

School Development Plan 2023-24 (08/10/23)

Our values are: • Respect for the individual • Value everyone's contribution. - Commitment to collaboration			• Absolute integrity • Ambition for excellence • Professionalism in everything we do			Our vision is to be a model of best practice in education innovation and collaboration that will provide guidance and inspiration locally and internationally			Our purpose is to educate and empower our young people to develop the attitudes, skills and courage to succeed								
QUALITY OF EDUCATION Objectives Priority for school improvement	INTENTION Key Actions Significant actions required to meet the objective	Key Person/ People People who get the job done	Key Milestones <u>Single</u> date when the milestone will be completed by the key person/people. If not achieved, then the date should be reset												Accountabl e To Cheerleader, supporter, leader.	IMPACT being sought Impact Statement (Actions, Impact, Evidence, Analysis)	Inform Receives the output
1.0 ENGLISH	1.1 To clarify and improve how we promote Reading for Pleasure.	Ake, BW, JM	S	O	N	D	J	F	M	A	M	J	J	J McVeigh	1.1 Reading Spine book for Yr 9 and up purchased. Dedicated reading time set to build reading habits.	PP&S Govs	
	1.2 To map the teaching of writing skills/grammar through key transition points from Lower to Middle and Upper School.	Ake, BW	S	O	N	D	J	F	M	A	M	J	J		1.2 Grammar tracker created and shared with teachers. Two writing outcomes per half term.		
	1.3 To improve methods of setting targets in order to produce more meaningful data.	Ake, JM	S	O	N	D	J	F	M	A	M	J	J		1.3 Meeting held. Changes to data recording in Upper School (Using prediction grades and a single English level based on accreditation).		
2.0 EARLY READING	2.1 To ensure that the RWI Phonics provision is delivered with fidelity to the programme. To ensure that the RWI Development Day recommendations are actioned.	AB and RWI Teaching team	S	O	N	D	J	F	M	A	M	J	J	J McVeigh	2.1 September Development Day completed. Clear actions. Coaching and CPD training plan in place.	PP&S Govs	
	2.2 To develop our approach to spelling and ensure that all identified low readers have access to phonological input.	AS, BW, AB	S	O	N	D	J	F	M	A	M	J	J		2.2 Boosted Readers provision recorded on English provision map. EL Spelling lists shared Yr 9 and up		
	2.3 To ensure that all pupils have access to rich and diverse accessible texts.	Ake, BW, AB & AS	S	O	N	D	J	F	M	A	M	J	J		2.3		
3.0 MATHS	3.1 To continue to develop Mathematical subject knowledge within non-specialist teachers and LSA team to match accreditation expectations.	Lck, RD	S	O	N	D	J	F	M	A	M	J	J	J McVeigh	3.1	PP&S Govs	
	3.2 To review the marking of Maths books and revisit non-negotiables within all Yr 9 – 14 Maths planning.	Lck, RD	S	O	N	D	J	F	M	A	M	J	J		3.2 September Book Scrutiny and Learning Walk completed. Feedback shared with staff.		

	3.3 To review the delivery of Maths knowledge through use of manipulatives, models and images, Mathematical vocabulary, retrieval opportunities (through starter activities) and questioning.	LCK, RD and Maths Teachers	S	O	N	D	J	F	M	A	M	J	J		3.3		
	3.4 To review the Maths assessment conversion grid and target setting to ensure that data is meaningful.	LCK, RD, JM	S	O	N	D	J	F	M	A	M	J	J		3.4 Meetings held. Changes to Conversion grid completed. Staff have agreed baselines and targets with subject Leaders.		
4.0	SCIENCE	4.1 To review assessment processes and use of outcomes.	BMc	S	O	N	D	J	F	M	A	M	J	J	J Mcveigh	4.1	PP&S Govs
		4.2 To develop a monitoring plan with an emphasis on Pupil Voice.	BMc	S	O	N	D	J	F	M	A	M	J	J		4.2	
		4.3 To review and complete all of the science Learning Organisers.	BMc and Science Teachers	S	O	N	D	J	F	M	A	M	J	J		4.3	
		4.4 To provide targeted CPD for non-specialist teachers.	BMc and Science teachers	S	O	N	D	J	F	M	A	M	J	J		4.4	
5.0	IT	5.1 To ensure that Lower School have a clear, robust and progressive delivery of ICT.	LC and Lower School IT Teachers	S	O	N	D	J	F	M	A	M	J	J	J McVeigh	5.1	PP&S Govs
		5.2 To create a set of Year 8 ICT resource booklets for the whole school year. To monitor and review the impact of these with a view to extending across the whole school.	LC and Year 8 IT teachers	S	O	N	D	J	F	M	A	M	J	J		5.2	
		5.3 Use the results from the staff IT Skills audit to develop CPD and 'how to' resources, enabling staff to access in house, independent ways to extend subject knowledge.	LC	S	O	N	D	J	F	M	A	M	J	J		5.3	

