5ALPS 3

Attendance

96% Attendance
 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

Note: Student outcomes have been set in line with previous years to build on and maintain excellent performance. However, in light of the Covid-19 pandemic, how these are considered may need to be reviewed throughout the year.

School Objective 1	Ensure a consistently high quality of teaching and learning, securing outstanding achievement and equipping students for the future				
Actions	Timescale	Responsibility	Finance/ Resources	Monitoring/Evaluation (Success criteria)	Progress to date
<p>A. Ensure effective recovery of learning:</p> <p>KS3:</p> <ul style="list-style-type: none"> Years 8 & 9: Review curriculum journey & re-establish routines, positive relationships & expectations. Year 7: Establishing routines, timely assessments, differentiation. <p>KS4:</p> <ul style="list-style-type: none"> Year 10: Focus on re-establishing routines, positive relationships & high expectations. Year 11: Re-establish routines, positive relationships & catching up on content & skills. 	September - December 2020	<p>KHH/LED/RRM/ HOFs/KS3 leads</p> <p>KHH/LED/JDL /HOFs/ KS4 leads</p>	<p>September Training Day.</p> <p>Faculty & House Meetings</p>	<p>Learning walks/ feedback from Faculties and reporting data indicate that students are on track</p> <p>Learning walks/feedback from Faculties and reporting data indicate that students are on track. KS4 ALPS 3 in 2021.</p>	
<p>B. Y12 recovery – Explore options for:</p> <ul style="list-style-type: none"> Extended induction programme before students start conventional lessons. Detailed focus/engagement with transition work. Provision for remote learning to support access to conventional lessons in September. Verifying student subject choices and supporting meaningful changes to programmes of study (dropping subjects). Ensuring access to necessary resources (textbooks etc.). Support for students who are struggling to adjust to new circumstances (both Y12 and Y13). Catch-up intervention 	<p>Autumn 2020</p> <p>November 2020</p>	<p>SMA/AJL/AER</p> <p>SMA/AER</p>	<p>£12k funding for 16-19 catch-up</p>	<p>Early interim reports indicate that students have successfully managed induction period.</p>	

<p>C. Support subjects/faculties where sustained progress has been (or may be) hindered:</p> <ul style="list-style-type: none"> - English KS4 & KS5 - Mathematics KS4 - Textiles - Product Design - Dance 	September 2020 onwards	LT/HoFs	Support for good practice visits, external support & training from departmental & Headteacher budgets. £2000 approx.	Subjects show improved/good outcomes throughout the year. Learning walks and student feedback indicate good teaching and learning. (Subject specific targets in Faculty TDPs).	
<p>D. Develop differentiation and transition strategies in the Sixth Form to develop T&L:</p> <ul style="list-style-type: none"> ● Consolidation of work that has been completed in various different contexts (Action Research groups etc.) in recent years. ● Development of a clear menu of strategies/approaches for teachers to follow. ● Engagement with VESPA approaches from within all faculties. 	September 2020 onwards	SMA/AJL/AER		Learning walks, observations and feedback from faculties evidence enhanced use of differentiation.	
<p>E. Develop T&L to ensure learning fully challenges and supports all students to make rapid progress:</p> <ul style="list-style-type: none"> ● Focus on intervention through the classroom. ● Establish an Action Research group looking at how class teachers can effectively support all students to succeed. ● Continue to focus on expert instruction to reduce misconstructions. ● Faculties to share expert knowledge across the school and embed good practice to ensure consistency of experience for all students. 	September 2020 onwards October Training day Established September 2020- July 2021 October training day Mondays at 3.30pm sharing good practice	KHH/LED/HOFs HOFs /LED		Report tracking indicates that students' progress is in line/ exceeds expected outcomes. Learning walks and EIL/IS data indicates good levels of engagement. Learning walks and work scrutiny indicate consistency of experience for students.	
<p>F. Develop high quality response to feedback and improve independent learning:</p> <ul style="list-style-type: none"> ● Action Research group to reflect upon positive outcomes from lockdown in order to improve consistency of student response to feedback with an emphasis on students becoming more independent and responsible for their own learning. ● Use of Year 12 students at KS3/ student mentors. ● Continue to share good practice and develop through faculties. 	Established September 2020 - review and final outcomes July 21	KHH/LED/HOFs	Action Research Groups' time	Work scrutiny, learning walks and observations demonstrate evidence of high quality response to feedback by students. Student voice indicates greater awareness of importance of RTF. IS data in books and reports indicates improving independent work. Student voice indicates greater	

