In our **School Development Plan** we will concentrate on the following aspects:

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| **Quality of Education** | 1:1 To further develop carefully crafted threshold assessments in Years 7-9 which test the effectiveness of the curriculum  1:2 To establish effective, habitual and consistent retrieval practice throughout the curriculum  1:3 To embed the collaborative inquiry-based approach to reduce gaps in knowledge between groups of students |
| **Outcomes** | 2:1 To enable more rapid progress in Key Stage 3 through the strategic use of diagnostic baseline assessments in English and Maths  2.2 To improve the overall progress 8 score by 0.2 for the academic year 2021/22, including for disadvantaged, SEND, SEND+PP and boys.  2.3 Close the attainment & progress gap between disadvantaged students compared to ALL nationally. |
| **Behaviour, Attitudes & Personal Development** | 3:1 Create a school culture in which all individuals know how to treat people with kindness and dignity  3:2 To increase the level of engagement with all parents / carers and especially those most seldom heard  3:3 Continue to improve our overall attendance and to reduce persistent absenteeism to be better than the national levels.  3.4 Implementation of our revised Behaviour for Learning Policy, reflecting our commitment to providing a purposeful learning environment for all students, as reflected in our three school principles.  3.5 Continue to deepen the quality and impact of our opportunities for personal development; particularly the most vulnerable |
| **Leadership** | 4:1 To develop a culture whereby every member of staff understands the school’s strategic intent and is confident in their contribution to the improvement of our school.  4:2 To introduce a governor quality assurance calendar so that strategic influence and understanding of the school’s improvement work becomes more impactful. |

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| **Quality of Education**  **Objective/s:** | **Intended Outcome/s – Success Criteria:** | Monitoring Lead | **Milestone 1**  **Autumn Term** | **Milestone 2**  **Spring Term** | **Milestone 3**  **Summer Term** |
| **1.1 To further develop carefully crafted threshold assessments in Years 7-9 which test the effectiveness of the curriculum**  **Wellbeing and workload** with joint planning and dedicated time  **Making implicit explicit** through common pedagogical approach  **Assessment** crafted by departmental teams | Teachers understand the impact of the curriculum through their departmental assessments  Assessment informs teaching so that any gaps in knowledge can be addressed  DIRT is used effectively to address gaps in knowledge  Assessment allows department teams to accurately judge the progress of students  There is sharing of best practice and consistent provision through collaborative moderation opportunities | MLa/  PA | Implementation  Comparative marking Yr 7&8 English.  CPD session to HODs November on effective assessment design/approach/moderation.  Reflection and moderation around threshold assessments (Yrs 7-9) with dedicated department time  QA work to look at impact of assessment on curriculum and student progress (DIRT)  Milestones  Assessment consistently approached across departments - reflects calendar and pedagogical approach. Evidence of departmental moderation and reflections. Assessment used to test curriculum and best practice shared in departments. QA to establish best practice in terms of DIRT and adapting approaches to teaching. | Implementation  SDD January focus on teach Meet style sharing of best practice. Dedicated departmental time to moderate and share best practice across Yrs 7-9. Proforma developed to feedback findings to SLT link. HOD meeting to share best practice identified from the QA including DIRT.  External QA report from Challenge Partners project  Milestones  Assessment consistently approached across departments - reflects calendar and pedagogical approach. Evidence of departmental moderation and reflections. Assessment used to test curriculum and best practice shared in departments. | Implementation  24th June SDD time allocated to develop retrieval work for 22/23. Explore idea of Year 7-9 mocks in September of 2022. Develop whole school assessment calendar and explore whole school assessment weeks for Years 7-9.  Second round of baseline assessments in English and maths to establish progress in relation to national benchmarks |