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	5.4 To organise, set up and deliver an ICT course for Learning Support Assistants.	LC & JM	S	O	N	D	J	F	M	A	M	J	J		5.4	
6.0 KS2 REVIEW	6.1 To conduct a curriculum review to ensure that learning opportunities are meeting the needs of pupils working at the earliest learning stages of learning.	AB, CR, EN, JM	S	O	N	D	J	F	M	A	M	J	J	J McVeigh	6.1 Changes made to the KS2 timetable to incorporate afternoon sessions dedicated to Science, Art, Humanities.	PP&S Govs
	6.2 To review the planning and delivery of Key Stage Two learning activities to ensure a rich, learning focused environment.	AB, CR, EN, JM	S	O	N	D	J	F	M	A	M	J	J		6.2	
	6.3 To review assessment procedures to ensure that Pre-Key Stage criteria is embedded into planning and a robust procedure is in place to evidence teacher judgements.	AB, CR, EN, JM	S	O	N	D	J	F	M	A	M	J	J		6.3 Staff to use Tapestry to evidence pupil progress, planned outcomes to not always need to be written. Maths Puma testing used for the first time.	

BEHAVIOUR & ATTITUDES Objective Priority for school improvement	INTENTION Key Actions Significant actions required to meet the objective	Key Person/ People People who get the job done	Key Milestones Single date when the milestone will be completed by the key person/people. If not achieved, then the date should be reset	Accountable To Cheerleader, supporter, leader.	IMPACT being sought Impact Statement (Actions, Impact, Evidence, Analysis)	Inform Receives the output
7.0 TO IDENTIFY A RESPONSE TO WHOLE SCHOOL BEHAVIOUR NEEDS	7.1 To identify pupil behaviours that need addressing and to review our whole school expectations.	MD/LJ/TN	S O N D J F M A M J J	M Lock / J McVeigh	7.1	PP&S Govs
	7.2 To review formal expectations of pupils, parents and staff alongside the rewards and consequences for 'meeting' these expectations.		S O N D J F M A M J J		7.2	
	7.3 To implement a CPD Programme which will promote restorative and attachment informed practice.	JM/MD/LJ/TN	S O N D J F M A M J J		8.1 MD, LJ, TN attending 7 day attachment training.	
	7.4 To develop classroom practice to embed more proactive behaviour measures.	MD/LJ/TN	S O N D J F M A M J J		9.1	
	7.5 To review the process of writing IBPs/IDPs and how they are managed, monitored and reviewed.		S O N D J F M A M J J		9.2 TN to lead on this.	

SIXTH FORM Objective Priority for school improvement	INTENTION Key Actions Significant actions required to meet the objective	Key Person/ People People who get the job done	Key Milestones <small>Single date when the milestone will be completed by the key person/people. If not achieved, then the date should be reset</small>												Accountable To Cheerleader, supporter, leader.	IMPACT being sought Impact Statement (Actions, Impact, Evidence, Analysis)	Inform Receives the output
8.0 TO FURTHER DEVELOP THE SIXTH FORM OFFER	8.1 To build new employer partnerships that will provide appropriate work placement opportunities for students, including sheltered placements for the D students.	RBM/EWT	S	O	N	D	J	F	M	A	M	J	J	M Lock/ J Mcveigh	8.1	PP&S Govs	
	8.2 To adapt the Year 14 curriculum offer for weaker students to maximize students' chances of successful transition to work.	RBM	S	O	N	D	J	F	M	A	M	J	J		8.2		
	8.3 To review and amend the curriculum for Life Skills. Work Skills Employability and Communication.	RBM/TM	S	O	N	D	J	F	M	A	M	J	J		8.3		
	8.4 To support Learning and intervention in the Core subjects more effectively by developing understanding and skills of support staff.	RBM	S	O	N	D	J	F	M	A	M	J	J		8.4		
	8.5 To build in all year round travel training to ensure more students are equipped with the skills and confidence to travel independently.	RBM	S	O	N	D	J	F	M	A	M	J	J		8.5		

