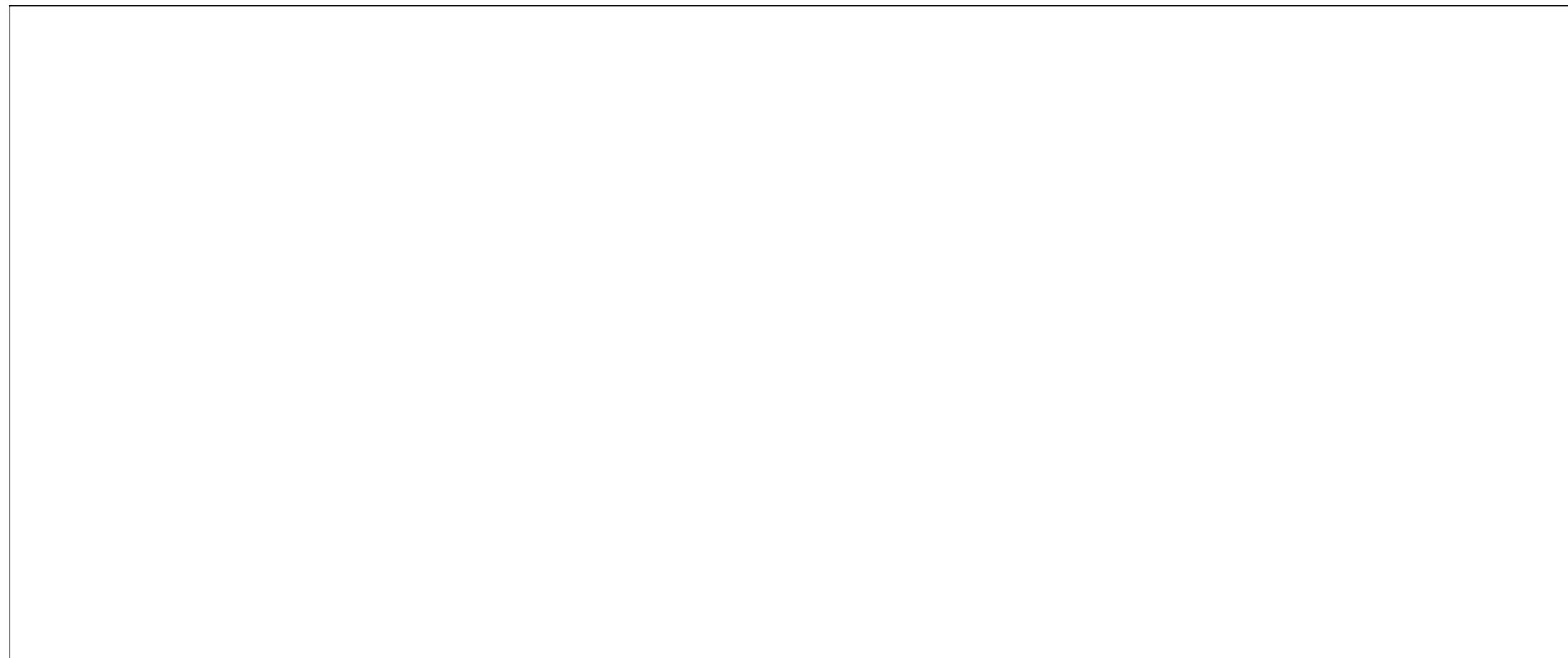




School Development Plan 2020/2021



Priorities for the school year 2020-2021:

Quality of Education

AIM: Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school.

