

## ***Our vision for Bramhall High School:***

*Students live up to leaders' and staffs' vision for them to shine because of the absolute focus on ensuring all students make good progress and achieve their potential.*

- Students learn well and make excellent progress because teaching in English, mathematics and **all** other subjects is consistently good.
- Students, including the most able, are challenged by their work because **all** teachers have high expectations of all students and plan work which is hard enough for to challenge them.
- Disadvantaged students make similarly strong progress to other students in school because **all** staff have the highest expectations of them and support their learning in an effective way.
- Students' conduct is exemplary and they are enthusiastic learners who consistently demonstrate high levels of respect for each other and for their teachers, teaching assistants and other staff members.
- Students enjoy coming to school and this is reflected in their good attendance.

## Strategic School Development Plan: May 2017 – March 2018

### Whole School Targets For 2018

Headline	School Target 2018	School Target 2017	Actual Outcomes 2017
English Grade 4+ (5+)	81% (64%)	84% (67%)	
Attainment 8 English	6.3	6.4	
Mathematics Grade 4+ (5+)	81% (64%)	83% (66%)	
Attainment 8 Maths	6.0	6.1	
Attainment 8 EBacc	6.5	6.6	
Attainment 8 Open	6.7	6.8	
% 5+ GCSE's Grade 7(A+)+	30%	28%	
% Grade 5+ Eng and Maths	54%	55%	

Key aspects of focus: Disadvantaged Students (DS), Upper Ability Students (UA) and SEND

### Targets 2018

Headline	School Target 2018 DS	School Target 2018 SEND Support	School Target 2018 Upper Ability
Attainment 8 English	5.4	4.7	7.7
Attainment 8 Maths	4.8	4.3	7.8
Attainment 8 EBacc	5.3	4.7	8.2
Attainment 8 Open	5.8	5.3	8.1
% 5+ GCSE's Grade 7(A+)+	11%	11%	63%
% Grade 5+ Eng and Maths	30%	24%	90%

## Strategic School Development Plan: May 2017 – March 2018

### Outcomes for Learners: Securing positive outcomes for all learners within Bramhall High School.

Objectives and Actions	LEAD	Resources/Actions	Time Span	Evidence, Impact & expectations
<b>OFL:1 Secure good progress rates for all students and reduce variance across subjects</b>				
Ensure that data entered for tracking is accurate and supports progress over time. Y7-11	SL JOL PT	<ul style="list-style-type: none"> <li>SL's to use SISRA to identify areas of concern and challenge underperformance with the relevant support from SLT link</li> <li>Support and challenge departments where tracking data shows underperformance. Reflected in the LMA conversations.</li> <li>Regular training opportunities as part of twilight program are offered and attended.</li> </ul>	Before each data track	<ul style="list-style-type: none"> <li>Moderation of assessment decisions through dept meetings</li> <li>Record of link meetings/discussions</li> <li>Reduction in intra and inter departmental variance at each track</li> <li>SL check of data entered by staff for accuracy</li> </ul>
Ensure all data is clear and supports staff to move students towards targets. Data is used to inform planning for teaching and learning. Y7-11	JOL PT SED	<ul style="list-style-type: none"> <li>INSET for all staff on the use of data in SISRA</li> <li>FFT 20 Targets loaded and usable on SISRA</li> <li>Further CPD provided to staff and parents for understanding of P8 and A8 measures and FFT 20 target setting.</li> <li>CPD on accountability measures provided</li> <li>SISRA analysed at tracking points for A8 and progress to targets</li> </ul>	26.06.17  In CPD schedule At each data track	<ul style="list-style-type: none"> <li>Use of SISRA by all staff</li> <li>Move to EAP SISRA for all analysis</li> <li>Use of data on seating plans updated after each track Evidence from LMA meeting discussions</li> <li>Analysis using predictions compared to targets</li> <li>Appraisal targets and reviews linked to outcome data.</li> <li>Differentiation is evident in all lessons</li> </ul>
Ensure all subjects, teachers and students have clear, challenging and tangible targets. Expectations are high for all students in all lessons.	JOL SED	<ul style="list-style-type: none"> <li>CPD for staff on how to compare track to targets.</li> <li>FFT 20 and FFT 5 targets in use</li> </ul>	Sept 2017	<ul style="list-style-type: none"> <li>Targets are in place for all students and all subjects and regularly reviewed.</li> <li>Each subject area has a challenging target and this is used to drive progress</li> <li>Targets are clearly displayed on SISRA</li> </ul>
Analysis and use of AtL grades by Core Tutors to remove barriers to learning	PT CT	<ul style="list-style-type: none"> <li>Development of a useable system allowing quick and simple analysis of AtL data</li> <li>Clear analysis of AtL data is produced by PT's to be used by CT's in progress conversations with students</li> </ul>	Sept 2017  At each track	<ul style="list-style-type: none"> <li>Core Tutors are using AtL data to support removal of barriers to learning.</li> <li>Behaviour in and out of lessons is improving.</li> <li>Tracking data shows improvements in outcomes.</li> </ul>