| **1.2 To establish effective, habitual and consistent retrieval practice throughout the curriculum**  **Implicit explicit** revision skills and planned retrieval practice  **Curriculum** retrieval practice within curriculum plans  **Wellbeing and workload** with joint planning and dedicated time | Students make better progress, that is, they know, remember and can recall more knowledge  Departments centrally plan and execute spaced repetition for over-learning  Students develop an understanding of how they learn and what effective revision is for them  Students grow in confidence because they will have retained key content in their long-term memory  Every non-practical lesson to have at least 10 minutes of retrieval practice | MLa | Implementation  Share expectations in first departmental meeting and on first day, with subsequent professional development and sharing effective practice.  Yrs 7 & 8 receive knowledge organiser booklets. Copies online for parents and video on usage.  Focus for most departments IQ.  QA to focus on retrieval and use of knowledge organisers. Key feature of quality of education reports.  Review home learning Yrs 7&8. Monitor GCSEPOD, SENECA, Hegarty, Teams usage.  Milestones  QA using student voice, book analysis and learning walks indicate that retrieval practice in Years 7&8, using the knowledge organisers, is becoming an increasing feature of all lessons and home learning.  Students gain in confidence and increasingly know how to commit key knowledge to long term memory. | Implementation  SDD January sharing best practice TeachMeet style.  HODs meeting to share best practice.  Dedicated departmental time to review and adapt approaches.  Monitor GCSEPOD, SENECA, Hegarty, Teams usage.  Media clip on school website to educate parents on retrieval practice.  Review home learning across school in terms of promoting retrieval practice - esp Years 7 & 8. Establish the extent to which knowledge organisers are being used in Years 7& 8.  Student voice to determine impact of retrieval practice on their progress, confidence and understanding of how they learn.  Milestones  Increased amount of home learning linked to retrieval practice including online platforms like Seneca and forms in Microsoft Teams. Students report greater confidence, opportunities for RP and an increased understanding of the importance of RP in building long term memory. | Implementation  24th June SDD time allocated to develop retrieval work and review memory organisers for 22/23.  Do we expand booklets to Years 9-11? |
| **1.3 To embed the collaborative inquiry-based approach in order to reduce the gaps in knowledge between groups of students**  **Wellbeing and workload** with joint planning, single PM objective and dedicated time  **Implicit explicit** with sharp focused interventions | Departments will use a range of qualitative and quantitative data to identify gaps in the knowledge of groups of students  Departments will critically engage with research informed practice to select the most appropriate intervention to address knowledge gap  Department teams will consistently apply the intervention(s) across the department and seek to understand their impact  Departments will share findings from the IQ process across the school | MLa | Implementation  Time set-aside for departments to review their 20/21 IQs. Single PM objective.  Interventions agreed by Quad leads and enacted from November for 12-18 weeks.  Agreement on measuring impact.  QA to ensure consistency of delivery across the department.  Milestones  Departments set IQ objective for members of their team. Interventions agreed and started. Plans established on how departments will measure impact. | Implementation  Interventions ongoing with inter-departmental work to ensure consistency and gauge impact. Time for departments to consider impact.  Milestones  Consistent delivery of interventions. Impact carefully measured. | Implementation  Impact of the interventions established. SDD 24th June to share findings across departments. Time for departments to collaboratively complete presentation.  Milestones  Findings shared and implications explored. Curriculum adaptations resulting from findings. |
| **Review**  **Key measures of success:**  Increased understanding of how assessment design underpins and informs the curriculum. DIRT in many areas continues to be refined and improved with excellent practice in some areas (English, Geography). The subject assessments are being consistently approached in all curriculum areas and there is evidence of our pedagogical approach now being fully implemented in many subjects (scaffolding, modelling. Explicit success criteria, co-construction, metacognitive approaches …). Retrieval practice is definitely building momentum with student voice indicating that it is improving their confidence and they are buying into the benefits of regular RP. Increased usage of both Seneca Learning, Quizes via Teams, Heggarty Maths as home learning tools. RQT group focused on retrieval practice have been experimenting with different forms of retrieval practice. However, retrieval practice is still too dependent on individual teachers rather than being planned within curriculum.  