Intent

We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence. We recognise the large gaps in pupils' education prior to arrival and therefore, we have designed our curriculum and interventions to assist in stabilising and reversing the deterioration in acquisition of skills. The focus of the curriculum includes: 1. Create a capacity to learn; 2. Offer an environment to thrive; 3. Develop the confidence and self-belief of the individual; 4. Enable pupils to become more socially aware and of their responsibilities; 5. Be responsive to the needs of each pupil but is uncompromising in expectation; 6. Provide outcomes for pupils to be able to succeed (more in depth overview can be seen on the website)

Implementation

No.	Objectives	Lead	Start & Duration	Monitored by	RAG (Fill cell, red, amber or green)
1	Create a structured system for quality assurance of all vocational courses and exam systems. Re-mapping of when functional skills will take place in KS4	DR	Sept 2020 1 year	AV	
2	Catch-up of skills and knowledge as a result of COVID-19; specific use of medium-term plans and identifying what is needed linked to curriculum progress maps. Address reading and writing (literacy focus in each lesson) as a result of declines from COVID-19.	Subject Leaders CW	Sept 2020 Termly reviews	AV	
3	Introduce CAT4 assessments for new Year 7 to support formal baselining and support FFT predictions.	AV	Sept 2020 Term 1	AV	
4	Introduction and implementation of new assessment, marking and feedback policy	Subject Leaders	Sept 2020 1 year	AV	
5	Implementing the 8 Gatsby Benchmarks to support careers development across all year groups.	DR	Sept 2020 2 Terms	AV	

Monitoring Schedule

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1. Assessment maps in place and checked. 1. Timetable for completing all levels of functional skills	1. Initial internal verification to take place, minutes of meeting and IV decisions recorded. 2 & 4. Learning walks; work reviews; lesson observations	1. Year 11 functional skills assessments booked. 1. Year 10 functional skills plan in place with expected levels. 2 & 4. Learning walks; work reviews	1. Year 11 functional skills completed. 1. Second round of internal verification completed with any adjustments made and agreed.	1. Yr 11 Final internal verification, and any gaps completed before External verification occurs. 1. Year 10 functional skills completed prior to yr 11 exams.	1. Final decisions made External verification processes complete. 1. Yr 10 vocational units completed and signed off. IV documents all completed and in place.

1.Look at IV training for staff involved with vocational courses 2. Term 1 medium term plans in place for all groups and all subjects 2. Literacy catch up plan in place 2 & 4. Learning walks; work reviews 3. CAT4 test completed 4. Roll out of the new policy 5. Mapping of Careers support across curriculum areas, including new PSHE.	2. Core subject Deep Dives 2. Reading age tests 5.Careers provision mapped across the Academy, policy in place and ratified by governors.	2. Non-core subject Deep Dives 2. Review of literacy plan 5. Identify gaps in Gatsby Benchmark, look at strategies to improve provision to meet the 8 benchmarks.	2 & 4. Learning walks; work reviews; lesson observations 5. Review Gatsby implementation	2 & 4. Learning walks; work reviews 2. Review of literacy plan Yes	1.Assessment plans completed for following academic year 2 & 4. Learning walks; work reviews; lesson observations 2. Reading age tests 3. CAT4 tests for new Y7 5. Ensure plans for next academic year are in place to continue developing the 8 Gatsby Benchmarks.
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Impact

(Broken down with milestones – how will you know you are on track?)

Impact	Autumn Term	Spring Term	Summer Term
1. All KS4 completing functional skills at appropriate level. All vocational components IV'd at correct times	<ul style="list-style-type: none"> Plan of who and when in place for all KS4 functional skills 	<ul style="list-style-type: none"> All Year 11 completed functional skills Monitoring of KS4 vocational IV process 	<ul style="list-style-type: none"> All Year 10 completed functional skills All Year 11 vocational folders complete for EV
2. Reading age improves by 1 year for the large majority of pupils. Pupils catch up on skills and knowledge linked to curriculum progression maps.	<ul style="list-style-type: none"> Year 11 mock exams; 3-weekly assessments; KS4 unit completion against assessment timetable 	<ul style="list-style-type: none"> Reading age re-assessment – halfway measure 	<ul style="list-style-type: none"> End of year assessments for all groups in core subjects; reading age re-assessment – full measure
3. National benchmark data used for Year 7 baselines; assist in FFT predictions for the future (when they are in Y11)	<ul style="list-style-type: none"> All CAT4 assessments complete and analysis shared with teachers. Targets have been set. 	<ul style="list-style-type: none"> Review of how initial analysis has been used to support approaches to learning 	<ul style="list-style-type: none"> Planned use for Year 7 2021 based on impact of 2020
4. Reduce teacher workload; improved retention of knowledge and long-term memory.	<ul style="list-style-type: none"> Learning walks, work review; pupil feedback leading to improved 3 weekly assessments; Y11 mock exam results against FFT 	<ul style="list-style-type: none"> Learning walks, work review; pupil feedback leading to improved 3 weekly assessments; Y11 mock exam results against FFT 	<ul style="list-style-type: none"> Learning walks, work review; pupil feedback leading to improved 3 weekly assessments; Y11 mock exam results against FFT
5. All year groups have varied and appropriate access to careers education (not just KS4)	<ul style="list-style-type: none"> All 8 Benchmarks in place across all year groups 	<ul style="list-style-type: none"> Review of 8 Benchmarks working against outcomes at each year group 	<ul style="list-style-type: none"> All Y11 have post-16 placement prior to finishing

