



School Development Plan: May 2019 -March 2020

# Bramhall High School: Planning for Success

## School Development Plan

### May 2019-March 2020

Headline	School Target 2019	Actual Outcomes 2019	School Targets for 2020
English Language Grade 5+	<b>67%</b>		<b>67%</b>
English Language Grade 4+	<b>81%</b>		<b>83%</b>
Attainment 8 English	<b>5.9</b>		5.8
Mathematics Grade 5+	<b>67%</b>		<b>66%</b>
Mathematics Grade 4+	<b>84%</b>		86%
Attainment 8 Maths	<b>5.5</b>		5.3
Attainment 8 EBacc	<b>5.6</b>		5.4
Attainment 8 Open	<b>5.7</b>		5.6
% 5+ GCSE's Grade 7(A+)+	<b>29%</b>		24%
% Grade 5+ Eng and Maths	<b>61%</b>		<b>59%</b>

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

Headline	School Target 2020 DS	School Target 2020 SEND Support	School Target 2020 Upper Ability
Attainment 8 English Language	5.4	5.4	6.9
Attainment 8 Maths	4.9	4.8	6.8
Attainment 8 EBacc	5.0	5.0	6.8
Attainment 8 Open	5.3	5.2	6.6
% 5+ GCSE's Grade 7(A+)+	16%	20%	52%
% Grade 5+ Eng and Maths	52%	46%	89%

Focus on the Quality of Education: <i>Our intent is to promote a love of learning and ensure success for all students.</i>				
Objectives and Actions	LEAD	Resources/Actions required	Time Span	Evidence, Impact & expectations
<p>The curriculum design is intended to build knowledge and promote high ambitions for all; with a particular focus on DS and SEND students</p> <p>Leaders (Governors/SLT and MLs) ensure that our curriculum continues to be broad and balanced and meeting the needs of the learners.</p>	NAJ /Govs	<p>To ensure that</p> <ul style="list-style-type: none"> <li>the timetable is effectively scheduled, delivering the breadth and depth under the financial constraints</li> <li>KS4 remains broad and balanced embracing the Arts, Humanities and Sciences.</li> <li>KS3 effectively dovetails the KS2 curriculum to ensure there are no wasted years and provides the necessary knowledge for learners to progress and succeed at Post 16.</li> <li>Ensure that progression into Post 16 maintains at 99%+</li> </ul>	<p>Jan – May 2019</p> <p>Review</p> <p>Production of TT for Sept 2019.</p>	<p><b>Anticipated Impact</b></p> <p>The curriculum is ambitious for all students providing a positive learning experience and securing positive outcomes for all groups.</p> <p><b>Evidence:</b> this will be evidenced by:</p> <ul style="list-style-type: none"> <li>Long term/medium term curriculum plans</li> <li>Tracking data</li> <li>Student voice feedback</li> <li>Assessment outcomes</li> <li>Record of link/line management meetings</li> <li>Details of Governor meetings /involvement</li> </ul> <p><b>Expectations:</b> the curriculum design and the delivery of the curriculum is effective and achieves the agreed objectives. Staff are fully able to articulate the intent, implementation and impact of their curriculum plan for the students in their care.</p>
<p>Leaders ensure that learning is sequential and promotes the acquisition of skills combined with subject based knowledge.</p>	SLS/SLT	<p>To ensure that</p> <ul style="list-style-type: none"> <li>SoL outline progression and use ongoing assessment to identify/address any misconceptions amongst learners.</li> <li>SoL identify skill acquisition to support the development of leaning.</li> </ul>	<p>SLs revisit May 2019 for Sept. 2019</p>	
<p>Leaders are ambitious for all students and the curriculum plan and delivery of lessons does secure success for all students: with a particular focus on DS and SEND students.</p>	JOL/SLS	<ul style="list-style-type: none"> <li>Ensure all subjects, teachers and students have clear, challenging and tangible targets to build and plan lessons.</li> <li>Expectations are high for all students in all lessons. Detailed differentiation is evident in planning and SoL.</li> </ul>		
Focus on the Quality of Education: <i>To ensure the curriculum is Implemented effectively</i>				