				awareness of importance if IS.	
<p>G. Further develop consistency and collaboration between faculties in achieving excellence across all aspects of T&L:</p> <ul style="list-style-type: none"> ● Embed a process of Faculty Self Review. ● Further opportunities for cross-Faculty collaboration. ● Regular HOF meetings to discuss and share ideas. ● Further use of the Academic Board to share best practice. 	Autumn Term 2 onwards	LED/LT Links/HOFs		Self-evaluation and feedback/outcomes from Faculty Self Reviews. Learning walks, work scrutiny, interventions. Best practice shared and embedded.	
<p>H. Ensure the KS3 curriculum continues to meet the needs of students:</p> <ul style="list-style-type: none"> ● Review the whole school curriculum statement in September 2020 and make any adjustments needed in order to support recovery from school closure and changes to education practice at the start of the new academic year. ● Review cross-curricular themes to further curriculum coherence. ● Review approaches to grouping by ability in response to school closure and limited student-level attainment data in order to raise achievement. ● Support subject level ‘dives’ alongside faculty self-reviews in preparation for Section 5 inspection. ● Review any adjustments to inspection approaches in the light of school closures. ● Ensure clear, consistent, coherent and easily accessible KS3 curriculum information is on the school website. 	September 2020 onwards	<p>JPS</p> <p>JPS/HoFs</p> <p>JPS/HoFs</p> <p>JPS/LED/KHH/HoFs</p> <p>JPS</p> <p>JPS/AER/HoFs/ LER</p>	Potential supply costs in order to allow for time to complete. c£500.	<p>‘Dives’, learning walks and student feedback accurately reflect whole school and subject level curriculum statements and maps.</p> <p>Student voice feedback increasingly reflects coherence of cross-curricular themes.</p> <p>Staff feedback indicates increased confidence/consistency</p> <p>Parental feedback shows positive response to website information.</p>	

<p>I. Enhance literacy and numeracy provision across the school:</p> <ul style="list-style-type: none"> Continue to develop Vocablics at KS3. Gather student/staff feedback. Raise the profile of exam-based subject specific vocabulary at KS4. Further develop the KS5 Action Research Group on essay writing / exam skills. Literacy Working Group to develop literacy initiatives /celebrations across the school. Develop the sharing of practice across Faculties Develop subject use of Library facilities to support T&L. Support development of a newly- appointed Numeracy Coordinator. Establish a numeracy programme with KS3 tutor groups to work alongside Vocablics. 	<p>Re-launched in September 2020. Ongoing throughout the year Autumn 2</p> <p>Spring 2021</p>	<p>LED/RBC</p> <p>LED/HOFs LED/Library staff/HOFs JPS</p> <p>JPS/VEB</p>	<p>Costs of resources to support tutor group programme. c£2,000.</p>	<p>Feedback students/staff.</p> <p>Students' results from low stakes assessment.</p> <p>Initiatives in place and reviewed for impact.</p>	
<p>J. Embed further developments in the careers curriculum:</p> <ul style="list-style-type: none"> Embed Y10 work shadowing and review our response to the loss of this in summer 2020. Fully establish KS3 Careers Fair as an annual event. Review Adviza contract and other external input to our CIAG strategy to ensure best outcomes for students. Continue to monitor careers curriculum across the school against GATSBY benchmarks. 	<p>September 2020 onwards Summer 2021 Spring 2021</p>	<p>JPS/AER/DES/ HoFs</p>	<p>Admin need to support work shadowing and Careers Fair to be covered through review of LT admin roles in summer 2020. Ongoing costs of Adviza contract.</p>	<p>95% + of Y10 students engage in positive work shadowing experience by July 2021. Positive feedback from students and contributors to KS3 Careers Fair. Compass tool analysis confirms full compliance with GATSBY benchmarks.</p>	
<p>K. Promotion of our alumni organisation (Future First) and engagement with members to enhance experience of our students:</p> <ul style="list-style-type: none"> Promotional drive through social media and other channels. Surveying members to indicate availability for: <ul style="list-style-type: none"> Work experience/shadowing Careers talks Subject talks (Gatsby Benchmarks) Mentoring 	<p>November 2020 onwards</p>	<p>AER</p>	<p>£1500 subscription.</p>	<p>Increased presence of alumni within the school and greater opportunities opened up for students through our alumni.</p>	
<p>L. Review of PSHE curriculum:</p> <ul style="list-style-type: none"> Adjust PDP curriculum focus in autumn 2020 in response to school closure and COVID-19 guidance adjustments. 	<p>Summer 2020</p>	<p>JPS/LJE/RRM/JDL/P DP leaders</p>	<p>Curriculum resources to meet the needs of new elements within the</p>	<p>Full statutory compliance achieved, including any elements missed through school closure.</p>	