# Strategic School Development Plan: May 2017 – March 2018

Objectives and Actions	LEAD	Resources/Actions	Time Span	Evidence, Impact & expectations
<b>OFL:2 Secure good progress rates for <u>all</u> students particularly focusing on : Most Able (UA) DS students and SEND – all aspects</b>				
Subject teachers to analyse and implement wave 1 intervention where necessary to ensure good progress for all students from each sub group.  DS Achievement improves to P8 -0.05 Send Achievement improves to P8 -0.1	JOL SL PT	<ul style="list-style-type: none"> <li>Track analysis of achievement of sub groups by departments. Subject Leader to challenge underachievement and monitor good progress / interventions.</li> <li>Teaching tailored to the needs of the students, evident in quality assurance processes. 95% of teaching rated good or better linked directly to progress.</li> </ul>	After each track	<ul style="list-style-type: none"> <li>Contact with home is routine around outcomes</li> <li>Lessons are routinely adapted to need.</li> <li>QA evidence highlights the use of data.</li> <li>Interventions are measured for impact regularly</li> </ul>
High expectations for all students are evident resulting in student outcomes rapidly improving. SL oversee wave 1 intervention to monitor impact.	JOL SL	<ul style="list-style-type: none"> <li>Aspirational targets are set for all students in all subjects FFT 20 for most subjects. High performing subjects set at FFT 5.</li> <li>Top performing students set 9 as target.</li> <li>High expectations is a focus for QA</li> <li>Focus on BfL standards in the classroom and around school</li> </ul>	After each track  QA cycle	<ul style="list-style-type: none"> <li>QA feedback is positive about academic expectations.</li> <li>Gaps for sub groups close rapidly</li> <li>Improvement in outcomes at grades 7-9</li> <li>AtL grades improve across the year</li> </ul>
Staff are routinely using student data to plan lessons that promote engagement, ensure access and challenge all abilities.	SL	<ul style="list-style-type: none"> <li>Ensure data is accurate and accessible to all relevant staff</li> <li>Routine access to all relevant data in the classroom</li> </ul>	QA cycle	<ul style="list-style-type: none"> <li>Seating plans</li> <li>Effective use of Pen portraits to support planning</li> <li>Improved student outcomes for all sub groups</li> <li>Gaps closing for all sub groups</li> </ul>

Objectives and Actions	LEAD	Resources/Actions	Time Span	Evidence, Impact & expectations
<b>OFL:3 Further enhance the assessment system at Foundation Level (Yrs 7 &amp; 8) and KS4 (Yrs 9,10,11)</b>				
Review of assessment criteria for each subject at Years 7-11	SL JOL	<ul style="list-style-type: none"> <li>Each department needs to revisit assessment criteria at Y7 and 8 to ensure they allow students to develop appropriate skills and knowledge</li> <li>Ensure assessment criteria support students to meet targets.</li> <li>Ensure criteria are mapped against subject standards</li> </ul>	July 17-Sept 17	<ul style="list-style-type: none"> <li>Updated assessment criteria for all subjects</li> <li>QA evidence the criteria are in use by both staff and students</li> <li>Students on appropriate flightpaths to reach targets</li> </ul>
Review of assessment policy to ensure it drives progress for all students	JOL SL	<ul style="list-style-type: none"> <li>Assessment policy updated and simplified to support staff and students</li> <li>Analysis of trends following assessments</li> </ul>	Sept 17	<ul style="list-style-type: none"> <li>Evidence of moderation in each subject area</li> <li>Assessment policy implemented across the curriculum</li> </ul>

