 **School Development Plan 2017-2018**

**Aims**

1. To secure outstanding standards of achievement.
2. To secure consistently outstanding teaching, learning and assessment.
3. To deliver exceptional opportunities and support for students and secure outstanding student and parental engagement, to maximise students’ personal development, welfare and achievement.
4. To secure outstanding leadership and management.
5. To further active engagement and collaboration with our community.

**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

**Key Performance Indicators**

57.5 Attainment 8

50.0 Attainment 8 Disadvantaged Students

0.5 Progress 8

0.25 Progress 8 Disadvantaged Students

68% BASICS (At least a 5 in English & Mathematics)

85% BASICS (At least a 4 in both English & Mathematics)

Ebacc average points score (new measure TBC)

KS5 A level Value Added 0.10

ALPS 3

96% Attendance

Ebacc faculties to be 0.25 above national subject progress measures.

Kirkland Rowell surveys continue to show positive stakeholder satisfaction with overall performance scores of:

* Students 74
* Parents 82
* Staff 82

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| **School Objective 1** | **To ensure consistently high quality teaching and learning 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 2017 examination results. (See post exam raising achievement action plan and identified subject action plan).* Monitor progress towards improved outcomes via tracking
* Dynamic approach to intervention and support based on ongoing in-year tracking, to include KS3 VA by teaching group.
 | September 2017 onwards | LTDWFDWF | 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 2018.Additional termly monitoring meetings and observations to follow post exam intervention plan.Evidence of visits to other schools and resulting impact on teaching and learning. |  |
| To continue to focus on improving the impact of marking and feedback on student attainment.* Review of Feedback & IS policies
* Development of strategies discussed at July training day to encourage students’ response
* Use of focus weeks to monitor consistency of feedback and response
* Use of work scrutinies to monitor student response to feedback
 | July 2017 onwards | JPS | Potential cost of resources linked to new strategies and monitoring processes.£200 approx. | Lesson observations, learning walks and focus week feedback indicate positive impact of strategies and increased student response to feedback. |  |
| Extend use of student voice to inform practice across the school.* Periodic student voice information collected and analysed
* Potential areas of concern lead to further detailed student voice by Faculties/Departments
* Student-led Action Research
* Student feedback at 3.45
 | September 2017 onwards | DWF/TLR holders |  | Staff are more responsive to the views of learners, to enable powerful feedback to drive T&L improvements.Improvements to the quality of teaching and learning are seen, including KR outcomes. |  |
| Review vocational offer in light of new qualifications:* Access course (Autumn 2018).
* To review BTEC provision in the light of new structures becoming available at all levels.
* Consider T levels
 | June 2017 - September 2017June 2017 - June 2018 | AER/LTMAG & Lead IV's |  | LT to establish clear programme for Access students for 2018-19 in time for marketing in Nov 2017.Clear planning is in place in each subject area.Whole school and faculty planning is clear. |  |
| To further adjust T&L approaches to ensure students are fully prepared for the challenges of linear courses.* Focus of July 2017 training day with guest speaker.
* Reports containing findings and guidance to be produced by associate LT project leaders to be disseminated at start of new school year.
* Distillation of ideas from above to be used from September in guiding good practice.
* Analysis of first linear results at GCSE and A Level to be used to develop further understanding of effective approaches.
* Review of schemes of work and T&L materials to reflect good practic
* 3.45 sharing good practice sessions used to refine and develop best approaches.
 | July 2017 onwards | JPS plus staff completing associate LT projects – KHH, AEB, GMB, DNG | £200 for guest speaker at July 2017 Training Day. | All subject areas preparing students for linear courses to have built effective approaches into schemes of work and resources for T&L.Internal assessments demonstrate improved performance at student and subject level as course progresses.Linear courses demonstrate positive VA in Summer 2018. |  |
| Boys’ achievement:* Focus of Associate Leadership project. Research to inform actions in Spring and Summer Terms. (Action Plan to be drawn up).
 | September 2017 onwards | JPS/DWF | £1,000 TLR3 for Associate Leadership Project. | Action Plan to be reviewed by beginning of Spring 2018.Interim data shows gender progress gap diminishing throughout the year. |  |
| To refine KS3 curriculum across the school to reflect curriculum and assessment change at KS4:* Key focus for June 2017 Academic Board Conference to review current curriculum and assessment across subject areas at KS3
* July 2017 training day focus.
* Review how we assess and when.
* Gain a greater understanding of what knowledge/skills students have from their primary curriculum.
* Develop approaches to knowledge and skills acquisition and assessment which begin to prepare students for KS4 and linear assessment.
 | June 2017 onwards | JPS & HoFs | Academic Board Conference and July Training Day. | All subject areas to include early evaluation of students’ knowledge and skills to inform teaching and differentiation at the start of Y7.All subject areas to include re-cap and reinforcement of key skills and concepts from previous year at start of Y8 and Y9.All subjects to achieve at least 80% light green or better and 50% dark green or better in report data in each KS3 year group. |  |
