

School Development Plan: May 2021 –Spring 2022

Bramhall High School
School Development Plan
Securing further Success from
May 2021-Spring 2022*

* Subject to curriculum decisions by Governors in December 2021.

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Overarching priority: Establish and promote the core values of Bramhall High School to be: Respect, Resilience and Excellence, so that they permeate everything we do.

Quality of Education.

Intent

Implementation

Impact

QE1 Continue to review, refine and enhance the BHS curriculum drivers. Continue to ensure there is a breadth of curriculum which is coherent, sequenced & ambitious. NAJ

QE2 Adopting evidence-informed pedagogy across all teachers and those supporting learning to ensure extension and retention of knowledge and progression of skills and understanding in all year groups. PWW/JOL

QE3 Improve the programme of interventions and tutoring to bridge the gaps in knowledge and skills for all relevant learners, to develop a stronger cultural capital and achieve outstanding outcomes for students. PWW/JOL

Behaviour & Attitudes.

BA1 Review and refine the school's behaviour management policy including the implementation of Class Charts as the main school system in order to provide a consistent & effective behaviour management culture across school. CLL

BA2 Early behaviour intervention among the pastoral and behavioural team to reduce the need for and occurrence of exclusions particularly amongst disadvantaged students. CLL

BA3 Attendance target to remain ambitious at 97% with specific interventions for vulnerable groups. JKE/PWW

Personal Development & Wellbeing.

PDW1 Further develop, deliver & evaluate a range of interventions to impact on student's mental health & wellbeing. JKE

PDW2 Re-establish the outstanding opportunities students have to pursue their talents and interests. SIS

PDW3 Refine the PSICHE programme to promote the view of Modern Democratic British values, deliver the RSE curriculum and further promote tolerance of diversity including race, religion, gender & sexual orientation. JKE

Leadership & Management.

LM1 Ensure ongoing high-quality staffing across the school at all levels. PWS

LM2 Continue to ensure sound financial management and strategic planning, to optimise resource allocation whilst maintaining a focus on the school's key priorities. PWS/ABA/RBR

LM3 Strengthen partnerships & communications with parents/ carers & local community. To continue to work as partners with the BLF to further develop our community profile. PWS/SIS/DBN

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Headline	Actual Outcomes 2020	School Targets for 2021	Outcomes August 2021.
English Language Grade 5+	85%	67%	80%
English Language Grade 4+	94%	83%	92%
Attainment 8 English	6.04	5.8	5.7
Mathematics Grade 5+	74%	66%	69%
Mathematics Grade 4+	90%	86%	85%
Attainment 8 Maths	5.88	5.3	5.6
Attainment 8 EBacc	5.75	5.4	5.6
Attainment 8 Open	6.12	5.6	6.1
% 5+ GCSE's Grade 7(A+)+	33%	24%	34%
% Grade 5+ Eng and Maths	71%	59%	67%

Headline	School Target 2022 DS	School Target 2022 SEND Support	School Target 2022 Upper Ability
Attainment 8 English	5.2	4.0	7.0
Attainment 8 Maths	4.5	3.7	6.7
Attainment 8 EBacc	4.7	3.8	6.8
Attainment 8 Open	5.0	4.1	6.6
% 5+ GCSE's Grade 7(A+)+	14%	2%	53%
% Grade 5+ Eng and Maths	43%	20%	89%

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<ul style="list-style-type: none"> Ensure our timetable is optimised with the best solution of staff deployment balanced against cost-effectiveness. 	NAJ PWS AB	<ul style="list-style-type: none"> Financial curriculum planning in place Timetable built maximising specialists. 	Dec 21	Expectations: students engage well and have a high-quality learning experience.
<p>Focus on the Quality of Education: <i>To ensure the curriculum is Implemented effectively.</i> QE2 Adopting evidence-informed pedagogy across all teachers and those supporting learning to ensure extension and retention of knowledge and progression of skills and understanding in all year groups.</p>				
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"> Curriculum DHT ensures that where possible staff teach in own areas with allocated additional preparation time if teaching out of area. QA processes provide both support and challenge. High quality CPD programme in place to drive whole school agenda. 	QA Cycle released each half-term. QA grids returned and analysed once per half-term.	<p>Anticipated Impact</p> <p>The curriculum is delivered in an engaging manner that promotes learning and progression.</p>
Ensure quality 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"> QA cycle to drive this focus. CPD programme to drive this at whole school/individual /external level. INSET calendar supporting T&L developments. 	CPD sessions identified on the whole school calendar.	<p>Evidence: this will be evidenced by:</p> <ul style="list-style-type: none"> timetable structure SoL identifying expectations.
Ensure teaching staff consistently have the highest expectations for learners and are: <ul style="list-style-type: none"> adapting work appropriately sequencing and modelling setting challenging work using questioning effectively staff encourage discussion to underpin enjoyment/engagement and learning. building in opportunities for recall. 	All teachers PWW/H OD CMR GHO	<ul style="list-style-type: none"> INSET time to drive these key learning agendas plus input at SL meetings (PWW/GHO/CMR) QA cycle to drive this focus –QA processes are robust and evidence via QA grids. DS work scrutiny remains a standing item on the SLT agenda to support this drive/focus. Seating plans are adapted to support DS cohort. Assessment data – accurate and robust 	Regular SL meetings to drive initiatives forward. Two assess points on Literacy	<ul style="list-style-type: none"> QA cycle/outcomes and analysis CPD programme, opportunities, and feedback Student voice feedback