## Strategic School Development Plan: May 2017 – March 2018

### Teaching, Learning & Assessment (TLA): Ensuring this consistently impacts on Outcomes.

Objectives and Actions	LEAD	Resources/Actions	Time Span	Evidence, Impact & expectations
<b>TLA: 1 To ensure high quality teaching takes place in every lesson therefore supporting outcomes for learners and <u>all</u> student groupings</b>				
Ensure quality first teaching is taking place with adapted delivery	PWW /SL	<ul style="list-style-type: none"> <li>QA in line with the QA cycle.</li> <li>CPD where required.</li> <li>INSET time supporting T&amp;L developments</li> </ul>	Ongoing  QA cycle	<ul style="list-style-type: none"> <li>QA demonstrating/confirming QFT in lessons</li> <li>SISRA track data identifying progress</li> </ul>
Ensure teaching staff have the highest expectations for learners and are setting challenging work (particularly with the most able)	PWW /SL	<ul style="list-style-type: none"> <li>INSET time</li> <li>QA in line with the QA cycle</li> </ul>	Ongoing  QA cycle	<ul style="list-style-type: none"> <li>QA</li> <li>SISRA track data</li> <li>Student Voice reflecting high expectations</li> </ul>
Ensure lessons are planned effectively (including literacy and numeracy) using accurate assessment data and the TEEP cycle. <i>Mark, Plan Teach</i>	PWW /SL	<ul style="list-style-type: none"> <li>Literacy and numeracy whole school guidance</li> <li>SISRA data and Pen portraits informing planning</li> <li>Internal assessment data – exam questions etc.</li> <li>QA in line with the QA cycle.</li> </ul>	Ongoing  QA cycle	<ul style="list-style-type: none"> <li>QA</li> <li>SISRA track data</li> <li>Unannounced LW evidence</li> </ul>
Ensure ‘first wave’ intervention is visible in the classroom for those students not on target.	SL	<ul style="list-style-type: none"> <li>Seating plans</li> <li>Assessment data – accurate and robust</li> <li>Adapted planning</li> </ul>	Ongoing  QA cycle	<ul style="list-style-type: none"> <li>QA</li> <li>SISRA track data</li> <li>Unannounced LW evidence</li> </ul>
Ensure staff use questioning effectively in their delivery to maximise student outcomes.	GHO	<ul style="list-style-type: none"> <li>INSET time</li> <li>Observations – ‘hot lessons’</li> </ul>	Term 1	<ul style="list-style-type: none"> <li>QA</li> <li>SISRA track data</li> <li>Unannounced LW evidence</li> </ul>
Ensure staff consistently follow ‘The Bramhall Way’ policy to eradicate LLD and ensure that learning time is effectively used for all.	SL	<ul style="list-style-type: none"> <li>Bramhall Way policy</li> <li>INSET time</li> <li>Behaviour data – Subject Leader and HOY</li> </ul>	Ongoing  QA cycle	<ul style="list-style-type: none"> <li>Behaviour data</li> <li>QA</li> <li>Student Voice</li> <li>Unannounced LW evidence</li> </ul>
Ensure homework supports student’s progress	PWW /SL	<ul style="list-style-type: none"> <li>Show my homework</li> <li>QA in line with the QA cycle</li> </ul>	Ongoing  QA cycle	<ul style="list-style-type: none"> <li>Show my homework reports</li> <li>PWW summary for SLT - termly</li> <li>QA</li> </ul>