Behaviour and Attitudes

AIM: Though a robust Behaviour policy, all staff and pupils can succeed in a safe environment.

Intent

We have an embedded Ethos and associated set of values which underpin all aspects of our school life. There are some areas where we would like this to become more explicitly embedded in order to ensure that all children are able to grow and flourish to meet their full potential. Our behaviour systems are structured and consistently applied across the school. However, with clear rewards and we believe we can have a positive impact on behaviour linking with our values.

Implementation

No.	Objectives	Lead	Start & Duration	Monitored by	RAG (Fill cell, red, amber or green)
1	All staff using Sleuth as a tool to restore after incidents and using weekly data to seek hotspots and to adapt accordingly.	ASp	Sept 2020 Weekly review	ASp	
2	RRN training to raise awareness of restrictive practices.	ASp	Sept 2020 1 year	ASp	
3	Using awards to raise the praise. Making pupils feel Proud. (Peak Values)	IM	Sept 2020 Termly Reviews	ASp	
4	House system and Pupil Council used for positive reinforcement of values.	ASp	Sept 2020	ASp	
5	Liaising with parent/ carers with regards to attendance expectations post lockdown and available support	SL	Sept 2020 onwards	SL	

Monitoring Schedule

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1. Training with Tom Vodden in place, formatting new incident sheet on Sleuth 2. Staff training session on sleuth 3. Points system adjusted and made explicit to staff 4. Tutors decide representatives for school council 5. Attendance highlighted in tutor	1. Learning walks in place to monitor behavioural patterns and hotspots 2. RRN introduction with pledges observed 3. Rewards system weekly and termly 4. School council meeting in place 5. Core subject House competition	1. PASS Survey 2. Behaviour review for full first term. 3. Attendance review 4. Rewards review. 5. 2 nd House competition 6. All Staff using Sleuth efficiently.	1. Media review, how are we reaching our parents & community 2. Attendance review 3. Council meeting 4. Line management meetings	1. Line management meetings 2. Monkey Survey for staff feedback	1. Line management meetings 2. PASS survey 3. Behaviour review 4. Attendance review

Impact

(Broken down with milestones – how will you know you are on track?)

Impact	Autumn Term	Spring Term	Summer Term
Raise standards of behaviour, giving staff onus to monitor behaviour and act accordingly. Restore added to Sleuth monitoring for analysis of incident.	<ul style="list-style-type: none"> Learning walks, sleuth data; feedback to staff leading to improved techniques in dealing with behaviour Sleuth training – October 	<ul style="list-style-type: none"> Data feedback on incidents Feb. Reduced incidents of poor choice behaviour 	<ul style="list-style-type: none"> Incidents all logged and successfully restored. Reduction in low level disruption.