Departments which are strong in terms of pedagogical approach and DIRT includes English, Languages, Psychology and Geography whilst there is strong emerging practice in Music, Design, History, Maths and Drama. Greater refinement is required in Science and Business Studies. Retrieval practice is strongest in Psychology, KS3 maths and Geography though improving across all subjects.    **Areas for development:**  Continue to develop DIRT through sharing of best practice.  Usage of Year 7 & 8 knowledge organisers needs to improve across all subjects  Continue to increase and refine retrieval practices and explicitly teach students how this helps them learn. Ensure from September 2022 that RP is a planned part of curriculum planning and thus consistent across subjects.  Continue to develop the understanding of what adaptive teaching looks like in their subject area so that all students can access the curriculum | | | | | |

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| **Outcomes**  **Objective/s:** | **Intended Outcome/s – Success Criteria:** | Monitoring Lead | **Milestone 1**  **Autumn Term** | **Milestone 2**  **Spring Term** | **Milestone 3**  **Summer Term** |
| 2.1 To enable more rapid progress in Key Stage 3 through the strategic use of diagnostic baseline assessments in English and maths  **Assessment**  Allows us to track pupil progress in these Year groups with confidence. Allows us to test the effectiveness of our English and maths curriculum for all students. | We will have accurate RoAs for these Year groups.  We will be able to track progress of students in English and Maths against national benchmarks.  We will be able to identify and fix gaps in student knowledge  Targeted support for students below ARE through SfL provision and intervention | PA | Implementation  Introduction of benchmarking assessments in English and maths in Year 7 and 8. Accurate RoAs generated. Work still to be done around which combination of baseline assessments provides the most accurate RoAs – milestone added for Spring term  Maths teaching responds to areas of strength and weakness generated by baseline assessment reports.  MIlestones:  Benchmark assessments completed  ROA generated  National comparison established | Implementation  Continued delivery of knowledge rich curriculum with any misconceptions/missing knowledge identified from initial assessments subsequently embedded into the curriculum.  Milestone following term one  Comparison of RoAs with and without No more marking results compared to a ‘normal’ year to establish accuracy of assessments.  Follow up with maths department about how they can use GL assessments diagnostically to inform curriculum design | Implementation  Year 7 and 8 students sit summer assessments and progress measured against national benchmarks.  Reflection on results and subsequent actions dependent on these.  Assess impact of tutoring programmes.  Impact of English and Maths curriculum is assessed |
| 2.2 To improve the overall progress 8 score by 0.2 for the academic year 2021/22, including for disadvantaged, SEND, PP+SEND and (higher) boys.  **Wellbeing and workload** Joint planning, single PM objective and dedicated time  **Implicit Explicit**  Sharp, shared understanding of Key Threshold knowledge and what success looks like  **Assessment/Curriculum**  Well-crafted assessments developed by departments allow us to successfully test the curriculum | Progress 8 indicator shows an improvement of 0.2 overall and for the disadvantaged, SEND, PP+SEND and (high band) boys. | STu/ PA | Implementation  Shared SoW delivers equity of curriculum provision for all  Through moderation, departments sharpen understanding of threshold knowledge - Need more departments to consistently share evidence of this in minutes?  Milestones  Yr 11 P8 OTF Autumn +0.43  SEND = +0.08  Ever send = +0.56  PP = +0.04  PP and SEND = -0.3 (6 x students)  High boys + 0.25  Year Team data meetings identify areas of effective practice and areas for exploration through QA process. Resulting findings shared with teams, based on the 5 school priorities for learning.  Key actions agreed. This needs to be followed up with Year Teams following January meetings with tutors/SLT and refined. | Implementation  Ongoing development of shared understanding of threshold knowledge and what success looks like.  Diagnostic use of mock exams to inform focussed exam preparation for students in KS4 and 5  Milestones  Greater pedagogical understanding of T&L, through departmental IQs, improves students’ outcomes | Implementation  Regular review and refinement of SoW considering student outcomes, QA feedback and IQ reflections  Milestones  QA reports evidence improved outcomes for students including disadvantaged, (high band) boys and SEND |