Objectives and Actions	LEAD	Resources/Actions required	Time Span	Evidence, Impact & expectations
Staff deliver high quality lessons with excellent subject knowledge	PWW/ SL All teachers	<ul style="list-style-type: none"> <li>Curriculum DHT ensures that where possible staff teach in own area with allocated additional preparation time if teaching out of area</li> <li>QA processes provide both support and challenge</li> <li>High quality CPD programme in place to drive whole school agenda.</li> </ul>	Monitored half termly	<p><b>Anticipated Impact</b></p> <p>The curriculum is delivered in an engaging manner that promotes learning and progression.</p> <p><b>Evidence:</b> this will be evidenced by:</p> <ul style="list-style-type: none"> <li>timetable structure</li> <li>SoL identifying expectations</li> <li>QA cycle/outcomes and analysis</li> <li>CPD programme and feedback</li> <li>Student voice feedback</li> <li>Assessment processes</li> <li>Tracking data</li> <li>Record of link/line management meetings</li> <li>Details of Governor meetings/involvement</li> <li>Accelerated Reader data</li> </ul> <p><b>Expectations:</b> students engage well and have a high-quality learning experience.</p>
Ensure quality first teaching is taking place, consistently in every lesson/curriculum area, with adapted delivery to secure progress for <u>all</u> students	All teachers PWW/SL	<ul style="list-style-type: none"> <li>QA cycle to drive this focus</li> <li>CPD programme to drive this at whole school/individual level</li> <li>INSET calendar supporting T&amp;L developments</li> </ul>	QA cycle reviewed routinely	
Ensure teaching staff consistently have the highest expectations for learners and are: <ul style="list-style-type: none"> <li>adapting work appropriately</li> <li>setting challenging work</li> <li>using questioning effectively</li> <li>staff encourage discussion to underpin enjoyment/engagement and learning</li> </ul>	All teachers PWW/SL CMR GHO	<ul style="list-style-type: none"> <li>INSET time to drive these key learning agendas plus Input at QA meetings (PWW/GHO/CMR)</li> <li>QA cycle to drive this focus –QA processes are robust and evidence via QA grids.</li> <li>DS work scrutiny to become a standing item on the SLT agenda to support this drive/focus.</li> <li>Seating plans to support DS cohort.</li> <li>Assessment data – accurate and robust</li> </ul>	Annual CPD cycle Weekly CPD sessions	
Schemes of learning are designed to ‘interleave’ and revisit topics to build up and retain knowledge and expand / deepen understanding over time.	All teachers and SLs	<ul style="list-style-type: none"> <li>SoL mapped over time to build and revisit topics to secure a breadth of knowledge</li> </ul>	Reviewed May – July 2019	
Leaders retain a focus on the accuracy of tracking data to support assessment and intervention for <ul style="list-style-type: none"> <li>all Year groups</li> <li>all groups of students</li> </ul> <p>Data is used to inform planning for teaching and learning for all our students.</p>	JOL	<ul style="list-style-type: none"> <li>Moderate assessment decisions within departments</li> <li>FFT20 Targets regularly revised and loaded on SISRA</li> <li>Regular updates provided to staff and parents for understanding of P8 and A8 measures and FFT20 target setting.</li> <li>SISRA analysed at tracking points for A8 and progress to targets – with key emphasis on DS/SEND groups.</li> <li>QA focus on evidence of differentiation in work scrutiny</li> </ul>	Reviewed at each scheduled track.	
Leaders continue to focus on the development of reading and promoting literacy skills	Literacy Lead & SLs	<ul style="list-style-type: none"> <li>Reading for pleasure is embedded in Core Tutor time routines.</li> <li>Literacy policy guidance information/Literacy resources</li> <li>QA meeting to have routine literacy focus</li> </ul>	Weekly focus	