<ul style="list-style-type: none"> Fully embed and review development of HRSE elements in the light of new statutory requirements. 	September 2020 onwards		PDP curriculum. c£3,000.	Positive feedback from students and tutors in response to student voice and tutor surveys.	
<p>M. Consolidate progress during lockdown on strategies for online/remote learning:</p> <ul style="list-style-type: none"> Student voice exercise to develop understanding of online learning experience for students. Establish a working group of 'IT Champions' to share best practice and to coordinate/cascade training. Standing item at Academic Board to address use of IT in learning. Identify an inspirational speaker for a training day to develop further impetus for online learning. 	September 2020 onwards	AER		Reports/evaluations evidence greater use of IT in learning.	
<p>N. Embed a culture of positive learning & relationships across the whole school community:</p> <ul style="list-style-type: none"> Continue to develop BART'S Values, working collaboratively with BIG & Academic Board to embed these values across the school. Support identified faculties with positive behaviour management. Develop further CPD opportunities around relationships & positive behaviour management strategies which respond to the needs of staff. Continue to review Key Stage 4 rewards through student voice & with HOFs & share good practice across the school. Embed use of Key Stage 3 Rewards, sharing current best practice to develop consistency of use & celebration of student achievement Develop more opportunities to celebrate success in assemblies Develop more regular reviews and analysis of exclusion, 'removal' and 'final warnings' data to inform intervention strategies. 	September 2020 onwards	JDL/HHs/HOFs		Positive staff feedback	
	September - December for Early careers teachers	JDL JDL/LT JDL/KHH JDL/LED RRM JDL/RRM/HHs		Staff voice and reports will indicate that engagement in learning & behaviour across the school continues to improve.	
	Half termly	JDL	Possible cost for external provider to deliver training. £1000.	Student voice will indicate that students are being rewarded regularly at KS4. Review of KS3 rewards data will indicate that a wider range of students are being rewarded and given more consistently by staff. Opportunities to celebrate rewards taken in assemblies.	
				Exclusion, removal & final warnings data indicates that	