RRN – to follow the pledges and act to reduce restraints.	<ul style="list-style-type: none"> Staff aware of affiliation with RRN. 	<ul style="list-style-type: none"> Data shows reduction in RPI Interventions are determined by areas of need – individuals looked at and needs of EHCP 	<ul style="list-style-type: none"> End of year analysis of RPI and use of RRN guidance
To raise self-esteem and celebrate hard work and resilience.	<ul style="list-style-type: none"> Sept: Clear Peak points structure with appropriate rewards. Weekly Certificate for Effort and good work 	<ul style="list-style-type: none"> Public awareness of success – Media Termly celebration - Reward 	<ul style="list-style-type: none"> Review – all subjects and tutors to have better T&L due to students increased self-esteem. (Monkey survey)
Increase sense of belonging, teamwork and leadership.	<ul style="list-style-type: none"> Remodelling of current houses All pupils affiliated with house & Colour. Integration of Pupil Council into this model 	<ul style="list-style-type: none"> 2 Competitions per term Termly Pupil Council meetings 	<ul style="list-style-type: none"> Review through student feedback of structure, further events planned for 2021-22
At least maintain overall attendance target of 91.12%	<ul style="list-style-type: none"> Attendance to be 92.33% (2019-20 Autumn Term 91.83%) 	<ul style="list-style-type: none"> Attendance to be 86.05% (2019-20 Spring Term 88.55%) 	<ul style="list-style-type: none"> Attendance to be 91.12% (Attendance Sept 2019-March 2020 90.62%)

Personal Development

AIM: All pupils will make marginal gains in emotional, social and mental wellbeing and have increased Leadership opportunities with the development measured through the PASS survey.

Intent

We intend to create an environment in which our young people can ask questions about themselves and the world around them, reflecting on a range of view points. We want them to be ready for the outside world by socially preparing them in knowledge and actions. We want to create packages that nurtures learning whilst giving them the independence to explore for themselves having the courage to make mistakes however, learning from them.

Implementation

No.	Objectives	Lead	Start & Duration	Monitored by	RAG
1	Use PASS to investigate changing attitudes at 2 further check points in the year. (Dec & June) Development of PASS survey – recognising feelings about the school, self-regard, preparation for learning, Attitudes to attendance.	ASp	July 2 2020	ASp	
2	Increase role of the Pupil council and role of Prefects	IM/CW	Sept 2020 – Ongoing	ASp	
3	Targeted support plans for pupils and updated RA's. Staff to have access to individual information to improve dealing with behaviour and help T&L.	IM	Sept 2020 – Ongoing	ASp	
4	Modify and add qualification to the PHSE program	ASp	Sept 2020 – Aug 2021	ASp	

Monitoring Schedule

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ol style="list-style-type: none"> Timetable for Pastoral care & Counselling Pupil plans set up PHSE Learning walks 	<ol style="list-style-type: none"> Line management Analyse intervention and student packages Learning walks monitoring PHSE 	<ol style="list-style-type: none"> Identify use of PASS survey PHSE Book scrutiny Line Management Learning walks Prefects in place 	<ol style="list-style-type: none"> Year 9 start NCFE unit Line Management Learning Walks 	<ol style="list-style-type: none"> PHSE Book scrutiny Line Management Learning Walks 	<ol style="list-style-type: none"> Review of Council Meetings PHSE review Monkey survey for staff.

Impact
(Broken down with milestones – how will you know you are on track?)

Impact	Autumn Term	Spring Term	Summer Term
Understand wellbeing of TPA students and attitudes to learning putting in appropriate interventions to raise self-esteem.	<ul style="list-style-type: none"> Staff access PASS survey and gain an understanding of individuals. Monitored through line management. Appropriate interventions set up such as work with CW (Monitored by AS) 	<ul style="list-style-type: none"> Pass survey retaken Results monitored to identify impact. Collaboration with Peak Assessment completed in tutor time on Sleuth. Cross reference outcomes. Pupils feelings to school and learning to have raised. 	<ul style="list-style-type: none"> 3rd sitting of PASS Results monitored against previous outcomes and similar environments.
Leadership and role models – peer modelling	<ul style="list-style-type: none"> School council chosen from tutor time discussion. 	<ul style="list-style-type: none"> Termly meetings with pupils. Pupils feel comfortable to voice opinion, monitored through Monkey survey. At least two meetings will have taken place. 	<ul style="list-style-type: none"> Foundation of strong leadership tier within school. Prefect system running and will impact behaviour at social times.
EHCP targets and behaviour targets used by staff to ensure students' needs are met.	<ul style="list-style-type: none"> EHCP targets simplified on target sheet for pupil and staff use. Behaviour cards to identify triggers All RA's updated 	<ul style="list-style-type: none"> 50% Learning walks show pupils and staff using target sheets with effect. 	<ul style="list-style-type: none"> Staff have invested interest in the targets to help individuals creating differentiated lessons. Monitored through learning walks.
PHSE criteria met RSE/Wellbeing. Qualification started in KS4	<ul style="list-style-type: none"> All PHSE in weekly tasks on shared area Recognised assessment material for qualification 	<ul style="list-style-type: none"> Review of work being delivered GHLL links to deepen content 	<ul style="list-style-type: none"> KS 4 pupils completed units towards qualification Level 1