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<p>Ensure that high quality staff CPD takes place to promote extension and retention</p>	<p>PWW/ GHO</p>	<ul style="list-style-type: none"> Staff CPD calendar created to map out provision and respond to the identified needs of the QA grids. Ensure a focus on evidenced informed pedagogy such as questioning, retention and recall remains at the core of CPD for teaching staff. Ensure a library resource is created where staff can independently focus on developing aspects of pedagogy, leadership, and behaviour management. <ul style="list-style-type: none"> Create a sharing platform for 'top tips' etc via MS Teams. 	<p>Assess. Online. Sept. and April.</p> <p>CPD session first half-term</p>	<ul style="list-style-type: none"> Assessment processes Tracking data Record of link/line management meetings Details of Governor meetings/involvement Literacy Assessment Online
<p>Ensure that 'disciplinary literacy' is embedded across the school.</p>	<p>EMD/ PWW</p>	<ul style="list-style-type: none"> Literacy Assessment Online is set up and embedded with Year 7 in the first instance. Whole school intervention for students underperforming based on these assessment points. Ensure that literacy is an additional focus of the whole school QA including its own independent work scrutiny. Ensure that the literacy bookmark is adhered to. CPD session on 'disciplinary literacy' and then time for Departments to build this into their own SoL. Literacy co-ordinator to create a bank of lessons for staff delivering literacy to ensure a consistent outcome. 		<p>Expectations: students engage well and have a high-quality learning experience.</p> <ul style="list-style-type: none"> Improved outcomes in phonics, spelling and reading in the second assessment because of literacy lessons and interventions. Cohort working above national baseline on LAO. Targeted literacy support for staff because of whole school QA. <p>All departments building in 'disciplinary literacy' by April 22.</p>
<p>Focus on the Quality of Education: <i>Ensuring our curriculum provision has a positive impact.</i></p>				
<p>QE3 Improve the programme of interventions and tutoring to bridge the gaps in knowledge and skills for all relevant learners, to develop a stronger cultural capital and achieve outstanding outcomes for students.</p>				
<p>Objectives and Actions</p>	<p>LEAD</p>	<p>Resources/Actions required.</p>	<p>Time Span</p>	<p>Evidence, Impact & expectations</p>
<p>Ensure that accurate and robust data is available to identify students who require intervention.</p>	<p>JOL/HOD</p>	<ul style="list-style-type: none"> Moderate assessment decisions within departments. FFT 20 Targets regularly revised and loaded on SISRA. 	<p>Tracks x4 per year.</p>	<p>Anticipated Impact</p> <p>Students of all ability ranges and from all demographics perform well (positive P8/SPI)</p>

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<p>Leaders retain a focus on the accuracy of tracking data to support assessment and intervention for</p> <ul style="list-style-type: none"> • all Year groups. • all groups of students 		<ul style="list-style-type: none"> • Regular updates provided to staff and parents for understanding of P8 and A8 measures and FFT20 target setting. • SISRA analysed at tracking points for A8 and progress to targets – with key emphasis on DS/SEND and UA groups. • Underperforming students routinely discussed with SLT link, to ensure a clear line of sight with key students. 	<p>Fortnightly agenda item on SLT link meetings.</p> <p>QA Cycle.</p> <p>Timetable created at key points e.g. Easter holiday intervention.</p>	<p>and maintain a flightpath in line with their FFT 20 target. Where required interventions are both timely and effective.</p> <p>Evidence: this will be evidenced by</p> <ul style="list-style-type: none"> • Final student outcomes 2022 • Tracking data (4 tracks per year) • QA data • Intervention timetables • Intervention attendance • Impact reports <p>Expectations:</p> <p>Gaps in performance in different demographics will be diminished if:</p> <ul style="list-style-type: none"> • All members of the teaching staff are responsible for running effective interventions for the students in their care. • Students attend and make the most positive use of the opportunities provided to them. • Parents support the learning triad.
<p>Ensure that wave 1 intervention is delivered within the classroom as part of quality first teaching.</p>	PWW/SL	<ul style="list-style-type: none"> • Classroom teachers and SL identify students requiring intervention following each track. • Monitoring of wave 1 intervention via Learning Walks and student voice. 		
<p>Ensure that departments run an effective intervention programme, and this is centralised whole school.</p>	PWW/SLT link/SL	<ul style="list-style-type: none"> • SL to identify students who require wave 2 intervention after each track. Parents and students to be notified. • SL to centralise lists with PWW. • PWW to create timetable for intervention to avoid clashes. e.g. Mon-Thurs subject time and Easter/half-term timetables. • SL to analyse the outcome in the following track and report back to SLT link. 		
<p>Ensure that the interventions highlighted on both the Covid catch up premium and the disadvantaged spend plan are successfully implemented.</p>	PWW	<ul style="list-style-type: none"> • Half-termly notification of the planned interventions from the Covid Catch up plan and DS Spend plan. • Ensure that letters/email banks are sent out centrally for all invitations. • Monitor attendance at interventions. • Analyse the impact of the interventions via track data. • Write an impact report to review the effectiveness of all intervention spending. 	Ongoing	

