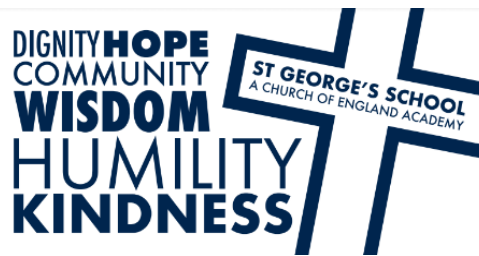


Our Vision

Through appreciating and promoting the Christian values of **dignity, hope, community, wisdom, humility** and **kindness**, all members of St George’s are encouraged to be aspirational. We aim to positively impact upon each other and society so that we can contribute to a world where, inspired by St Paul’s words we can:

‘Be devoted to one another in love. Honour one another above yourselves.’ Romans 12:10



St George’s aspires to be one of the foremost secondary Academies within the UK. Consequently, this is a resolutely ambitious development plan that articulates a strong and deliverable Christian vision for a progressive, creative and caring academy. Most importantly, it is underpinned by an uncompromising commitment to ensuring that we continue to provide an outstanding quality of teaching and learning within an holistic educational context that encourages young people to flourish and fulfil their extraordinary potential.

Christian Distinctiveness

Priority

1. The school’s distinctive Christian vision is embedded throughout the academy enabling all to flourish

Quality of Education

Priority

2. The curriculum is well sequenced and enables all pupils including the most disadvantaged to succeed
3. Successful assessment, data and feedback structures ensure cumulative data is used effectively to ensure regular and timely intervention
4. High quality teaching and learning through robust and well sequenced continuous professional development programme

Quality of Behaviour

Priority

5. The pastoral systems allows all pupils to flourish and live life to its fullness through insightful, targeted support
6. The attendance structures support all pupils to attend well

Personal Development

Priority

7. Consistent routines across the Academy are embedded so that genuine mutual respect is modelled at all times and pupils understand how to meet our high expectations
8. A high quality PD Curriculum is embedded which includes a well-sequenced PSHE and Careers curriculum that prepares pupils for modern life in Britain.
9. Our electives programme and other enrichment opportunities nurture, develop and stretch pupils’ talents and interests.

Leadership and Management

Priority

10. Leadership at all levels is of high quality and successfully in moving the school forward.

Priority 1 - The school's distinctive Christian vision is embedded throughout the academy enabling all to flourish		
Development Areas		Staff
1.1	Include all stakeholders in the review and refinement of the Academy's theologically rooted Christian vision.	RF
1.2	Ensure all academy staff and leaders apply the Christian vision to their strategic plans to enable all aspects of school life to meet the academic and spiritual needs of all learners.	RF
1.3	Ensure the Academy's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part.	RF
1.4	Ensure the Academy's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together	RF
1.5	Ensure the Academy's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.	RF
1.6	Ensure the Academy's collective worship is an expression of the school's Christian vision.	RF
1.7	The Academy ensures pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.	RF
1.8	The Academy's evaluation systems are robust resulting in high quality learning where all pupils flourish.	RF
1.9	There exists a strong culture in the academy where pupils are respectful,	RF
Priority 2 - The curriculum is well sequenced and enables all pupils including the most disadvantaged and SEND to flourish		
Development Areas		
2.1	To continue to develop the curriculum review cycle to ensure each curriculum area is effectively sequenced, with a clear rationale and intent.	CST / VDN / SN
2.2	Develop an intellectual planning model so that in every curriculum area, teachers have a firm and common understanding of the most effective ways to implement their curriculum intent; this is embedded securely and consistently across the academy.	CST /VDN
2.3	Refine the strategic overview of curriculum developments, including training, coaching and quality modelled examples, so that pupils, including our most disadvantaged, consistently gain the knowledge and cultural capital they need to succeed in life.	CST
2.4	Review schemes of learning to ensure they are consistently designed to interleave and revisit topics to build up and retain knowledge and expand/deepen understanding over time.	CST
2.5	Evaluate EBACC coaching and department action plans so that these subjects have a challenging curriculum consistent with English and Maths where pupils, including our most disadvantaged, make good progress.	CST
2.6	Continue to evaluate our remote learning policy so that highly effective structures and resources support all members of the academy succeed when learning at home	CST
2.7	Ensure reading is prioritised across the curriculum where a rigorous and sequential approach to reading strategies develops pupils' fluency.	CST
2.8	Ensure a suite of interventions is available for pupils at varying levels of reading and comprehension whilst maintaining a clear line of sight on the bottom 20% of readers.	ABE/EQ
2.9	Promote reading for pleasure across the academy.	CST