| 2.3 Close the attainment & progress gap between disadvantaged students compared to ALL nationally.  **High expectations / ambitious for all** | Continue to develop and implement a programme for disadvantaged students to include mentoring, recovery tuition, digital training for parents, a digital device for each household - including implementation of the National Tutoring Programme for PP students  Increased engagement of disadvantaged students into NTP and in-school tutoring in English, Maths, Science  Improvement in outcomes for disadvantaged students using GLS benchmarking as progress indicator | MM | Implementation  Scheme to help close the attainment gap for our most disadvantaged students/those adversely affected by the impact of Covid-19 in Years 7-11 in English, Maths and Science. To focus on core curriculum areas: English, Maths and Science.  Face to face tutoring  delivered by 6th form students, supported by subject staff for Year 10/11 Maths/English  After school tutoring by Gillingham School staff in Maths/English/Science - 36 x Year 7 students in first cohort  In school tutoring using Teaching Personal (NTP provider) - 112 students from Year 11/10 in first cohort. 53 PP, 12 SEND, 2 LAC | Implementation  As Term 1  Assessment  QA of first term cohort of NTP: use tutor reports, student outcomes, student/parental feedback. Refinements to the programme in the light of feedback | Implementation  As Term 1  Assessment  QA of second term/third cohort of NTP: use tutor reports, student outcomes, student/parental feedback and GLS benchmark |
| Development and implementation of a Reading and Language Acquisition Strategy to improve students’   * Reading fluency * Comprehension * Cultural capital * Curriculum access * Sense of belonging/ attendance * Self-esteem/ confidence   (see Reading and Language Acquisition Strategy Action Plan) | STu / KS | Implementation  All students in Years 7&8 participate in shared text through Words for All, supported by 6th Formers  All students in Years 7&8 engage in Reading Plus as part of home learning  Teachers informed of intervention strategies used to support SEND students receiving 1:1 / small group support.  Adaptive practice approaches developed by cross-curricular working party (KS, IM, SL, LLe, EI)  Appointment of deputy SENCO to work on the above.  Assessment  QA of tutor periods develops shared approach to Words for All  All students complete initial baseline assessment in Reading Plus. Non engagement monitored, and support offered. | Implementation  As Term 1  OPPs updated to include examples of intervention strategies used to support SEND students receiving 1:1 / small group support.  Assessment  Monitoring of progress demonstrated by Reading Plus data  Improved rates of engagement with Library resources  Book scrutiny with a literacy / comprehension focus  SEND QA around adaptive practice | Implementation  As Term 1 & 2  Recommendations from cross-curricular working party to inform curriculum / resource development in gained time  Assessment  As Term 2  Triangulation of available data, including students’ and parents' views, to review, refine and develop Reading and Language Acquisition Strategy |
| **Review**  **Key measures of success:**    **Areas for development: Improve take up and engagement in the tutoring programme from parents/students from target groups** | | | | | |

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| **Behaviour, Attitudes & Personal Development**  **Objective/s:** | **Intended Outcome/s – Success Criteria:** | Monitoring Lead | **Milestone 1**  **Autumn Term** | **Milestone 2**  **Spring Term** | **Milestone 3**  **Summer Term** |
| **3.1 Create a school culture in which all individuals know how to treat people with kindness and dignity**  **High expectations** – good relationships, mutual respect and behaviours for learning  **Implicit explicit** – clear with students about appropriate behaviour/language | Raise awareness of acceptable behaviour and language in relation to – *homophobia, racism, consent, mental health, sexual harassment and celebrating each other’s success.*  Reduced behavioural issues linked to 6 key themes.  School Council acting as cultural architects, working on projects in line with the 6 key themes  Increased involvement of 6th form in lower school tutor groups acting as positive role models | JHr, MM, MLa  JCa | Implementation  Fortnightly themed tutor sessions and assemblies around 6 themes. Pastoral curriculum plan in place. Cultural architect group meet half termly. Student voice.  Milestones  One pastoral session per theme completed. Examples of themes through the curriculum.    SMSC policy updated to reflect current practice  New A2L criteria in place with postcards issued regularly by departments  6th form working Year 7 tutor groups as readers, running weekly quizzes, supporting reading plus programme  School council re-launched, led by 6th form. Key focus on shaping school culture. First whole school council meeting Dec 2021.  