Focusing on the Behaviour and Attitudes of students
BA1 Review and refine the school’s behaviour management policy including the implementation of Class Charts as the main school system in order to provide a consistent & effective behaviour management culture across school.

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Objectives and Actions	LEAD	Resources/Actions required	Time Span	Evidence, Impact & expectations
<p>Ensure the leadership of Behaviour and Attitudes is clearly defined.</p> <p>Clarity about roles, responsibilities and systems regarding Behaviour and attitudes to learning re-established.</p>	PWS	<p>Restructure roles and responsibilities i.e.</p> <ol style="list-style-type: none"> 1. Senior Leader i/c Behaviour and Attitudes to Learning with a supporting team. 2. Senior Leader i/c Safeguarding and Inclusion with a supporting team where relevant. 	By Sept 2021	<p>Students have a successful and enjoyable learning experience that they engage with fully.</p> <p>Behaviour for Learning Policy is clearly and applied consistently.</p> <p>Eradicate the imbalance between the delivery of rewards and sanctions.</p>
<p>Review the current Bramhall Way into an effective Behaviour for Learning Policy. Improve the consistency of expectations and applications in respect to the use of rewards and sanctions.</p> <p>Behaviour for Learning Policy to be adapted to suit the specific audience – staff, parent and pupil.</p> <p>Re-establish clear classroom management strategies for staff to implement in classrooms and around the school site.</p> <p>Introduce as part of the cycle of QA a 'Standards Review' to identify and acknowledge consistent good behaviour.</p>	CLL/SLT	<p>Rewrite the Behaviour for Learning Policy so that it is agreed, succinct and operated consistently by all.</p> <p>Ensure staff consistently follow the BfL policy to eradicate LLD and ensure that learning time is effectively used for all. Incorporate into QA.</p> <p>Class Charts to be used by all to provide a consistent and effective behaviour management culture across the school.</p> <p>Rewards are fairly distributed and valued by staff and pupils Sanctions act as an effective deterrent.</p> <p>Regular training for staff in respect to Restorative Approaches including the use of scripts.</p> <p>Review the current the Uniform Expectations into a Uniform Policy. In particular</p> <ul style="list-style-type: none"> • Staff focusing on uniform at all times. • High quality resources for display. • Use of the uniform card by monitored by the Form Tutor. <p>Expectations driven by the Core tutor regarding equipment bag, acceptable footwear, home school agreement and NO mobile phones</p>	<p>By Sept 2021</p> <p>Ongoing from Sept 21.</p>	<p>Uniform policy is clearly defined and adhered to by all.</p> <p>Improved standards of uniform evident.</p> <p>Reduced sanctions being issued for full Uniform Cards.</p> <p>Evidence: this will be evidenced by:</p> <ul style="list-style-type: none"> • Attendance data • Class Charts analysis • Reduction in Reflection and PEX • An increase in clear uniform cards • ATL data/analysis • QA data (Core Tutor sessions) • Student voice feedback • Assessment outcomes