# Strategic School Development Plan: May 2017 – March 2018

Objectives and Actions	LEAD	Resources/Actions	Time Span	Evidence, Impact & expectations
<b>TLA: 2 To ensure the CPR system delivers maximum impact on learning and progress</b>				
1. Review the CPR system and ensure that modifications improve manageability and measureable impact.	PWW /SL	<ul style="list-style-type: none"> <li>• QA meeting slot to discuss initial concepts</li> <li>• Department time for departments to outline how they would like it to operate.</li> <li>• INSET time in June to share the policy and its implementation.</li> </ul>	Completed by June 2017	<ul style="list-style-type: none"> <li>• Clear agreed whole school policy for marking, feedback and CPR.</li> </ul>
2. QA cycle for each half-term published.	PWW	<ul style="list-style-type: none"> <li>• QA cycle</li> </ul>	Start of each half-term	<ul style="list-style-type: none"> <li>• QA adheres to the QA cycle (published every half-term)</li> <li>• QA clearly references marking and feedback to students.</li> </ul>
3. QA processes at all levels (SL, SLT LINK and whole school) are robust.	PWW /SLT/ SL	<ul style="list-style-type: none"> <li>• Ensure all staff have access to the up to date QA proformas (e.g. Learning Walks) on FOLDR</li> <li>• QA summarised in QA grids – SL time</li> <li>• QA Time and focused departmental time to share findings.</li> </ul>	Ongoing. Weekly update	<ul style="list-style-type: none"> <li>• PWW to create a weekly summary of the QA to be shared at SLT.</li> <li>• Coverage of Year group, staff member and subject monitored.</li> <li>• QA grids clearly evidence and summarise the QA findings</li> </ul>
4. Where expectations are not met (Teachers who do not routinely challenge incomplete or poor quality work. Teachers who do not follow the CPR marking policy) ensure that appropriate actions and support are in place for staff	SL	<ul style="list-style-type: none"> <li>• Subject leader time.</li> <li>• Support plans</li> <li>• Training where required.</li> <li>• Marking timetables (where appropriate)</li> <li>• Clear and agreed targets for staff.</li> </ul>	3 week monitoring period for staff highlighted.	<ul style="list-style-type: none"> <li>• Consistency of marking and feedback.</li> <li>• 100% engagement with marking policy</li> <li>• QA grids</li> <li>• PWW summaries of QA</li> <li>• Whole school QA</li> </ul>
5. Ensure students are clear on their responsibility with the process. Where students are not engaging with CPR ensure they are challenged		<ul style="list-style-type: none"> <li>• Assembly for all year groups</li> <li>• Teacher input in lessons – high expectations.</li> </ul>	Assembly half-term 1  Ongoing	<ul style="list-style-type: none"> <li>• Improved consistency with feedback (green pen work)</li> </ul>

# Strategic School Development Plan: May 2017 – March 2018

Objectives and Actions	LEAD	Resources/Actions	Time Span	Evidence, Impact & expectations
<b>TLA: 3 To ensure QA provides detailed, focused evidence of areas of strength and areas of support required, which lead to greater consistency in teaching and learning.</b>				
QA processes at all levels (SL, SLT LINK and whole school) are robust and follow the published QA cycle.	PWW /SLT/ SL	<ul style="list-style-type: none"> <li>• Ensure all staff have access to the up to date QA documentation (e.g. Learning Walks) on FOLDR</li> <li>• QA summarised in QA grids – SL time</li> <li>• QA Time and focused departmental time to share findings.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• PWW to create a weekly summary of the QA to be shared at SLT.</li> <li>• Coverage of Year group, staff member and subject monitored.</li> <li>• QA grids clearly evidence and summarise the QA findings</li> </ul>
QA grids updated once per half-term to accurately reflect the QA data and triangulated with SISRA data.	SL	<ul style="list-style-type: none"> <li>• QA grids</li> <li>• SISRA data</li> </ul>	Once per half-term	<ul style="list-style-type: none"> <li>• QA grids update centralised with PWW.</li> <li>• QA summary of the whole school - PWW</li> </ul>
Areas of development are communicated to staff and appropriate/bespoke support packages put in place.	SL	<ul style="list-style-type: none"> <li>• Departmental time</li> <li>• SL time</li> <li>• QA summary of the whole school to allow staff to be paired up.</li> </ul>	In response to QA – In line with QA cycle.	<ul style="list-style-type: none"> <li>• QA grids and ongoing QA.</li> <li>• Track data – student outcomes</li> </ul>
Staff are given the opportunity to ‘buddy up’ or observe a member of staff with a corresponding strength.	PWW	<ul style="list-style-type: none"> <li>• QA summary of the whole school to allow staff to be paired up.</li> <li>• Time for ‘buddy’ system – Cover implications where appropriate.</li> <li>• Hot lessons on weekly calendar.</li> </ul>	In response to QA – In line with QA cycle.	<ul style="list-style-type: none"> <li>• Observation data</li> </ul>
Impact of support cycle monitored and reviewed.	SL/ PWW	<ul style="list-style-type: none"> <li>• SL time</li> <li>• SISRA and QA data</li> </ul>	2-week cycle where required.	<ul style="list-style-type: none"> <li>• Track data on SISRA</li> <li>• QA grids demonstrate greater consistency within the department.</li> <li>• Student outcomes.</li> </ul>