		<ul style="list-style-type: none"> <li>• SoL to identify specific pieces of work which are to be literacy marked.</li> <li>• QA cycle to drive this focus</li> </ul>		
<b>Focus on the Quality of Education: <i>Ensuring our curriculum provision has a positive impact</i></b>				
<b>Objectives and Actions</b>	<b>LEAD</b>	<b>Resources/Actions required</b>	<b>Time Span</b>	<b>Evidence, Impact &amp; expectations</b>
High expectations of 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 FFT20 for most subjects. High performing subjects set at FFT 5.</li> <li>• EAP indicators support aspiration</li> <li>• Top performing students set 9 as target.</li> <li>• High expectations is a focus for QA</li> <li>• Focus on AtL standards in the classroom and around school</li> </ul>	Half termly QA cycle	<p><b>Anticipated Impact</b></p> <p>Students have a successful and enjoyable learning experience that prepares them well for the next phase of their educational career.</p> <p><b>Evidence:</b> this will be evidenced by:</p> <ul style="list-style-type: none"> <li>• Tracking data/ATL data</li> <li>• Student voice feedback</li> <li>• Assessment outcomes</li> <li>• Record of link/line management meetings</li> <li>• Details of Governor meetings /involvement</li> </ul> <p><b>Expectations:</b> the curriculum offer and delivery is effective and achieves the agreed objectives.</p>
Students are well prepared to make informed Post 16 choices and achieve well to secure access to their desired courses.	NAJ	<ul style="list-style-type: none"> <li>• Careers programme reviewed and further developed to continue to provide high quality information and guidance</li> <li>• Programme of work in place to enable us to achieve the Gatsby benchmarks. – particularly in relation to work related learning.</li> </ul>	Published schedule of work	
Students inform us they enjoy their learning experience and feel challenged as ‘Professional Learners’ in school	CLL	<ul style="list-style-type: none"> <li>• Programme of student voice activities to be planned and delivered during Core time reinforcing the value of <ul style="list-style-type: none"> <li>○ positively engaging within lessons</li> <li>○ having pride in their work and their appearance</li> <li>○ clear understanding of their personal targets and how to strive to achieve these.</li> </ul> </li> </ul>	Completed half termly	
<b>Focusing on the Behaviour and Attitudes of students</b>				
<b>Objectives and Actions</b>	<b>LEAD</b>	<b>Resources/Actions required</b>	<b>Time Span</b>	<b>Evidence, Impact &amp; expectations</b>
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>• The Bramhall Way policy embedded including the new protocol re departments</li> <li>• INSET time designated to support this</li> <li>• Behaviour data – Subject Leader, HOY and SLT LINK</li> </ul>	Half termly QA cycle identifies	<b>Anticipated Impact</b>