6th form Anti-bullying ambassadors in place  Celebration assemblies in Year 10/11  Whole school pupil survey undertaken by PSRE to assess the impact of new curriculum – particular focus on consent/staying safe | Implementation  Fortnightly themed tutor sessions and assemblies around 6 themes. Pastoral curriculum plan in place. Curriculum Group meet half termly. Dove project. Student voice.  School Council contributing to cultural events, posters, school newsletter, running lunchtime club  To set up a system where HODs feedback to HOY on outstanding work by individuals to form part of regular celebration assemblies | Implementation  Whole school curriculum mapping completed  SDD 25th April - completed on Teams. Fortnightly themed tutor sessions and assemblies around 6 themes. Pastoral curriculum plan in place. Curriculum group meet half termly. Dove project. Evaluate outcomes. Student voice. Audit SMSC provision through the curriculum group - are there areas where this can be developed further?  Pupil voice on impact of school values – do students know what these values stand for? Do they feel they are reflected in the school? |
| **3.2 To increase the level of engagement with all parents / carers and especially those most seldom heard.**  **High expectations /ambitious for all** | Attendance at parents evening of disadvantaged families to increase for all Yr groups  2020-21 Year 7 67%  2021-22 Year 8 45.7%  2020-21 Year 8 54%  2021-22 Year 9  2020-21 Year 9 69%  2021-22 Year 10  2020-21 Year 10 54%  2021-22 Year 11  2020-21 Year 11 48%  Attendance at parents evening (all groups) to increase for all Year Groups  2020-21 Year 7 73.2%  2021-22 Year 8 69.3%  2020-21 Year 8 68%  2021-22 Year 9  2020-21 Year 9 76%  2021-22 Year 10  2020-21 Year 10 74%  2021-22 Year 11  Whole school average parent's eve attendance 71% to increase to 85%  Attendance gap for disadvantaged students is reduced to 2% Currently 3.75%) Reduced to 3.37% to October Half term 2021  Disadvantaged students’ engagement with home learning is in line with their peers  Strong engagement on the tutoring programme | **JCa/**  **MM** | Implementation  Yr 7/8 Parental school tours, Meet the Tutor events, How to Support your Child’s Learning workshops (Hegarty Maths, Reading Plus, SENECA)  Investigate suitable off-site meeting space provision to meet with parents/ travel arrangements in place  Milestones  Develop termly ‘open house’ style events to welcome families into school - providing access to resources and support  90% attendance at Meet the Tutor evening  (88% made bookings, 83% actual attendance)  Regular fortnightly Personal Development tutor programme  Emphasis on PP students within tutoring programme to increase confidence/engagement in school | Implementation  Supporting Parents’ Evening attendance  Develop weekly parental inclusion panels addressing attendance issues, Parents eve engagement and OTF data to support parents to support their children's ‘Learning and Well being’  To be conducted on and off site and off site  Milestones  Increased engagement at parents evening compared to 2021 attendance  Improved student attendance | Implementation  Student / Parent surveys to inform future practice |
| **3.3 Improve whole school attendance, reduce PA and PP/PA**  **High expectations / ambitious for all** | >95% whole school attendance  <10% PA  <15% PP/PA | **JCa** | Implementation  Half termly Internal inclusion panels, implement fining procedure in line with new DC policy.  App AHoY attendance leads  Acknowledging improvers (see attendance policy/procedures) | Implementation  Weekly parental inclusion panels, implement fining procedure in line with new DC policy.  Acknowledging improvers (see attendance policy/procedures) | Implementation  Half termly Internal inclusion panels, implement fining procedure in line with new DC policy.  Acknowledging improvers (see attendance policy/procedures) |
| **3.4 Continued implementation of our revised Behaviour for Learning Policy**  **High expectations** – positive relationships, mutual respect and behaviours for learning  **Implicit explicit** – clear with students about appropriate behaviour/language | Restating expectations around consistent routines, positive relationships, and good behaviours for learning.  Continued professional dialogue, supporting /coaching colleagues to recognise behaviour as communication of an emotional need.  Developing scripts around our school values when discussing students’ behaviour. | **STu / CG/**  **JCa** | Implementation  Team Around the Student meetings (15) (Oct PD day) enhanced to include strategies for dealing with challenging behaviour.  Development of the SGC / ILS provision to provide earlier intervention for students struggling to self-regulate.  Clear communication of agreed strategies for specific students shared with colleagues.  