## Strategic School Development Plan: May 2017 – March 2018

### Personal Development, Behaviour and Welfare (PDBW) – Impacting positively on behaviour and attendance.

Objectives and Actions	LEAD	Resources/Actions	Time Span	Evidence, Impact & expectations
<b>PDBW: 1 To continue to improve whole school attendance and specifically the attendance of vulnerable students</b>				
Work in place should secure achievement of the whole school attendance target of 97%	JKE	<ul style="list-style-type: none"> <li>All classroom staff, Core Tutors and HoY have routine access to attendance data.</li> <li>Key focus in Weekly SLT meeting and Pastoral support meetings and SLT link meetings with SLs.</li> </ul>	Weekly	<ul style="list-style-type: none"> <li>SLT Minutes</li> <li>Link meeting notes</li> <li>Support meeting notes</li> <li>Sims registers</li> </ul>
Clear guidance issued to all staff regarding registers and expectations	JKE	<ul style="list-style-type: none"> <li>QA guidance documentation</li> </ul>		<ul style="list-style-type: none"> <li>Core Tutors, Subject staff held to account by HoY</li> <li>Quality of registration documentation</li> </ul>
CT s to have weekly conversations with students that are less than 97%. Termly conversations are to be had using the Core Tutor framework	HOY	<ul style="list-style-type: none"> <li>Core Tutor framework published</li> <li>Support form HoY as required for consistency and CPD</li> </ul>	Weekly	<ul style="list-style-type: none"> <li>Minutes from Support meetings</li> <li>Quality of registers: completion and accuracy</li> </ul>
To investigate the use of automatic praise information for students on target (97%) or above each half term	JKE CLL	<ul style="list-style-type: none"> <li>PARS generated information</li> </ul>	For Sept 17.	<ul style="list-style-type: none"> <li>Clear agreed whole school policy for reporting attendance achievements in place.</li> </ul>
Attendance to be promoted routinely throughout school <ul style="list-style-type: none"> <li>School screens</li> <li>Desktops</li> <li>Bulletin</li> <li>Praise assemblies</li> <li>Rewards</li> </ul>		<ul style="list-style-type: none"> <li>ICT support in place to promote attendance outcomes</li> <li>HoY reinforcement of attendance</li> <li>Bulletin to communicate attendance priorities to parents</li> </ul>		<ul style="list-style-type: none"> <li>Core group outcomes to evidence impact</li> <li>Increased number of students eligible for rewards trips</li> <li>Student voice feedback</li> </ul>
Core Tutors and subject teachers to be responsible/accountable for focusing on the attendance of key groups: SEND and DS	JKE	<ul style="list-style-type: none"> <li>Attendance data</li> <li>TA staff trained to support EHCP students and high priority SEN support students</li> </ul>	Daily	<ul style="list-style-type: none"> <li>Registers</li> <li>PA figures</li> <li>Vulnerable group analysis information</li> </ul>