			progress to date	Students have a successful and enjoyable learning experience that they engage with fully.
Whole school attendance target remains ambitious (97%). Working towards this is well embedded. Specific interventions in place for vulnerable groups: DS SEND PA – by sub groups. New attendance initiatives /PTA funding	JKE	<ul style="list-style-type: none"> <li>All classroom staff, Core Tutors and HoY have routine access to attendance data and use this to reinforce high expectations. .</li> <li>Key focus in Weekly SLT meeting and Pastoral support meetings and SLT link meetings with SLs.</li> </ul>	Daily / weekly	<b>Evidence:</b> this will be evidenced by: <ul style="list-style-type: none"> <li>Attendance data</li> <li>N/P point analysis</li> <li>Reduction in HT detentions</li> <li>An increase in clear uniform cards</li> <li>ATL data/analysis</li> <li>QA data (Core Tutor sessions)</li> <li>Student voice feedback</li> <li>Assessment outcomes</li> <li>Details of Governor meetings /involvement</li> <li></li> </ul>
Ensuring we promote and reward outstanding ATL.	CLL/TBW team	<ul style="list-style-type: none"> <li>ATL data in a useable format to support learning conversations with a clear/specific focus on SEND support students and DS</li> <li>Rewards programme re-evaluated and publicised to promote engagement.</li> </ul>	Weekly focus	
To continue to promote high expectations through our Core Tutor with Core Tutors following the agreed CT programme of work	HoY	<ul style="list-style-type: none"> <li>QA Core Time checklist – See handbook and table mats – to be clearly displayed in all Core Tutor rooms.</li> <li>Core Tutors to adhere consistently to the clearly defined expectations outlined in Core Time guidance documentation.</li> <li>Core tutors to promote the value of students’ conduct beyond the classroom.-in our school community and wider community. Praise ladder</li> </ul>	Weekly focus	
AT BHS we expect our students to: <ul style="list-style-type: none"> <li>Adhere to our behaviour policy</li> <li>Wear their uniform with pride</li> <li>Demonstrate a hunger for success in all they do</li> </ul>	All staff  CT s	<ul style="list-style-type: none"> <li>Staff focusing on uniform at all times</li> <li>High quality resources for display</li> <li>Use of the uniform card by monitored by the Core Tutor</li> <li>Expectation driven by the Core tutor regarding equipment bag, acceptable footwear journals and NO mobile phones</li> </ul>	Weekly focus	<ul style="list-style-type: none"> <li>Details of Governor meetings /involvement</li> <li></li> </ul> <b>Expectations:</b> Students embrace TBW policy are a credit to themselves as professional learners.

### Focusing on the Personal Development of all our Students

Objectives and Actions	LEAD	Resources/Actions required	Time Span	Evidence, Impact & expectations
BHS students have an outstanding opportunity to pursue their talents and interests	SIS	<ul style="list-style-type: none"> <li>Staff encouraged to promote extracurricular activities</li> <li>All students are encouraged to participate in a range of additional experiences</li> <li>Commitment to the school and local community reinforced via the Community award scheme.</li> </ul>	Ongoing all year	<b>Anticipated Impact</b> Students have valuable opportunities to develop their own skills to enable them to succeed in and beyond our school community.

				<b>Evidence:</b> this will be evidenced by:
Student leadership roles to be clearly developed to reinforce high expectations in many aspects of school life.	JKE/SLs	<ul style="list-style-type: none"> <li>Committed students play a key role in regard to promoting the subject</li> <li>Leadership Ladder Clearly identifying opportunities</li> <li>Literacy support for younger pupils through 1:1 reading support from Student Leaders.</li> <li>Development of a student-led Bully support service</li> </ul>	Ongoing all year	<ul style="list-style-type: none"> <li>Attendance data</li> <li>ATL data/analysis</li> <li>Student voice feedback</li> <li>Evaluation of SKfL sessions</li> <li>Assessment outcomes</li> <li>Details of Governor meetings /involvement</li> </ul>
The SKfL programme provides clear opportunities for students to develop their knowledge and understanding of fundamental British values and enables individuals to recognise the need to be responsible, respectful, active citizens who contribute positively to our school and to society.	JKE/NAJ All Core Tutors	<ul style="list-style-type: none"> <li>SKfL programme to be reviewed to meet current and emerging aspects of focus</li> <li>Programme of work implemented effectively.</li> <li>Additional opportunities utilised to respond to current issues eg drugs, knife crime.</li> </ul>	May 2019  Planned & adapted throughout the year	
Leaders place a high priority on the wellbeing of students.  Safeguarding is prioritised at all times and seen as the responsibility of everyone.	CLL  JKE	<ul style="list-style-type: none"> <li>Additional support purchase via SLAs to provide targeted support to meet individual needs including the EDS, BSS and EP time</li> <li>Ongoing CDP prioritised for Pastoral staff to meet specific needs of all students and in particular our most vulnerable students.</li> </ul>	Budget review: April 2019  Ongoing	
Leaders are ambitious for all students to have a successful and valued school learning experience.	SLT SLs	<ul style="list-style-type: none"> <li>Leaders support/extend and promote TBW to reinforce expectations</li> <li>Leaders model good practice at all times clarifying their expectations of all students and staff</li> <li>All staff reinforce high expectations of all students</li> </ul>	Ongoing	<b>Expectations:</b> Students engage positively with the opportunities made available to them.
<b>Focusing on the quality of Leadership and Management</b>				
Governors and leaders are reflective to enable/facilitate improvements throughout the school.  Staff are both challenged and supported to be most effective in their role.		<ul style="list-style-type: none"> <li>Review/evaluation of the SDP</li> <li>Review of all parental/student and staff feedback</li> <li>High quality CPD programme for all staff and bespoke provision as required</li> <li>Rigorous Appraisal processes used to impact positively on school improvement.</li> </ul>	March 2019  Ongoing	<b>Anticipated impact</b>  Leaders secure improvement throughout school and are committed to all students competing their education in a positive manner.
The highest priority is given to ensuring all students finish their school experience successfully – remaining on roll.	SLT SLs	<ul style="list-style-type: none"> <li>Effective partnerships with the LA continue to support students at risk of disengagement.</li> <li>Students remain entered for all qualifications with key support put in place where needed</li> </ul>	Ongoing	<b>Evidence:</b> this will be evidenced by: <ul style="list-style-type: none"> <li>Staff wellbeing questionnaires/ data</li> </ul>