				behaviour across the school is excellent.	
<p>O. Further develop the use of Student Voice to inform and improve teaching and learning across the school:</p> <ul style="list-style-type: none"> Establish T&L Student Councils for all year groups to develop ideas on key areas of T&L. Develop a system of targeting key students for Student Voice, guided by the data/interventions that arise throughout the year. Develop the use of Faculty Councils and questionnaires to enhance subject specific Student Voice. Establish a staff Action Research Group on Student Voice. Establish processes to promote and celebrate Student Voice in the school. 	<p>Half termly council meetings Autumn 2 & Spring 1</p> <p>September onwards half termly meetings Throughout the year</p>	LED/HOFs		<p>Ideas from Student Voice are embedded within T&L practices</p> <p>Routines and processes for Student Voice are established within the school community.</p> <p>Feedback from students / staff on the value of Student Voice.</p>	
School Objective 2		Improve the achievement of priority groups of students			
Actions	Timescale	Responsibility	Finance/ Resources	Monitoring/Evaluation (Success criteria)	Progress to date
<p>A. Attendance: Identify target priority groups:</p> <ul style="list-style-type: none"> Use knowledge from support mechanisms implemented during the school closure period to inform targeted support for students prior to return to school. Enhance support for students anxious to return. Creation of a Home Education role within the Personalised Learning team. 	<p>Summer 2020 onwards</p> <p>September 2020</p>	<p>Houses/JDL/RRM</p> <p>Houses/RRM/JDL/DWF/JDL/RRM</p>	<p>Pupil Premium Grant and Bursary.</p> <p>£30 000 Staffing Budget.</p>	<p>To be reviewed in light of conditions in September 2020.</p> <p>Disadvantaged attendance 94%.</p> <p>SEND attendance 94%.</p>	
<p>B. Effective recovery of learning for targeted students:</p> <ul style="list-style-type: none"> Identification of students who require higher levels of support in recovery of learning. Focused subject based intervention as required. Monitoring and tracking of progress. Use of NTP to provide support for key students Use of tutors to provide extra support in English and Maths Use of before and after school support 	<p>September 2020</p> <p>December 2020 start</p> <p>October 2020</p> <p>September 2020</p>	<p>HOFs/TLR Holders</p> <p>DWF</p> <p>DWF/JFD/HMS</p> <p>DWF</p>	<p>Pupil Premium Grant and Bursary.</p> <p>Catch-up funding</p> <p>Catch-up funding</p> <p>Catch-up funding</p>	<p>Tracking of progress and intervention impact shows students targeted making at least expected progress by the end of the year.</p>	

<p>C. Focus on achievement of Disadvantaged students:</p> <ul style="list-style-type: none"> Development of strategies to enhance individual knowledge of Disadvantaged students to better meet their learning needs. Re-launch of PP Champion initiative Use of PP funding to further personalise the impact on students. 	<p>September 2020</p> <p>October 2020</p>	<p>DWF/Houses</p> <p>Houses/tutors</p>	<p>Pupil Premium Grant.</p>	<p>Progress 8 for Disadvantaged Students 0.2.</p>	
<p>D. Achievement of SEND students: (Also refer to Personalised Learning TDP)</p> <ul style="list-style-type: none"> Further integration of Personalised Learning team in training for staff about individual students via 3.25 SEND Focus Meetings. 	<p>September 2020</p>	<p>JOH/DWF</p>	<p>Use of SEND Focus Meetings.</p>	<p>Progress 8 for SEND 0.2.</p>	
<p>E. Develop role of Progress Leaders/Tutors:</p> <ul style="list-style-type: none"> Use of House Heads Meetings to develop consistency across the team. Review key responsibilities to ensure focus and consistency. Review the impact this role has on the progress of priority groups to inform further development of role. Support staff new to this role. Catch-up coordination (Y8-11) led by Houses 	<p>September 2020 onwards</p> <p>September 2020 launch Monitor at interim report sessions</p>	<p>JDL/DWF/RRM</p> <p>DWF/HH/Tutors</p>	<p>Use of House Heads Meetings.</p> <p>TLR roles funded through Pupil Premium. £19 000.</p>	<p>Improved outcomes for Priority groups in each House.</p> <p>Students who fell behind during lockdown are given extra support to catch up</p>	
<p>F. Develop Behaviour/Safeguarding & Inclusion Officer roles:</p> <ul style="list-style-type: none"> Expand roles to support our most vulnerable students making the transition from home learning to school. Refine referral process. Develop potential for short-term, targeted small group work. Develop how we measure the impact of these roles through regular timetabled meetings with LT. 	<p>Autumn term 2020</p>	<p>JDL/RRM/DWF</p> <p>JDL/RRM</p>	<p>£50,000 approx. to fund roles.</p>	<p>Improved attendance, EIL & IS. Reduced behaviour incidents, isolations & exclusions across target groups.</p>	

