

School Development Plan: Update for Full Governing Body, Autumn 2020 Evidence Not Seen Some Evidence Seen Seen Regularly

Key Strategy	Headline Tactics	Measurable Outcomes	Observable Outcomes	
To embed consistently high academic expectations and standards of behaviour.	<ul style="list-style-type: none"> Quality training and CPD Staff modelling high order oracy, reading and writing skills Clarity of vision and values Inclusion provision with AP Prioritise student ability to self regulate Utilise sixth form expertise 	<ul style="list-style-type: none"> P8 to continue improving past 2017 level 2018 improvement. 2019 is stable Reduced variation in outcomes of P8 areas Smallest PP gap in 2019 Attendance to be at least 95% for all groups Attendance needs addressing No gaps between B/G or PP/NPP by Aug 2020 through improved attainment MF and PP gap in line nationally Permanent exclusions to be reduced to zero in ks3 Need to reconsider Consistent in-year financial surplus from April 2019 Succeeding National Awards for safety, tolerance, resilience and anti-bullying Diana AB Award Every child below their reading age will improve their reading skills KEY FOCUS for 2019/20 	Students actively engaged in lessons	^
			Bright, engaging and organised learning environments	^
			High standards of language and vocabulary in all lessons	-
			Reduced patrol calls	^
			Increased opportunities for students to lead	^
To ensure that well planned teaching is challenging and engaging in all areas of the curriculum.	<ul style="list-style-type: none"> Intensive work with developing MLs in leading T&L Structured, defined T&L approach Accurate and intelligent use of assessment data Create SLEs and develop outreach work Improve the writing skills of all students Incremental coaching for all staff 	<ul style="list-style-type: none"> Permanent exclusions to be reduced to zero in ks3 Need to reconsider Consistent in-year financial surplus from April 2019 Succeeding National Awards for safety, tolerance, resilience and anti-bullying Diana AB Award Every child below their reading age will improve their reading skills KEY FOCUS for 2019/20 	Positive student reaction to mistakes and learning opportunities	-
			Key values of Aspiration and Endeavour being evident in exercise books, classroom discussion and planning	-
			Increased variety and availability of extra curricular opportunities	^
To develop each and every child beyond the classroom, in order to improve outcomes for all.	<ul style="list-style-type: none"> Bespoke curriculum offer Develop the oracy and communication skills of students Focus on relationships (Positive Framing) Student leadership programme 	<ul style="list-style-type: none"> Every child below their reading age will improve their reading skills KEY FOCUS for 2019/20 	High quality questioning and dialogue	-
			Safe, tidy and pleasant place to work	^

- Cultural and Social Capital opportunities

School Targets

The national system for school performance is Progress 8. We will use this as guide for setting targets in curriculum areas. In light of volatility in school results we are aware that these will be reviewed by governors annually.

Target Area	Performance in 2016	Performance in 2017	Performance in 2018	Performance in 2019	Performance in 2020	Target 2021 (3yr KS4)	National Average (2018)
Progress 8 (all)	-0.14	0.11	0.1	0.02	0.33 (+0.15)	0.25	-0.03
P8 Eng	-0.14	0.35	0.06	0.2	0.43 (+0.08)	0.45	-0.03
P8 Maths	0.15	0.42	0.43	0.45	0.32 (-0.12)	0.52	-0.02
P8 Ebac	-0.13	-0.28	0.17	0.2	0.13 (-0.12)	0.3	-0.02
P8 Open	-0.32	0.12	-0.18	0	0.47 (+0.42)	0.1	-0.04
Progress 8 gap: B v G	-0.44	-0.61	-0.41	-0.3	-0.5 (-0.3)	0	-0.42
Progress 8 gap: PP to Nat Oth	-0.67	-0.41	-0.95	-0.45	-0.16 (+0.19)	-0.15	
Attendance: All	95%	94.90%	95%	95.10%	-	95.30%	94.8% (2017)
Attendance gap: PP v NPP	-2.05%	-2.7%	-2.6%	-2%	-	0	
Note: Performance in 2020 was Centre Assessed. The figure in brackets shows the difference between the performance and the published target.							