# Strategic School Development Plan: May 2017 – March 2018

Objectives and Actions	LEAD	Resources/Actions	Time Span	Evidence, Impact & expectations
<b>PDBW: 2 Develop a self-regulating behaviour policy adopted and embraced by students that secures improvements in behaviour</b>				
<b>Our role in the classroom</b>				
All class teachers to be responsible for planning lessons to engage students and promote positive behaviours in lessons	SLS	<ul style="list-style-type: none"> <li>Staff focusing on QFT at all times</li> </ul>	Daily	<ul style="list-style-type: none"> <li>SL /department data re behaviour management</li> <li>Student voice feedback</li> </ul>
TBW policy to be refined and adjusted to promote consistency within lessons	KED LFX	<ul style="list-style-type: none"> <li>Clear policy adopted by all staff</li> <li>High quality visible resources for display</li> <li>Student planners reinforce expectations</li> </ul>	For Sept 2017	<ul style="list-style-type: none"> <li>QA of Core Tutor sessions</li> <li>Behaviour data logs/analysis</li> </ul>
All class teachers to follow the BfL policy: TBW in a consistent manner within lessons	SLS	<ul style="list-style-type: none"> <li>TBW policy and reference materials</li> </ul>	Daily	<ul style="list-style-type: none"> <li>SL /department data re behaviour management</li> <li>Student voice feedback</li> </ul>
Senior Middle Leaders (Eng, Ma and Sci) to meet weekly (Tues at 8.15am) with LFX to review issues within their area	SMLs	<ul style="list-style-type: none"> <li>Behaviour data for review</li> </ul>	Weekly	<ul style="list-style-type: none"> <li>Data logs – to highlight actions taken within the learning area.</li> </ul>
<b>Our role as Core Tutors</b>				
Student development work to be undertaken to develop the concepts of pride and high expectations in regards to both conduct and appearance	HoY CTs	<ul style="list-style-type: none"> <li>HT assemblies outlining expectations</li> <li>Core Tutor resource information</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Student Voice</li> <li>QA of Core Time</li> <li></li> </ul>
Core Tutors to reinforce expectations on a daily basis regarding pride and respect	CTs	<ul style="list-style-type: none"> <li>Core Tutor guidelines</li> </ul>	Daily	<ul style="list-style-type: none"> <li>Reduction in poor behaviour logged</li> </ul>
Core Tutors to promote, as the day begins, a culture of high expectations and aspirations	CTs	<ul style="list-style-type: none"> <li>Core Tutor guidelines</li> </ul>	Daily	<ul style="list-style-type: none"> <li>PARS data</li> </ul>
To promote the development of students conduct beyond the classroom – in our school community and wider community.	CTs	<ul style="list-style-type: none"> <li>Guidance and information within the student planner.</li> </ul>	Weekly	<ul style="list-style-type: none"> <li>Positive planner completion</li> </ul>