School Objective 3	Enhance the wellbeing of the whole school community				
Actions	Timescale	Responsibility	Finance/Resources	Monitoring/Evaluation (Success criteria)	Progress to date
<p>A. Wellbeing of staff:</p> <ul style="list-style-type: none"> Strategies to support staff returning. Protocols of working review (emails/online meeting). Use of staff annual survey in addition to periodic wellbeing surveys Introduce/ include welcome packs/buddies/social events for new staff. Continue the Action Research group on the wellbeing of staff & students. Explore feasibility of continuing some home working for relevant support staff. 	<p>September 2020 onwards</p> <p>September - December 2020</p> <p>September 2020-July 2021</p>	<p>KHH</p> <p>KHH</p> <p>JES</p>	<p>Resources for additional activities £200</p>	<p>Positive evaluations from staff surveys.</p> <p>Feedback from new staff is positive.</p> <p>Acceptability of some home working where appropriate and staff want to.</p>	
<p>B. Increase capacity to improve wellbeing support:</p> <ul style="list-style-type: none"> Continue to train staff as MHFA L1 and beyond. Review in-house support for staff and students. Continue to monitor and identify wellbeing issues in students via use of periodic survey and follow up 	<p>Spring term 2021</p> <p>Autumn term 2020</p> <p>Half termly</p>	<p>KTH/SAA/PAB</p> <p>DWF</p> <p>DWF/Houses</p>	<p>Training Costs £500 + use of internal trained staff.</p> <p>£10 000 additional hours for school counsellor.</p>	<p>At least 10 more staff MHFA trained.</p> <p>Reduced waiting times to see counsellor.</p> <p>Positive feedback on wellbeing in student survey.</p>	
<p>C. Develop Y7 transition support for Term 1:</p> <ul style="list-style-type: none"> Mentors to deliver programme to introduce BARTS Values. Review of assembly structure and content for first term. Anxiety/Mental Health provision. Review of parental information evenings and communication in light of closure/ social distancing. 	<p>September - December 2020</p> <p>September 2020</p> <p>September 2020</p>	<p>RRM</p>		<p>Incoming Y7 cohort settle well, reflected in Progress Reports, particularly engagement and behaviour figures.</p>	
<p>D. Enhancing the tutor role in recovery stage and beyond (see House TDPs):</p> <ul style="list-style-type: none"> Tutor training in September. Sharing good practice. 	<p>September 2020</p>	<p>Houses/DWF/RRM/AER/JDL</p>	<p>Use of September training days.</p>	<p>Positive evaluations.</p> <p>Good practice being shared regularly.</p>	

E. Further develop whole school approach to anti-bullying: <ul style="list-style-type: none"> Embedding Anti-Bullying Ambassador role, to include further training of new Ambassadors. Review and update the school's Anti-Bullying Policy. Continue to review processes for monitoring and recording incidents of bullying. 	September 2020 onwards	JDL/AEM JDL JDL/RRM/DWF	Time for training of Ambassadors. Cost of new resources £500	Student voice indicates that the school deals effectively with incidents of bullying. Incidents of bullying will decrease over the year.	
F. Extend and develop leadership opportunities for KS4 and KS5 students: <ul style="list-style-type: none"> Provide more opportunities for Y10 and Y11 students who take part in current leadership programmes to develop leadership skills. Promote the use of KS4 & KS5 students in the delivery of enrichment opportunities. Review leadership roles & opportunities for Sixth Form students. Review representative structures. 	September 2020 onwards November 2020 - February 2021	JDL/HHs/Sixth Form team SMA/AER/AJL		KS4 and KS5 students will have taken part in a greater number of leadership opportunities.	
G. Review provision of external agencies supporting the wellbeing and development of students and staff, and explore feasibility of more in-house provision.	Summer Term 2020	JAM/DWF		Review completed & this informs staffing plans for September 2021 and beyond.	
H. Hold a celebration for all staff and students to mark 10 years in the new building.	Summer 2021	LT	£500 for Catering costs and resources.	Event held with positive feedback from all stakeholders.	
School Objective 4	Recruit, train and develop all staff to maintain the highest quality provision				
Actions	Timescale	Responsibility	Finance/Resources	Monitoring/Evaluation (Success criteria)	Progress to date
A. Develop and enhance Recruitment strategy: <ul style="list-style-type: none"> Open up opportunities for potential applicants to attend training at or visit the school. Develop marketing materials on the website. (see Objective 5). Review starting payments to NQTs. 	Autumn/Spring 2020-21 April 2021 January 2021 onwards	LT KHH	Marketing budget £30 000 for earlier salaries for NQTs'. Staffing budget.	New recruitment materials and strategies in place. Fully staffed for September 2021 together with a strong cohort of 8 or more trainees.	