| To enhance literacy and numeracy provision across the whole school:* Review Y7 literacy pilot.
* Review and relaunch key literacy materials:
	+ Literacy mats
	+ SPAG marking
	+ Key words
* Carry out audits across the curriculum for common numeracy tasks and develop materials to support numeracy skills.
* Further develop cross-curricular approaches to common literacy and numeracy tasks throughout the school.
* Use start of new year to focus on presentation of work, both written and electronic.
* Develop reading programmes for Y7 to build on and develop primary school practice.
* Allow for wider introduction of literacy and numeracy tasks into registration, tutor time and PDP at KS3 to enhance skill levels and increase cultural capital.
* Focus on oracy skills and approaches to developments across curriculum.
* Make use of 6th form students to support literacy and numeracy work in Y7 tutor groups.
* Reading, literacy and wellbeing in the Sixth Form to include 6th form reading project.
 | July 2017 onwardsSeptember 2017 onwardsSeptember Training Day | JPS & coordinatorsJPS & EJBLibrariansRBCAERAER | c£500 towards production of key materials. | Key literacy and numeracy materials are being fully utilised across the school.Work scrutiny demonstrates consistent approaches to common tasks by students and consistent monitoring of these by teachers. |  |
| Strengthen channels to secure knowledge (gather robust evidence) to enhance and share excellent practice in T&L to support further improvements.* Research models in other schools.
* Set up working group of staff to consider and develop model.
* Review appraisal process in light of findings.
* Cross faculty peer observations.
* Greater use of student voice.
 | Summer term 2017 onwards | DWF |  | All staff take greater ownership of their own CPD and appraisal.Robust evidence is collected efficiently and is available in an appropriate form to a range of key stakeholders to support improvements in the quality of T&L. |  |
| Developing a KS5 step up support programme to further raise student achievement:* Identification of students.
* Meetings for parents.
* Set up systems for monitoring students’ progress above and beyond existing tracking.
* Ensure disadvantaged students’ needs are fully addressed.
 | September 2017 onwards | AER/MCE/DET |  | Evidence of identification of key students from Y11 reports/references/results.Meetings with students, and where appropriate, parents to establish key challenges and expectations of sixth form study.Clear programme to be established for ongoing monitoring and support.Evidence from student voice retention rates and reporting of the impact of the ‘step up’ programme. |  |
| Integration of new Sixth Form team members and establishment of new structures and procedures to address key areas: * Redevelop enrichment programme and employability strand to give more coherence and ambition.
* Extension of EPQ provision.
* External UCAS training for team.
* Strengthen monitoring of academic performance across subjects.
 | June-September 2017 | AER/AJL | £45,000 to cover new leadership posts and time (staffing budget). | Improved consistency in academic performance across subjects with ALPS 3 overall in 2018.Enrichment and employability programmes redeveloped with positive feedback from student and staff evaluations.Increased numbers of students studying EPQ:40 in 2018120 in 2019 |  |
| Explore/develop opportunities for wider work experience provision in the Sixth Form:* Research potential provision through school visits and liaison with local organisations and business.
* Produce feasibility report which will inform next actions.
 | June 2017-Feb 2018 | AJL/DET |  | Feasibility report distributed on options for work experience week for all students in 2018-19. |  |
| **School Objective 2** | **To improve the achievement of disadvantaged students** |
| **Actions** | **Timescale** | **Responsibility** | **Finance/****Resources** | **Monitoring/Evaluation** **(Success criteria)** | **Progress to date** |
| Improve student progress at KS3 to provide a better launch into KS4:* Letters to parents of PP students to engage families.
* Disadvantaged students’ charter is re-launched with all staff
* Work comparisons of class and IS work based on ability / attendance / gender with feedback to students, TA’s, teachers & House staff.

To update the guidance and information available on the website regarding the support available for disadvantaged families* Publicise info in Bartholonews

Development of new House staff* Attendance at the HH Conference supports induction to new roles
* Mentors are appointed to each new appointment
* Cross House observations are facilitated
 | July 2017 September 2017September 2017September 2017.June 2017 onwards | MSSLT / HoF’s & HoH.MSS to leadMSSMSS, NMC, HoH | House Heads’ Conference | Feedback from letters is 80%+Strong implementation of the charter across the school evident from observations/learning walks.Improved IS scores of all disadvantaged students.Diminishing indicators of disadvantage against all criteria. Overall closure of gap is +5% each term, as measured against stated criteria. Hits on the website increase by +5% per term. Awareness of the school community is evidenced by 5% increase in applications for support.Positive impact of new staff enriches all Houses, through the sharing of good practice, evidenced in meeting minutes, and measured positive impact of roles.Observations across Houses give rich information and improve consistent, high quality practice. |  |
| Ensure bursary is used to maximise student achievement.* Information to students at Induction and Sixth Form Open Evening.
* Letters home to the known target group, with sustained reminders of what areas can be used for Bursary support.