Priority 3 – Successful assessment, data and feedback structures ensure cumulative data is used effectively to ensure regular and timely intervention		
Development Areas		Staff
3.1	Continue to develop an assessment system that identifies gaps in knowledge and informs staff of reteach priority areas and top 5 intervention pupils.	SN
3.2	Focus on a culture of academic excellence through rigorous assessments and reviewing data and professional predictions which support teams in developing their understanding of the grading of their specifications.	SN
3.3	Quality assure all assessments so they test pupils on what they have learnt and produce meaningful data that can be used to close gaps through reteach	SN
3.4	Lead the training for departments to put together robust plans for standardisation and moderation and make sure that colleagues are supported within this area.	SN
3.5	Ensure teachers and leaders are fully aware of all pupils' starting points and continue to effectively support pupils with additional learning needs through early identification and forensically targeted provision, led by the AAHT intervention	SN
3.6	Transition data from primary, alongside baseline testing, is used to ensure that the academy has an accurate picture of its intake from year to year and can create interventions for each child that to achieve as a minimum 5+ in every subject at GCSE	SN
3.7	Design and implement a 3 wave intervention approach that looks at intervention strategies at class, department and whole school level.	ABE/EQ
3.8	Ensure all middle leaders have the data they need to inform their SEF and development plans.	SN
3.9	Ensure homework and a comprehensive revision and study skills programme is closely matched to the knowledge sequence in each curriculum area and this knowledge is regularly revisited throughout the academy day.	SA
Priority 4 – High quality teaching and learning through robust and well sequenced continuous professional development programme		
Development Areas		
4.1	Teachers and leaders receive focused and highly effective professional development for their stage of career which enables them to grow and flourish, especially ECT and new to head of subject/department	VDN/BT
4.2	A weekly, pre-planned annual CPD programme that links to the development of the SG5 and how we teach at St George's is delivered and evaluated effectively	VDN
4.3	Ensure quality teaching is taking place consistently in every lesson/curriculum area, with adapted delivery to secure progress for all pupils.	VDN/BT
4.4	Ensure teaching staff consistently have the highest expectations for pupils and are: preparing lessons appropriately; sequencing and modelling learning clearly; questioning effectively; assessing pupils' learning and providing feedback precisely,	VDN
4.5	Coaching, team teaching and peer observations are utilised effectively following internal quality assurance to address priority areas	VDN
4.6	Leaders utilise best practice, both internally and externally, and share this with all teaching staff; for example, sharing TLAC resources, best practice briefings.	VDN
4.7	Staff receive regular feedback on their practice and are encouraged to act upon it through a shared understanding of the resources available in school to support their continuous professional development.	VDN/BT
4.8	An online CPD portal is created and embedded so staff can track their own professional development and promote a reflective culture within which the sharing of good practice is increasingly commonplace	VDN
4.9	Teaching and learning handbook is updated regularly to reflect emerging priorities.	VDN