PERSONAL DEVELOPMENT Objective Priority for school improvement	INTENTION Key Actions Significant actions required to meet the objective	Key Person/ People People who get the job done	Key Milestones Single date when the milestone will be completed by the key person/people. If not achieved, then the date should be reset												Accountable To Cheerleader, supporter, leader.	IMPACT being sought Impact Statement (Actions, Impact, Evidence, Analysis)	Inform Receives the output
9.0 PUPIL & STAFF WELLBEING	9.1 To promote an active pupil voice across the school through an effective School Council, regular pupil surveys and responsive leadership	TK, MD, Subject Leads, Phase Leaders	S	O	N	D	J	F	M	A	M	J	J		ML, Personnel Govs	9.1	Personnel Govs
	9.2 To continue to review and enhance the Mental Health support provided to pupils and staff	MW, MD, JC	S	O	N	D	J	F	M	A	M	J	J			9.2	
	9.3 To continue to develop a coaching culture through appraisal and lesson study	JM	S	O	N	D	J	F	M	A	M	J	J			9.3	
	9.4 To undertake a review of staff wellbeing and workload to gain a shared understanding	JC, ML	S	O	N	D	J	F	M	A	M	J	J			9.4	
SUPPORTING LEARNING Objective Priority for school improvement	INTENTION Key Actions Significant actions required to meet the objective	Key Person/ People People who get the job done	Key Milestones Single date when the milestone will be completed by the key person/people. If not achieved, then the date should be reset												Accountable To Cheerleader, supporter, leader.	IMPACT being sought Impact Statement (Actions, Impact, Evidence, Analysis)	Inform Receives the output
10.0 DEVELOPING EFFECTIVE LSAs	10.1 To develop 'Specialist LSAs' within Upper School to support subject specialist teachers	LJ/BW/JM	S	O	N	D	J	F	M	A	M	J	J		ML, PP&S Govs	10.1	PP&S Govs
	10.2 LSA training to focus on Action Research- Developing Questioning and LSA Talk for effective group work and 1:1 support	JM	S	O	N	D	J	F	M	A	M	J	J			10.2	
11.0 METACOGNITIVE AND COOPERATIVE LEARNING STRATEGIES	11.1 To embed the use of 'Do it Now' and 'Exit ticket' strategies to build knowledge and check retention of learning.	JM & teaching staff	S	O	N	D	J	F	M	A	M	J	J		ML	11.1	
	11.2 To further develop the use of Learning Organisers. To ensure knowledge and skills development is built into every lesson.	JM & Subject Leads	S	O	N	D	J	F	M	A	M	J	J			11.2	

LEADERSHIP & MANAGEMENT Objective Priority for school improvement	INTENTION Key Actions Significant actions required to meet the objective	Key Person/ People People who get the job done	Key Milestones Single date when the milestone will be completed by the key person/people. If not achieved, then the date should be reset												Accountabl e To Cheerleader, supporter, leader.	IMPACT being sought Impact Statement (Actions, Impact, Evidence, Analysis)	Inform Receives the output
12.0 FINANCE	12.1 To generate the budget for 23/24, including all known income and expenditure and ensure Governor approval in preparation for the start of the financial year	ML/JC/SO Finance Governors	S	O	N	D	J	F	M	A	M	J	J	ML/ Finance Govs	12.1	ML/ Finance Govs/ Full Govs	
	12.2 To create a three-year budget plan, including all known income and expenditure with the intention of identifying available funds that can be used for Project 22	JC	S	O	N	D	J	F	M	A	M	J	J		12.2		
	12.3 To identify a secure funding plan to enable Governors to make a decision on whether to proceed with Project 22 now we have a fixed costing of £1,650,000.	ML/JC	S	O	N	D	J	F	M	A	M	J	J		12.3		
	12.4 To continue to apply for grants and funding both to support the cost of Project 22 as well as for completing other school projects and to support the school budget share	JC	S	O	N	D	J	F	M	A	M	J	J		12.4		
	12.5 To maximise any additional income through promoting and selling any spare vocational sessions	JC/SO	S	O	N	D	J	F	M	A	M	J	J		12.5		
	12.6 To monitor income and expenditure on a monthly basis, ensuring we are getting best value on every budget line	JC	S	O	N	D	J	F	M	A	M	J	J		12.6		
	12.7 To agree with Torbay LA an arrangement whereby we can draw forward funds if needed to ensure we have a safety net for the costs of project 22 and then to finance internal refurbishment	ML	S	O	N	D	J	F	M	A	M	J	J		12.7		
13.0 PREMISES	13.1 Main priority is to ensure we have the planning and finance to enable the Governors approved plan to complete Project 22	ML/JC/Govs	S	O	N	D	J	F	M	A	M	J	J	E &S Govs	13.1	E&S Govs	

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	13.2 To install a motorcycle training facility to enable a wider range of MV teaching and to create further income generation	MV staff/JC	S	O	N	D	J	F	M	A	M	J	J		13.2	
	13.3 To create a clear maintenance plan for the whole estate, which identifies key priorities for 1/3/5 years, broken down into annual/termly/weekly plans with clear reviews of progress against the plans reported to each Premises Governors meeting	ML/LE/Premises Governors	S	O	N	D	J	F	M	A	M	J	J		13.3	

Other areas we wish to develop this year:

- Review the use and duties of UPS teaching staff
- Increasing Parental Involvement