MHST CBT workshops with Year 7 on managing the transition to secondary school (building resilience)  Behaviour policy updated to reflect new reward system  Milestones  Increased use of rewards to recognise positive behaviours (celebrating the silent majority) Reduced PA figures in Y7.  QA evidence clear dept. routines to maintain positive behaviour for learning.  Decrease in repeated incidents of unacceptable behaviour (non-compliance) | Implementation  *Identify and Implement strategies to address behaviour concerns evidenced by student voice and staff survey results*  Review and refine SGC / ILS provision to provide earlier intervention for students struggling to self-regulate.  Feedback to HoDs / HoYs from SGC / ILS placements to support classroom practice (attachment aware approaches)  Milestones  Decrease in behaviour  incidents in across all Year groups.  Decrease in repeat SGC referrals | Implementation  Milestones |
| **3.5 Continue to deepen the quality and impact of our opportunities for personal development; particularly the most vulnerable**  **High expectations / ambitious for all** | Increased involvement in extra-curricular activities from disadvantaged students  Disadvantaged students' success in gaining credits across the 3 criteria on the rewards system is in line with their peers  Increased emphasis on house system and communal competition shifting the pupil mindset towards a culture of publicly celebrating success  Increased numbers of disadvantaged students participating in the DofE programme  School Council support network in place for vulnerable students at lunchtime  Alternative Provision has a positive impact on students’ attendance and A2L  6th form Leadership programme with an emphasis on community work and developing ‘soft skills’ | **MM**  **JCa** | Implementation  Full club programme on offer. Reduce barriers to participation: support from 6th Form House Leaders, improved communication with parents on the value of attendance,  New A2L/Gillingham Award system launched and opportunities created for students to demonstrate the 3 core values - continual emphasis on these values through assemblies. First bronze award ties in Year 8 issued Dec 2021  Departments to regularly review issuing of rewards  Celebration assemblies in Year 10/11  Raise profile of DofE – videos/assemblies by participants, greater communication to parents on the benefits and accessibility of programme (financial support/equipment)  Wednesday afternoon programme provides a diverse range of opportunities for 6th form to develop cultural capital - including political awareness, debating, first aid  First cohort of 6th formers to have undertaken volunteering action in the local community  PSRE led Year 9/10 Certificate in Philosophy – 41 students; 9 PP | Review club attendance and award system – break down into PP/disadvantaged/SEND  Identify any barriers to attendance  QA of impact of new rewards system – distribution of rewards across departments/different cohorts within the school – PP/non PP.  School prospectus updated / publicity materials for 2022-23  Investigate work of other schools in developing cultural capital | Pupil voice – Year 12/13 - impact of new leadership focus  Plan for wider opportunities for community/house events for 2022-23 |
| **3.6 To enhance the knowledge of career options and progression routes amongst students in all year groups.** | Develop the existing careers programme so that more students progress onto apprenticeships, STEM and technical routes  Calendared weeks for subjects to focus on skills, linked careers, progression routes and labour market information.  Students demonstrate a greater awareness of the range of opportunities post 16.  Establish half termly careers meetings | **MLa**  **EV** | Implementation  Careers group meet and establish careers programme.  Development of a careers QA programme to include stakeholder feedback.  Year 8 careers week planned.  MG’s role as the the school’s Careers Advisor established.  Outcomes  Improved access to independent careers advice in all year groups  Improved strategic approach to careers provision in the school including increased QA processes  Careers delivered through the curriculum in Year 8 | Implementation  Year 10 and 7 careers week  Year 11 and 13 leaver surveys  Development of curriculum SDD to include careers  QA work including detailed analysis of destinations data. | Implementation  Year 9 careers week  Review of careers programme and work experience |