Impact measures are applied to students in receipt of Bursary funding. | September 2017 | MSS, Sixth Form staff, House Heads | Bursary grant | Number of Bursary students increase by 10% on last year.Patterns of claiming are steady over the year.There is sound understanding from families with regards to procedure. The impact of areas of funding reported to L&A Governors’ Committee.Feedback from questionnaire to students show increases in positive responses over the year. |  |
| Reduce disadvantaged attendance gap.* Strategies are coordinated by the Lead Attendance Officer in conjunction with the House Progress Leaders to share good practice.
* Standardise documentation and steps prior to the involvement of the EWO.
 | September 2017June 2017 | MSS & House staff | Additional hours for Family Support Worker/Counsellor £7,000 approx. (Funded from Pupil Premium) | Attendance improves across the disadvantaged group, and individually.94% attendance across Disadvantaged whole school cohort.Consistent measures across all Houses are evidenced So that the impact of each action is measurable. |  |
| To improve the standard of IS and feedback in relation to disadvantaged students.* Year by year with targeted focus on key groups is scheduled across the academic year.
* Documentation is developed to support the focus for each group/year to include comparisons of the nature of work set, differentiation and standards of outcome – presentation, content, SPAG.
 | September 2017 onwards | MSS, DWF, HoFs and House Staff |  | IS scores increase in each focused year/group.Differentiation in IS improves so that more students complete IS and fewer detentions are given. |  |
| **School Objective 3** | **To further provide opportunities for staff to enhance their practice and be exceptional practitioners** |
| **Actions** | **Timescale** | **Responsibility** | **Finance/****Resources** | **Monitoring/Evaluation****(Success criteria)** | **Progress to date** |
| Developing leaders:* Associate Leadership Team projects
* CPD for Central Leaders
	+ Review 2016-17 CPD offer to generate new Action Plan for 2017-18
* Cross-curricular learning walks
 | Autumn 2017 onwardsSummer 2017 onwards | LTDWFDWF/JPS | £4,000 for TLR3s | Feedback to Leadership Team on progress and impact of projects termly.Positive evaluation from TLR holders. |  |
| Further expand CPD to capitalise on sharing good practice with colleagues outside of St Bart’s:* Establish a T&LC with primary partners.
* Extend use of exit passes.
 | September 2017 onwards | DWF/JPS |  | Greater coherence with primary partners with respect to the curriculum and transition leads to better outcomes for students.  |  |
| Developing teachers for the future:* ITT programme (using trainees more to support our students).
 | September 2017 onwards. | DWF/KMM |  | ITT trainees benefit from intervention developmentKey students benefit from support. |  |
| To further develop the CDP programme for support staff on Training Days and beyond. * Audit of needs to be carried out.
* Action Plan developed and implemented.
 | Autumn 2017Spring 2018 | Business Director | £1,000 support staff training budget | Positive evaluations from support staff training.Improved satisfaction indicated in staff Kirkland Rowell survey 2018. |  |
| To enhance skills of TLR holders to use school data tracking systems to support students to further raise achievement.* Associate Leadership Project
* Bespoke and general training for TLR holders on using 4Matrix/ALPS Connect/ALPS KS4.
 | September 2017 onwards | DWF/VSD/Assoc. Leadership Project holder | £1,000 TLR3 | TLR holders are confident in interrogating tracking data both at reporting points and in an ongoing manner to drive improvements in student outcomes. |  |
| Develop further opportunities to enhance staff cohesion and reduce workload:* Gain staff ideas and develop to create greater staff cohesion and workload management.
* Review email communication.
* Review management systems, i.e. Blue Sky.
* Set up staffroom.
* Introduce weekly Wednesday morning briefing.
* Set up further avenues for staff feedback throughout the year:
* Comments boxes
* HT lunch forums
 | September 2017 onwardsSeptember 2017September 2017 onwards | LTLTDWFLTLTJAM | £15,000 (capital works and furniture for new staffroom area – reserves) | Termly feedback from Staff Forum.Feedback from Kirkland Rowell Staff Survey. Overall satisfaction score increases to 82. |  |
| Review recruitment documentation and website material. | Autumn 2017 | JPS/JAM |  | Website updated.Remain fully staffed (recruitment data reviewed termly by Governors’ P&P). |  |
| **School Objective 4** | **To develop further the strong ethos of the school across the community** |
| **Actions** | **Timescale** | **Responsibility** | **Finance/****Resources** | **Monitoring/Evaluation****(Success criteria)** | **Progress to date** |
| To extend student led activities across the school and enhance student mentor roles.* New activities promoted at Societies Fair.