<ul style="list-style-type: none"> Develop trainee recruitment approaches to include a video, improve marketing, school experience days. Tailored induction days. 	June 2021 onwards				
<p>B. Develop Early Careers programme:</p> <ul style="list-style-type: none"> Focus on building a team to support early careers teachers and to include lead practitioners. Introduce more in-house training and provide opportunities for staff to develop training/mentoring skills. Develop mentor training to include more pastoral training & to prepare for introduction of a new Early Careers programme in 2021. Create a team of representatives from each faculty to coordinate mentoring of early careers teachers. Introduce NQT training in July 	September 2020 onwards September March 2021 September 2020-July 2021 December 2020 onwards April 21 onwards	KHH	Training costs to be met from Faculty Training budgets and whole school training for mentoring.	Staff will feedback greater confidence in mentoring HOFs/Early careers teachers /mentors will feed back that they are well supported. Any exit interviews for early careers teachers will be positive regarding support.	
<p>C. Mentoring/support for new Middle Leaders:</p> <ul style="list-style-type: none"> Leadership training. Provide tailored CPD for TLR holders. 	September 2020 July 2021	KHH	Training costs/materials. £300.	Staff will provide positive feedback.	
<p>D. Support Staff:</p> <ul style="list-style-type: none"> Build on involvement in training days. Further tailored CPD opportunities Enhance on-line training opportunities 	September 2020 onwards	JES/KHH	Support Staff Training budget.	Support staff engaged in training days. Positive evaluations.	
<p>E. Embed new LT structure and develop succession planning:</p> <ul style="list-style-type: none"> Development of Sixth Form TDP. Develop professional opportunities for the Leadership Team & share knowledge. Plan for longer-term structure. 	September 2020 onwards	JAM/DHTs	£1000 - Leadership training budget.	Positive staff feedback and appraisals indicate professional growth.	
School Objective 5	Ensure the long term sustainability and development of the school				
Actions	Timescale	Responsibility	Finance/ Resources	Monitoring/Evaluation (Success criteria)	Progress to date
<p>A. Income generation:</p> <ul style="list-style-type: none"> Recovery and review of Lettings strategy: <ul style="list-style-type: none"> Analyse financial viability of each letting. 		JES	Within current resourcing.	Clear strategy to evaluate new lettings viability. Move	

<ul style="list-style-type: none"> - Focus on the most beneficial lettings - to meet financial viability, community responsibilities and impact on resources. ● Build a relationship with Greenham Trust. 	<p>September 2020 onwards</p> <p>Spring/ Summer 2021</p>	<p>JES</p>		<p>away from a purely volume approach. Clearer metrics on cost and revenue of type of lettings to grow or limit. Risk managed recovery of lettings in line with school re-opening Risk Assessment. Identify projects for Greenham Trust/Good Exchange fundraising.</p>	
<p>B. Development of partnerships:</p> <ul style="list-style-type: none"> ● Newbury College: <ul style="list-style-type: none"> - Integrate student management systems with Newbury College to support the success of the first Sixth Form + cohort. - Evaluate the success of Sixth Form + and refine model and develop promotion plan for 2021 intake. - Develop an action plan for further collaboration to enrich and extend the experience and curriculum options for some of our students in KS4-5. ● The Clere School: <ul style="list-style-type: none"> - As part of our Enrichment programme, establish options for St Bart's sixth formers to offer masterclasses and/or support/mentor students, especially in Y10. ● Primary Schools: <ul style="list-style-type: none"> - Continued development of curriculum links with primaries. ● West Berkshire Partnerships: <ul style="list-style-type: none"> - Establish a partnership with another West Berkshire school to enrich provision and to support the CPD opportunities for staff. 	<p>September 2020 onwards</p> <p>September 2020 onwards</p> <p>January 2021 onwards</p>	<p>AER/JPS/Governors</p> <p>St Bart's/The Clere Joint Committee</p>	<p>Staff use CPD passes to visit Primary schools.</p>	<p>Positive evaluations from first year. 80% retention and completion.</p> <p>Action plan shared with leadership and Governors.</p> <p>Activities between The Clere and St Bart's reported to the Governors joint steering Group termly.</p> <p>Greater coherence with Primary partners with respect to the curriculum & evidence of more links set up with impact. New project/partnership set up with another West Berks school.</p>	
<p>C. Strategic review of Sixth Form:</p> <ul style="list-style-type: none"> ● Develop comprehensive 5-year plan for the Sixth Form, identifying: 	<p>November 2020 onwards</p>	<p>AER/Governors</p>		<p>Review undertaken, shared and developed with</p>	