# Strategic School Development Plan: May 2017 – March 2018

<b>The role of all staff in school</b>				
All staff to establish a presence to support movement around school	LFX	<ul style="list-style-type: none"> <li>Staff having a presence outside their teaching/working area at all movement times</li> </ul>	Daily	<ul style="list-style-type: none"> <li>Reduction in LLD</li> </ul>
Lunchtime protocols clearly established to provide guidance and reinforce expectations	AGR LFX	<ul style="list-style-type: none"> <li>Protocols published to be followed by all staff</li> </ul>	For Sept 17	<ul style="list-style-type: none"> <li>Positive lunchtime environment</li> </ul>
All staff to lead by example in regards to dress code	LFX	<ul style="list-style-type: none"> <li>Dress code to be reviewed and agreed</li> </ul>	For Sept 17	<ul style="list-style-type: none"> <li>Agreement in place</li> </ul>
All staff to model exemplary behaviour at all times and reinforce high expectations of all students	All	<ul style="list-style-type: none"> <li>Culture of high expectations prevalent</li> </ul>	Daily	<ul style="list-style-type: none"> <li>Reduction in LLD</li> </ul>
<b>Our commitment to developing a culture of respect within and outside of BHS</b>				
To appoint Student Leaders with a clear brief including: Bully stop support Yr 10 -11 Prefects RA and Peer Mentoring	HoY	<ul style="list-style-type: none"> <li>Student Leader programme guidance created</li> <li>Clear leadership roles defined for each year group</li> </ul>	For Sept 2017	<ul style="list-style-type: none"> <li>Clear positive impact of student Leadership</li> </ul>
Peer Mentoring scheme developed to promote resolving low level issues.	PM	<ul style="list-style-type: none"> <li>Key guidance and training in place</li> </ul>	For Sept 2017	<ul style="list-style-type: none"> <li>Reduction in low level matters</li> </ul>
Student leadership roles to be clearly developed to reinforce high expectations in curriculum areas: Subject Ambassadors	SLS	<ul style="list-style-type: none"> <li>Committed students promoting the subject</li> </ul>	For Sept 2017	<ul style="list-style-type: none"> <li>Positive behaviour logs</li> </ul>
Weekly focus established to promote key values and expectations	HoY	<ul style="list-style-type: none"> <li>All subject teachers to promote this</li> <li>All Core Tutors to promote this</li> </ul>	For Sept 2017	<ul style="list-style-type: none"> <li>Positive behaviour logs</li> </ul>
Routinely reinforcing expectations within the community.	All staff	<ul style="list-style-type: none"> <li>Clear guidance to students re wider expectations</li> </ul>	For Sept 2017	<ul style="list-style-type: none"> <li>Reduction in complaints from the community</li> </ul>

## Strategic School Development Plan: May 2017 – March 2018

Objectives and Actions	LEAD	Resources/Actions	Time Span	Evidence, Impact & expectations
<b>PDBW: 3 Develop QA processes within Core time to support attendance and behaviour (ATL) developments</b>				
For all students to have a consistent Core time experience with Core Tutors following an agreed CT programme of work	HoY	<ul style="list-style-type: none"> <li>QA Core Time checklist – <i>what we want to see as essential consistent routines.</i></li> </ul>	For Sept 17 daily	<ul style="list-style-type: none"> <li>QA documentation</li> </ul>
Core Tutors to routinely review ATL information in conjunction with PT.	CT PT	<ul style="list-style-type: none"> <li>ATL data in a useable format to support learning conversations</li> </ul>	Data tracks	<ul style="list-style-type: none"> <li>ATL analysis</li> </ul>

### Effectiveness of Leadership and Management (ELM): Ensuring this secures positive outcomes for all.

<b>ELM:1</b> To ensure Senior and Middle Leaders Maximise PM/Appraisal processes to promote progress and outcomes for all students with a particular focus on QFT, behaviour and outcomes for SEND and DS students				
Objectives and Actions	LEAD	Resources	Time Span	Evidence, Impact & expectations
To improve consistency in the quality of lesson evaluations in the Appraisal process by <ul style="list-style-type: none"> <li>the SLT link jointly observing with their linked HOD</li> <li>providing coaching in feedback</li> </ul>	AHT ML	<ul style="list-style-type: none"> <li>Scheduled plan of observations in a time frame over the academic year</li> <li>Quality Assurance for consistency of the quality of observations - recorded</li> <li>For the lead AHT for Teaching and Learning to undertake the OFSTED element of Lesson Observations (Cambridge) and to actively train other members of SLT and HODs.</li> </ul>	In place for September 2017	<ul style="list-style-type: none"> <li>QA Plan in place</li> <li>Consistency in agreement over lesson observations</li> <li>Appraisal to support the improvement within the school</li> </ul>
The Performance Management processes to be reviewed to clearly reflect the school agendas in relation <ul style="list-style-type: none"> <li>outcomes for all students and focused subgroups</li> <li>QFT in all departments</li> <li>BfL within and outside the classroom</li> </ul>	AHT ML Head	<ul style="list-style-type: none"> <li>To be reflected in the QA of the documentation and reviewed at timely interviews.</li> <li>HODs to analyse the progress of the sub-groups in relation to exam data and spot/respond to trends</li> <li>The objectives to be discussed in relation to the examination performance of the previous academic year if appropriate and to close any gaps through the appropriate CPD.</li> </ul>	Sept 2017 October 2017	<ul style="list-style-type: none"> <li>PM/Appraisal documentation shared to support the Appraisal process.</li> <li>QA Grids, areas identified and addressed. Used at the Appraisal interview.</li> </ul>