To continue to work as partners with The Bramhall Learning Family (BLF) to develop our community profile and working relationships	SIS LFX	<ul style="list-style-type: none"> <li>Shared vision across members of the BLF partnership</li> <li>Further development of partnerships with local businesses to raise the profile of BHS and BLF in the local community.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Attendance data</li> <li>MTP data and analysis ATL data/analysis</li> <li>Documentation from BLF meetings and events.</li> <li>Details of Governor meetings /involvement</li> </ul> <p><b>Expectations:</b> Staff are able to contribute positively to BHS.</p>
Leaders place a high priority on the wellbeing of staff within BHS and within the BLF.	RBR SIS LFX	<ul style="list-style-type: none"> <li>Annual consultation completed to inform calendar based on feedback with a commitment to reducing and balancing the pressures of workload</li> <li>Wellbeing opportunities introduced and encouraged to ensure staff feel valued and supported</li> <li>Wellbeing Charter being developed across the BLF to support colleagues focusing on workload (data, assessment, reporting systems) financial advice, CPD opportunities and 'perks' for BLF staff eg cycle to work schemes, affiliative partnerships with local businesses.</li> <li>Financial investment in the support for students in place to protect their wellbeing.</li> </ul>	March 2019  Ongoing	<p><b>Expectations:</b> Staff are able to contribute positively to BHS.</p>
Governors remain focused in their role and committed to building their knowledge and expertise.	HT and Chair /Vice Chair	<ul style="list-style-type: none"> <li>Governors focus on expectations and outcomes in their routine business: both scheduled meetings and curriculum link roles.</li> <li>The strategic group (termly meetings) ensure they are able to influence the effective delivery of the SDP.</li> <li>Governors access school based training on key aspects of work in addition to the LA training offer</li> <li>Governors meeting scheduled adapted to include training and discussion focus at each meeting</li> </ul>	At scheduled meetings  Ongoing	<p><b>Anticipated impact</b> Governors are able to fulfil their statutory role in an effective manner that impacts positively on BHS.</p> <p><b>Evidenced by</b></p> <ul style="list-style-type: none"> <li>Governor development plan</li> <li>Governor training programme/log</li> <li>Minutes of FGB meetings.</li> </ul> <p><b>Expectations:</b> Governors are successful and effective in their work.</p>