* Set up mentoring/literacy/subject/IS support programmes.
* Link work of mentors to anti-bullying/self-esteem support.
 | June 2017 – May 2018September 2017 | AER/NMC |  | Additional activities available for students, led by Years 11-13.Evidence of participation of Sixth Form students in mentoring/literacy/subject /IS support programmes.Positive student voice feedback. |  |
| Building further on positive student and family relationships:* Register & complete Mental Health & Wellbeing Award (School Assessed Route)
* Further raise awareness around perceptions of bullying and mental health issues.
* Continue the development of emotional support systems within the school; ensuring ease of access.
* Training of a new team of Mental Health Leaders. Supported by the Year 13 Mental Health Leaders.
 | September 2017 – July 2018July 2017September 2017 | MSS/NMCMSS/KSS/JOWMSS |  | Mental Health & Wellbeing Award achieved.Records of meetings and actions with individual students and families. Waiting times for emotional support are shorter than in 2016/17. Year 12 / 13 Mental Health trainers are trained and active by the end of the Autumn Term 2017. |  |
| Enhancement of information on website:* Audit of areas that require development/maintenance.
* Use of Monday 3.45 meeting for development.
* Development of channels to feed news into website.
* Set up student group
 | June 2017-July 2018 | AER/KMT | Time | Established channels/structures to ensure that contributions come from all areas of the school in place.Fully up-to-date and sustainable website to be on stream by the end of the academic year. |  |
| Use of alumni and parents to enrich students’ experiences and aspiration:* Talks to students
* Alumni boards in student entrance
 | November 2017 onwards | AER | £10,000 for alumni boards. (Request for funding to be put to Foundation Governors) | Evidence of programme involving expertise of parents/alumni in Sixth Form.Evidence of positive ‘student voice’ feedback on Enrichment programme. |  |
| Develop and refine work of Progress/Achievement Leaders in regard to Back on Track students. |  | NMC |  | More Year 11 students being Back on Track at reporting points during the school year. |  |
| **School Objective 5** | **To ensure the long term sustainability of the school** |
| **Actions** | **Timescale** | **Responsibility** | **Finance/****Resources** | **Monitoring/Evaluation****(Success criteria)** | **Progress to date** |
| To further discussions with other schools to set up a local Multi-Academy Trust:* Develop and set up business functions to be delivered to partner schools.
* Review staffing structure to support a MAT.
* Review Governance structure.
* Plan communication and consultation strategies appropriately.
 | September 2017 onwardsAutumn 2017Autumn 20172017-18 | Business DirectorJAM/GovernorsChair of GovernorsLT/Governors | £3,000 (staffing budget, but covered by additional revenue) to upgrade IT Technician. | IT services being delivered to 2 partner schools by April 2018.Structure for MAT central services established by December 2017.Model structures reviewed by Governors’ P&P in Autumn and implementation plan developed.New Governance structure in place by Spring 2018. |  |
| Investigate further the potential of becoming a Teaching School to support the MAT.* Complete feasibility study.
 | Autumn/Spring 2017-18 | JAM/DWFGovernors’ P&P Committee | Time to complete research and put together bid, if applicable. | Feasibility study completed by Spring 2018 with bid submitted, if approved. |  |
| Establish greater business partnerships to provide opportunities for the school and wider community. | Spring/Summer 2018 | Business Director |  |  |  |
| Sixth Form – development of new build project, improve student experience and enhance the ‘marketability’ of the Sixth Form.* Work with architect to ensure plans meet needs.
* Plan implementation of programme of works.
* Develop further strategies to market the Sixth Form, encompassing the new opportunities the new build offers.
 | June 2017-July 2018 | JAM/AER/CSS | £600,000 capital funding (reserves). | Enhanced social/eating accommodation to be in place for 2017-18 with contingencies for study area pending more established new study area in 2018-19.Sixth Form numbers continue to grow:2018: 5202019: 530 |  |
| Development of greater links with universities:* Establish West Berks partnership with local university (Reading?) which will enable ongoing participation in outreach programme and options for ‘preferential offers’.
* With West Berks partners identify possibilities for hosting our own UCAS fair, potentially for October 2017.
 | June-September 2017 | AER |  | Evidence of sustained programme of visiting speakers, and mentoring, from a wide range of universities including visits from former students. |  |
| To develop long term financial plan. | September 2017 onwards. | JAM/Business Director/HSS/Governors |  | Long term plan in place and evaluated and agreed by A&F Governors. |  |