## Strategic School Development Plan: May 2017 – March 2018

Coaching Programme for teaching graded 3 and below	AHT HOD	<ul style="list-style-type: none"> <li>Lessons that have been awarded Grade 3 and below will require a coaching approach, tackling any of the issues that have arisen and giving support, leading to a re-visit of observation – working in partnership with the member of staff.</li> </ul>	November 2017	<ul style="list-style-type: none"> <li>Lesson Observations analysed and linked to CPD where necessary</li> <li>Rapid improvement in consistency and % lessons graded 2, 90 % and above.</li> </ul>
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<b>ELM: 2 To further embed Line Management procedures to secure strong Middle Leadership and accountability in all curriculum areas.</b>				
<b>Objectives and Actions</b>	<b>LEAD</b>	<b>Resources</b>	<b>Time Span</b>	<b>Evidence, Impact &amp; expectations</b>
HoD to create a schedule for the year that links directly to core business of the school and the department.	HOD SLT Link	<ul style="list-style-type: none"> <li>Calendared items to reflect the Academic School Year: Data collection points and evidence, assessments, QA Cycle, Sub Groups, Outcomes, Quality of T and L, behaviour analysis and attendance.</li> </ul>	In place for September 2017	<ul style="list-style-type: none"> <li>In place and reviewed on a regular basis by the SLT Link.</li> </ul>
Minutes and agendas to be centralised using the SLT/HoD Link Agendas	HOD SLT Link	<ul style="list-style-type: none"> <li>Centralised record to monitor the quality of the support in place</li> <li>Meetings to have clear outcomes and to reflect the ethos of high expectations. Department meeting agenda to be discussed with the SLT Link in advance of the meeting.</li> <li>Any meetings cancelled to be recorded.</li> </ul>	Commencing September 2017	<ul style="list-style-type: none"> <li>Record kept with clear outcomes and progress evident.</li> </ul>
Quality Assurance Calendar and Actions	HOD SLT Link	<ul style="list-style-type: none"> <li>This Cycle to be discussed at Link Meetings linked to the next steps with the SLT Link and HOD having absolute clarity over where the department is and what needs to happen next. SLT Link to undertake the QA of the HOD.</li> <li>HOD to share with the SLT Link on next steps forward</li> </ul>	Commencing September 2017	<ul style="list-style-type: none"> <li>Evidence to support the judgement made by the HOD on the quality of the department through the SEF.</li> </ul>
Medium Term Plans to be mapped out so that all the required teaching is completed	HOD SLT/ DHT	<ul style="list-style-type: none"> <li>All work is completed in a timely fashion for each Year group. Year 11 work to be completed as detailed on the calendar: <b>16<sup>th</sup> March 2018</b></li> </ul>	In place for September 2017	<ul style="list-style-type: none"> <li>QA scrutiny against the MTP</li> </ul>
SLT to rotate their attendance at department meetings for parity and equity	SLT Link	<ul style="list-style-type: none"> <li>Higher presence in meetings driving the progress agenda and to be able to discuss key aspects with colleagues.</li> </ul>	Commencing Sept 2017	<ul style="list-style-type: none"> <li>Minutes of meetings.</li> </ul>
Results analysis in conjunction with the DDP to drive progress forward	HOD SLT	<ul style="list-style-type: none"> <li>The DDP to have the flexibility to be reviewed in September and to address any trends from the 2017 results.</li> </ul>	Commencing Sept 2017	<ul style="list-style-type: none"> <li>DDP amended to reflect the current picture of the department.</li> </ul>