Priority 5 - The behaviour system allows all pupils to flourish and live life to its fullness through insightful, targeted support		
Development Areas		
5.1	Ensure that all staff continue to be fully trained in accordance with current safeguarding legislation and that they continue to be fully cognisant of their statutory duties	DUL
5.2	Ensure robust approaches and policies to respond to any incidents of bullying, discrimination or sexual harassment, in person or on line are in place to ensure that the school is an environment within which students feel safe.	DUL/CCN
5.3	Continuously evaluate behaviour routines and systems so they are embedded enabling all pupils, including the most disadvantaged, to behave exceptionally well in our academy demonstrating consistently high levels of respect for others.	DUL/CCN
5.3	Develop and deliver comprehensive training programmes as part of CPD for staff in behaviour management and promoting positive attitudes, using evidence-based approaches and innovative practices.	DUL/CCN/J JKE
5.4	Continue to embed a thorough and well-sequenced rewards system so that pupils feel a sense of pride in their daily accomplishments and this is over-communicated with pupils and parents.	JKN
5.5	Deliver regular training and updates based on pupil/parent/staff evaluations of class charts so that information regarding pupil behaviour is shared effectively with parents.	DUL
5.6	Continue to embed preventative on-call so that all staff are continuously supported when managing pupils' behaviour through our clear routines.	CCN
5.7	Review and refine the preventative behaviour strategy so that repeated patterns of poor behaviour become less frequent and pupils have the tools to regulate their own behaviour, particularly our most disadvantaged	DUL/CCN/J KE
5.8	Ensure all staff are trained on mental health and well-being, and systems are in place through Triage and MyConcern, so that any pupils who demonstrate any concerns are identified and supported with immediate effect.	DUL/CCN/ APE
5.9	Review and refine the anti-bullying policy so it reflects the Church of England Guidance on challenging homophobic, biphobic and transphobic bullying.	JKN
Priority 6 - The attendance structures support all members of the academy to attend well		
Development Areas		
6.1	Ensure the pastoral/attendance/inclusion teams understand the impact of poor attendance on outcomes and the attendance of all, especially the most disadvantaged and it is at the forefront every morning meeting.	DUL
6.2	Continue to strengthen routines and procedures around attendance analysis for identifying focus sub-groups so that each day, pastoral workers are challenging attendance and time-keeping with pupils and parents.	DUL/CCN
6.3	Work effectively with linked partnerships such as PWO and attendance lead, to ensure all pupils attend school by examining patterns across classes and year groups and plan a proactive strategy	DUL
6.4	Ensure effective routines and procedures around safeguarding and attendance are in place for pupils on an alternative provision; e.g. work experience, reduced timetable, attending Athena, managed move.	DUL/ESH
6.5	Tighten systems around lateness, including lateness to lessons, and ensure the importance of time-keeping is reported to parents and pupils.	DUL/CCN
6.6	Create healthy competitions and revive celebration of good and improving attendance among staff and pupils.	DUL/CCN
6.7	Ensure all pupils and staff feel supported with their mental health and well-being and systems around this focus on good attendance	DUL/CCN/ APE
6.8	Ensure all SEND/CLA staff understand the impact of poor attendance on outcomes and a rigorous plan for individuals supports good attendance	DUL/JKE
6.9	Review and further develop the tracking and monitoring systems to ensure appropriate intervention is put in place at the earliest opportunity	DUL