| **Review**  **Key measures of success:**  **Staff Survey (Autumn 2021)**    *The school consistently manages the behaviours of all pupils well. Teachers:* **34% disagreed**.    *Pupils’ behaviour is at least good at our school. Teachers*: **10% disagreed**.  TAs/Cover Supervisors: 2 colleagues disagreed.  Support Staff: 4 colleagues disagreed.    *Leaders support staff well in managing behaviour.  Teachers:* **11.58% disagreed**.  TAs/Cover Supervisors: 1 colleague disagreed.    *Our school has a culture that encourages calm and orderly conduct and is aspirational for all pupils. Teachers*: 4% disagreed. TAs/Cover Supervisors: 1 colleague disagreed, Support Staff: 1 colleague disagreed.    *I feel well supported working at this school.* Teachers: 3% disagreed. TAs/Cover Supervisors: 1 colleague disagreed  **Student Survey (Autumn 2021)**  34 students out of 1079 respondents stated they rarely felt safe  159 students out of 1079 respondents stated they sometimes felt safe  Students identified areas of the school where they felt less safe – Toilets, Yr 10 area outside canteen, (buses and changing rooms where also mentioned but less common)  Students valued the new PSRE curriculum but identified areas they would like to revisit such as consent, unhealthy relationships (examples), how to leave an unhealthy relationship, the law regarding sending/requesting nudes.  **2021/22 Fixed term  EXCLUSION ANALYSIS**     * Number of students:  17 = 0.96% (**38** in 20/21)(45 in 19/20))   (? boys and ? girls, 7 PP (41% of all exclusions), 3 SEN and 0 LAC) (National = 2.71% for schools with similar deprivation)      * Of the 17 excluded,**8**have been repeat exclusions: 0.45% (0.63% in 20/21) (National = 0.95% for schools with similar deprivation)   **44** days lost (term 1) in total  (Previous academic years: 93 days in 2019-2020, 86.5 in 2018/19, 99.5 days in 17/18)   * No Permanent exclusions      * Two repeat excluders are currently attending a six week Learning Centre placement      |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **YEAR GROUP** | **NUMBER OF STUDENTS** | **NUMBER OF SESSIONS** | **BOYS** | **GIRLS** | **FSM** | **SEN** | | **Year 11** | **24** | **Behaviour related**  **Time out**  175 to date  **(440 in 2020/21: 30 students)**  **(321 in 2019/20)**  **(516 in 2018/19)**  **(484 in 2017/18)** | 16 (66%) | **8** (34%) | 8(33%) | 5(21%) | | **Year 10** | **22** | **Behaviour related**  **Time out**  244 to date  **(473 in total** 2020/21: 30 students)  **(245 in 2019/20)**  **(460 in 2018/19)** | **15** (68%) | 7 (32%) | 5 (23%) | **1** | | **Year 9** | **13** | **Behaviour related**  **Time out**  109 to date  **(363 in 2020/21: 31 students)**  **(108 in 2019/20)** | **9 (69%)** | **4 (31%)** | **3 = (23%)** | - | | **Year 8** | **8** | **Behaviour related**  **Time out**  89 to date  **186 in total** (2020/21: 17 students) | **6 (75%)** | **2 (25%)** | **4 (50)%** | **1** | | **Year 7** | **3** |  |  |  |  |  |       **Areas for development:** | | | | | |

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| **School Objective : Leadership**  **Objective/s:** | **Intended Outcome/s – Success Criteria:** | Monitoring Lead | **Milestone 1**  **Autumn Term** | **Milestone 2**  **Spring Term** | **Milestone 3**  **Summer Term** |
| **4.1 To develop a culture whereby every member of staff understands the**  **school’s strategic intent**  **and is confident in their contribution to the improvement of our school.** | Shared understanding of the school’s core purpose and values.  Each colleague understands their role in securing the success of the school.  Culture of continuous improvement permeates across the whole school – high expectation without fear.  Sense of leadership hierarchy is reduced so that any colleague is comfortable to suggest school improvement ideas.  All leaders are primarily focussed on learning.  Candour is encouraged in our professional relationships. |  | Implementation  SDP is shared with all colleagues  Series of collaborative dept meetings /QUAD activity  HOD meetings become teaching and learning workshops – sharing and leading  Term 1 QA completed  First round of tutor / Year leader meetings take place  Term 1 CPD programme is completed  Term 1 inquiry question / PM is completed  Term 1 ECF completed  RQT development  Cultural architect meets half termly  Introduction of new NPQ programmes  NCE Coaching programme  ASL projects (CG) | Implementation | Implementation |
| **4.2 To introduce a governor quality assurance calendar so that strategic influence and understanding of the school’s improvement work becomes more impactful.** | Shared understanding of the school’s core purpose and values  Deeper understanding and reasoning behind the development plan priorities  Holding school leaders to account for the effective implementation of the development plan |  | Milestones  Colleague survey completed  QA calendar produced and shared with all governors  QA training provided in term 1 – framework based  Governor attendance at Executive Summary Day | Milestones  Governors produce evaluative reports on all areas of the SDP to the full board. | Milestones |
| **Review**  **Key measures of success:**    **Areas for development:** | | | | | |