Leadership and Management

AIM: Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.

Intent

Leaders ensure that teachers receive focussed and highly effective professional development and that teachers' subject, pedagogical and pedagogical content knowledge is consistently developed over time, which translates into improvements in the teaching of the curriculum. Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified, in particular those about workload, and consistently dealt with appropriately and quickly. Staff consistently report high levels of support for wellbeing issues.

Implementation

No.	Objectives	Lead	Start & Duration	Monitored by	RAG (Fill cell, red, amber or green)
1	Two new Assistant Headteachers to support in rapidly embedding their own systems and routines within the academy.	AV	Sept 2020 onwards	RL	
2	Middle leaders to (where relevant) identify higher level courses (Level 2 in vocational/ FS) that support deeper levels of learning.	DR	Sept 2020 termly	AV	

3	Secure all areas of learning and provision are in place and reviewed to ensure full catch-up for pupils as a result of COVID 19. Plans/ risk assessments are in place or any future lockdown	SLT in their defined areas	Sept 2020 onwards	RL	
4	Development of staff wellbeing 'first aid'	SL	Sept 2020 onwards	RL	

Monitoring Schedule

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1. Line management meetings and PMR 2. Course leaders to meet with SLT to discuss current courses and possible progression options. 4. Input from HR on staff wellbeing 'first aid'	1. Line management meetings 2. Course leads to identify possible courses to offer progression to level 2. 4. Staff survey on wellbeing and plan of further support measures	1. Line management meetings 2. Discussions with exam boards to ascertain possibility of using the qualification at The Peak	1. Line management meetings and PMR review 2. New course included in Options booklet, review of current year 10's and feasibility of these pupils completing higher level in year 11. 4. Staff survey on wellbeing and plan of further support measures	1. Line management meetings 2. Course leads to begin planning course, identifying resources required to give pupils maximum opportunity for success.	1. Line management meetings 2. Progression maps and assessment plans in place for new courses.

Impact

(Broken down with milestones – how will you know you are on track?)

Impact	Autumn Term	Spring Term	Summer Term
1. Objectives met within SDP	<ul style="list-style-type: none"> As per above reviews 	<ul style="list-style-type: none"> As per above reviews 	<ul style="list-style-type: none"> As per above reviews
2. Proportion of pupils passing Level 2 courses increases on 2020 in vocational subjects/ FS	<ul style="list-style-type: none"> Courses identified and assessment plans written for KS4 	<ul style="list-style-type: none"> Units IV'd linked to assessment plans 	<ul style="list-style-type: none"> Y11 pupils completed Level 2 awards Y10 pupils completed units linked to assessment plans
3. Pupils catch up on skills/ knowledge from missed lockdown work	<ul style="list-style-type: none"> Medium term planning is comprehensive, allowing for catch up work 	<ul style="list-style-type: none"> Reading ages have improved on June 2020 Y11 mock results no more than 1 grades below FFT 5 for majority of pupils 	<ul style="list-style-type: none"> Progress 8 measures for Y11 in line with 2019 (no P8 in 2020) End of year exams for Y7-Y10 show majority of pupils are in line with targets linked to FFT 5
4. Workload is manageable, staff 'time off' linked to wellbeing is minimal	<ul style="list-style-type: none"> New assessment policy embedded that supports minimal marking Staff absence is minimal 	<ul style="list-style-type: none"> Staff wellbeing questionnaire Staff absence is minimal 	<ul style="list-style-type: none"> Staff absence is minimal