Priority 7 – Consistent routines across the Academy are embedded so that genuine mutual respect is modelled at all times and pupils understand how to meet our high expectations		
Development Areas		
7.1	Support staff in the implementation of STEPS, SHAPE and SLANT through lesson modelling and regular CPD.	MR
7.2	Plan the culture reset sessions at the beginning of each term so that all pupils understand and engage with our high expectations	MR
7.3	Lead family dining so that there exists a calm and respectful culture during social time.	MR
7.4	Promote gratitudes each day so that pupils and staff share their genuine mutual respect with one another.	MR
7.5	Update microscripts regularly and communicate routines with staff regularly so that there is a consistent approach across the academy- eg line ups, transitions.	MR
7.6	Evaluate and refine the start and end of lesson routines so that pupils begin and leave their lessons in a purposeful and calm way.	MR
7.7	Involve stakeholders with the evaluation of culture and share best practice with the school and wider community particularly social media.	MR
7.8	Targeted CPD and team teaching blocks identified and delivered to staff needing additional support in implementation	MR
7.9	Ensure the academy calendar and CPD calendar include weekly focus and evaluation of culture as outlined in microscripts through culture videos	MR
Priority 8 – Embed a high quality PD curriculum which includes a well-sequenced PSHE and Careers curriculum that prepares pupils for modern life in Britain.		
Development Areas		
8.1	Design career pathway from year 7-11 which prepares pupils for post-16, enabling them to make informed choices about their future. Ensure that alternative pathways are clearly identified as viable options alongside preparation for university entrance	ES
8.2	Work alongside middle leaders so that careers are embedded across the curriculum and pupils can make explicit links between the subjects they are studying and future employment opportunities.	ES
8.3	Ensure that our careers education aligns with the Gatsby Benchmark.	ES
8.4	Review and refine current work experience and provider access arrangements so pupils in all year groups have access to the most appropriate and meaningful careers guidance.	ES
8.5	To implement the school's bespoke PSHE and aspiration Curriculum which has been designed specifically to meet the needs of our pupils, with the school's vision and values at its core, which prepares children for modern Britain and a changing world	GME
8.6	Through our PSHE curriculum, provide pupils with a deeper knowledge and understanding about the importance of equality and understanding difference and diversity reflecting the Church of England guidance on challenging homophobic, biphobic, transphobic bullying.	GME
8.7	Ensure that a responsive PSHE curriculum is effective in addressing emerging priorities highlighted by our safeguarding team.	ES
8.8	Monitor the effectiveness of PSHE through meaningful evaluation which includes pupil and parent voice, behaviour data, work scrutiny and learning walks.	ES
8.9	Ensure that all staff delivering PSHE have access to quality resources, regular CPD and intellectual planning so that they are confident in their delivery.	ES
Priority 9 – Our electives programme and other enrichment opportunities nurture, develop and stretch pupils' talents and interests.		
Development Areas		
9.1	Develop an ambitious and compelling development plan to ensure there is a varied and wide range of rich curricular and extracurricular opportunities which further develop the academy's offer	JKE
9.2	To provide further leadership/ project opportunities for pupils across the school	JKE

9.3	Continue to develop the role of pupil voice and surveys, etc so that it encourage pupils to take ownership of their own programme of co-curricular activities and empowers the pupil body with regards to determining the culture of the school community	JKE
9.4	Continue to improve the quality of instrumental music performance within the academy	JKE
9.5	Continue to encourage a greater level of participation in sports, music, drama, etc.	JKE
9.6	Develop musical theatre productions	JKE
9.7	Develop clear plans for the development of each co-curricular area: sports, music, outdoor pursuits, CCF, drama etc..	JKE
9.8	Develop processes to enable pupils to reflect meaningfully upon their involvement in co-curricular activities.	JKE
9.9	Investigate and develop a plan of graduation for pupils that undertake a wide variety of enrichment over 5 years	JKE
Priority 10 - Leadership at all levels is of high quality and successful in moving the school forward.		
Development Areas		
10.1	Ensure all staff have access to high quality and relevant appraisal cycle	GWK
10.2	Develop autonomy and professional accountability for all staff through leadership training, line management and development opportunities.	GWK
10.3	Ensure all departments/areas of the academy development plans respond to the priorities contained within the strategic overview underpinned by short term and long term development plans	GWK
10.4	Leaders and governors create an ambitious vision and culture that enables pupils and staff to excel with high expectation and social behaviours and scholastic excellence	GWK
10.5	Further enhance the quality of middle management and leadership through increasingly effective CPD, mentoring and secondment opportunities	GWK
10.6	Review, Recruit and deploy governing body so governors are equipped to robustly challenge SLT and contribute strategically to academy development	GWK
10.7	Review recruitment strategy to ensure that St George's is optimally placed to attract highly qualified and aspirant practitioners.	GWK
10.8	Strengthen partnerships & communications with parents/ carers & local community ensuring Ensure all external documentation and media and marketing presence is presented professionally	GWK
10.9	Clear strategic site development plan which complements curriculum development	GWK