<ul style="list-style-type: none"> - Targets/limits for growth. - Capacity and accommodation issues. - Entry requirements & student profile to match our curriculum to the needs of students. - Development of partnerships with other institutions and development of position as Sixth Form hub in local area. - Development of partnerships with business, alumni and universities. - Development of remote/online and more independent learning. 				Governors and 5-year plan produced.	
<p>D. Develop Buildings and Land strategy:</p> <ul style="list-style-type: none"> ● Produce a Sports and Land strategy and resolve future use of Brown's meadow. ● Review use of the existing school environment, identify pinch points and develop spaces and procedures to mitigate these. To include a review of current activities on offer. ● Review and analyse curriculum rooming data to consider adjustments to existing teaching and learning accommodation and potential future need. ● Develop a 3-5-year strategy for resolving school capacity issues, to include findings of sixth form review. 	<p>Autumn Term 2020</p> <p>Spring Term 2021</p> <p>Spring Term 2021</p> <p>by Summer 2021</p>	<p>JES/DWF/ Governors</p> <p>DWF/JDL/RRM</p> <p>JPS/LT</p> <p>JES/DWF</p>		<p>Decision on NAC pavilion and arrangements for future use of Brown's Meadow by NAC.</p> <p>Reduced incidents at break and Activity Time.</p> <p>Current state analysis shared with Governors.</p>	
<p>E. Develop the school site to improve the Eco credentials of the school:</p> <ul style="list-style-type: none"> ● Re-audit feasibility of installation of solar panels. ● Fit LED lighting throughout the school based on cost/benefits. ● Enhance the membership of the Eco Committee to drive change within the school on the Eco agenda. ● Develop the School Travel Plan with the Eco Committee. ● Develop links with WBC Environmental Support group. 	September 2020 onwards	DWF/JES	<p>LED. Phase 1: Capital (Hall, Sports Hall, gym and hub) £tbc. 2020.</p> <p>Phase 2: Offices, classrooms/break out spaces funding (budget/capitals/loans). 2021</p> <p>Phase 3: Selix loan for car park and floodlights, 2022 (£60k+).</p>	<p>Positive engagement from students and staff and wider community.</p> <p>Energy rating for school improves from G to at least F.</p> <p>Broader representation on the Eco committee.</p> <p>Travel Plan produced Spring 2021.</p>	

<p>F. Review Technology strategy:</p> <ul style="list-style-type: none"> ● Student/parent voice exercise to understand students' experiences of IT during lockdown and possible value of developing BYOD policy or alternative approaches. ● Research implementation of BYOD approach in other schools and revisit with IT Support. ● Review long-term viability of knuckle rooms and provision of 'notebook' trolleys in faculty areas. 	November 2020 onwards	AER/Governors	Visits to other schools using BYOD.	Review undertaken, shared with Governors and informs Technology/IT plans for 2021 and beyond.	
<p>G. Develop and implement a marketing strategy to improve the online profile of the school:</p> <ul style="list-style-type: none"> ● Consultation with key stakeholders about our communications, especially focused on strengths and weaknesses of our current website. ● Identification of key priorities for a new website. ● Consultation/tender process with website designers. ● Review of internal processes/staffing for managing/updating online presence. 	November 2020 onwards	AER/JES/Governors	£10 000 for website development. Marketing budget.	<p>Positive feedback from stakeholders. Increased number of applicants for vacant positions.</p> <p>Enhanced resource to support Y7 and Y12 open events, Welcome and induction events.</p>	