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IMPACT: Outcomes			
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IMPLEMENTATION : Tactics			
Tactics	Rationale	Update	OT
Quality training and CPD	We believe in continual developing and that we have enough skill and expertise internally to develop.	Staff training schedule formalised. Positive feedback (85%+) from CPD Sessions Middle Leader development to support accurate planning. LSA Staff to now lead on NPQs on the Fylde	—
Staff modelling high order oracy, reading and writing skills	High quality oracy will allow all students to access higher order questions. Staff interactions are critical and these need to be high quality	Staff training shows impact based on Learning Walks in subjects this term. QA4 and 5 Outcomes identify excellent practice in some areas	—
Clarity of vision and values	In order to create alignment, the values of aspiration, endeavour, integrity and respect must underpin everything we do.	Constantly being reviewed, but keeping a focus on core values. Needs sharper input into systems and procedures. Values underpinning recognition systems and consequences	^
Inclusion provision with AP	We need a better way of ensuring our most vulnerable and hard to reach students are...	New provision in place with Thrive, Nurture and Reflection Early assessment of Reflection shows strong systems. Student feedback is strong. Reduced number of actual students in Reflection	^
Prioritise student ability to self regulate	Along with excellent social skills, impeccable behaviour will come from a student commitment to regulate their behaviour at all times in school.	Staff training on Adult Behaviour and standards. Manners continue to be a priority Reissuing clear expectations for students and staff in key areas (i.e. toilets etc)	—
Utilise sixth form expertise	The loss of sixth form marks a significant change in the school. The subject knowledge required at y12/13 can be tracked back to ensure high standards are maintained.	High quality teaching is evident. Subject knowledge is secure, although we need to reduce teachers teaching out of subject Need to be aware of re-training challenge for teachers with increase in KS3 compared to KS5	^

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Intensive work with developing MLs in leading T&L	There needs to be an emphasis on high quality leadership at all levels. This will depend on excellent, true line management	Biweekly Curriculum Leader training SLT training on culture and T&L Line Management meetings regularly support Need to be aware of inconsistencies. ML is GOOD, but each has bespoke areas to work on. Staff appointed to NPQML	—
Structured, defined T&L approach	T&L has been central to the school for years. It is important to concentrate on strategies that work and this supports consistency (not uniformity)	Focus now on oracy and language Whole school training in September Evidence from QA shows improved student understanding.	—
Create SLEs and develop outreach work	Our school has the potential to support others, as means of improving our own understanding. SLEs will get exposure and experience at a range of other providers	Head of Maths working with 2 schools Strategic Leader in the Fylde Coast Teaching Alliance Work with Lancs Maths Project Developing strong SLT and ML internally	—
Improve the writing skills of all students	Students need to be able write at the same level as they speak. This is critical in the context of an exam system based on written answers.	Current focus in on reading and speaking. These are the foundations of quality writing QA4 continues to show some differences between depts.. Focus on DiRT to get back to writing	^
Incremental coaching for all staff	A school wide commitment to coaching will remove needless judgement and focus on personal improvement.	Coaching culture being established, but not formalised. Need for specific training in incremental coaching (RBA/DDE) RBA to visit SBS HS Launching with middle leaders on 8/7/19	—

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Bespoke curriculum offer	Our curriculum, based on the unique needs of our students, must remain broad, balanced and enabling. Our curriculum must reflect our values	Options remain in year 8. Greater work with pastoral and curriculum. Need to ensure Ofsted readiness (EBAC and options) Curriculum Leaders developing curriculum intent statements	—
Develop the oracy and communication skills of students	A focus on the skills of staff to deliver high quality oracy skills, will ensure that a whole school focus on communication skills through manners and conversation.	Interviews with students, learning walks and feedback from staff show this is having an impact. Validated by JDO (LA)	—
Focus on relationships (Positive Framing)	Improving the expectations of students through developing staff/student relationships.	Positive Framing has been taken to other schools by LA. SCA work on “pledges” to create consistency.	—
Student leadership programme	The transferable skills of leadership can support student development for all students. Opportunities must be fair and equitable to all students.	Good progress against Gatsby Benchmarks. Only area of concern is our ability provide impartial careers advice to all year groups. Student Parliament being established this term	
Cultural and Social Capital opportunities	Our academic improvement is proven. However, the stubborn PP gap must be addressed through ensuring ALL students have experiences and opportunities. This will give depth and context to all oracy work.	Use of Library now measured, although need to improve evaluation of Accelerated Reader “Dreadlock Alien” event in school SLICE leadership developing Planned implementation of Edukey so as to evaluate and measure impact. Full calendar of opportunities for students (skiing, choir, climbing, DofE)	^