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<p>To continue to promote high expectations through our Form Time. Form Tutors following the agreed programme of work and activities.</p> <p>Improvement in the consistency of Form Tutor work.</p>	<p>CLL</p>	<ul style="list-style-type: none"> • QA Core Time checklist – See handbook and table mats – to be clearly displayed in all Core Tutor rooms. • Core Tutors to adhere consistently to the clearly defined expectations outlined in Core Time guidance documentation. • Core Tutors to use Class Charts to monitor Behaviour and attendance in Core Time. • Core tutors to promote the value of students’ conduct beyond the classroom. -in our school community and wider community. 	<p>Ongoing from Sept 2021.</p>	<ul style="list-style-type: none"> • Details of Governor meetings /involvement <p>Expectations: All stakeholders embrace the new BfL policy and are a credit to themselves as professional learners. Students are dressed smartly and fully equipped for their lessons.</p>
<p>BA2 Early behaviour intervention among the pastoral and behavioural team to reduce the need for and occurrence of exclusions particularly amongst disadvantaged students.</p>				
<p>Objectives and Actions</p>	<p>LEAD</p>	<p>Resources/Actions required.</p>	<p>Time Span</p>	<p>Evidence, Impact & expectations</p>
<ul style="list-style-type: none"> • Availability of Reflection Room allows for an alternative for FTE. • Interventions are proportionate graduated and analysed for impact. • Reflection Room Manager to be part of the TAS meeting. • Reflection Room staff to work proactively with students at risk of exclusion. 	<p>CLL/HW</p>	<ul style="list-style-type: none"> • Early interventions in the TAS meetings. • Weekly dissemination of information. • Expand the Reflection Room team ready for September so they are more effective in responding to issues. Close working relationship with HOY to allow a smooth transition of information. • Subgroups to be monitored disadvantaged and SEND. • Communication to staff must be regular and targeted. • Class Chart data to be used to identify students at risk. • Intelligent use of behaviour data to allow for a proactive intervention with students. • Clear expectations of Reflection Room protocols which dovetail into whole school behaviour expectations. 	<p>Ongoing through 2021-22</p>	<p>Reduced number of Fixed Term Exclusions. Identified students, especially those in the vulnerable groups show a reduction in the incidences of exclusions.</p> <p>Evidence Data surrounding Fixed Term Exclusions Governors Reports Behaviour logs and statistics taken from Class Charts.</p>
<p>BA3 Attendance target to remain ambitious at 97% with specific interventions for vulnerable groups.</p>				
<p>Objectives and Actions</p>	<p>LEAD</p>	<p>Resources/Actions required.</p>	<p>Time Span</p>	<p>Evidence, Impact & expectations</p>
<p>Minimise impact of Covid upon good school attendance and punctuality of all pupils, and especially those in subgroups.</p>	<p>JKE</p>	<ul style="list-style-type: none"> • Attendance/punctuality data to be routinely shared with SLT, Core Tutors, HOY and SENDCo. 	<p>On-going from Sept. '20.</p>	<p>Improved P.A figure</p>

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		<ul style="list-style-type: none"> • Training for key staff including SENDCo and Core Tutors. • Key focus in weekly SLT and pastoral meetings. • Attendance-specific rewards fund set to specific, achievable targets. • Family and parenting support implemented where required. • Key attendance/punctuality targets and data routinely shared with pupils and families. • Attendance will be tracked carefully for those who have routinely poor attendance and barriers removed – initial meetings will be set up with those who have had poor attendance historically. • Increase whole school promotion of attendance through: School website, Form room displays. Around school posters. Weekly reward system. • Utilisation of Class Charts to monitor and track student attendance. 	<p>Effective use of attendance data by key staff.</p> <p>Increased promotion of the benefits of good attendance.</p> <p>Improved attendance of all, especially those in subgroups impacting positively upon academic outcomes.</p> <p>Reduction in sanctions issued for lateness.</p> <p>Expectations: Students attend fully and punctually to maximise learning opportunities.</p>
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Focusing on the Personal Development and Wellbeing of the school community.

Objectives and Actions	LEAD	• Resources/Actions required.	Time Span	Evidence, Impact & expectations
Minimise the impact of Covid closures upon wellbeing and emotional health.	JKE	<ul style="list-style-type: none"> • Preparation works ahead of return, with contact from key staff (DSL, SENDCo, LAT DT, YC mentor etc.) to vulnerable pupils. • Preparation for students adversely affected by COVID absence reconnect to friends, teachers and school. DSL liaison with Attendance Officer and EWO to monitor all returns and support reluctant pupils. 	On-going from Sept. '20.	<p>Return of all pupils</p> <p>Facilitated conversations around wellness evident during QA of core time.</p> <p>Students coping well with the transition back to in-school learning.</p> <p>Evidence of robust action taken in respect of non-returnees. All children accounted for, non 'off rolled')</p> <p>The SKFL programme to provide clear opportunities for students to develop their knowledge and understanding of fundamental British values and enables individuals to</p>

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<p>Provide a comprehensive programme of PSICHE (including RSE) through Skills for Life programme to ensure the statutory and wider needs of pupils are met in order to be safe and become responsible, respectful and active citizens who contribute to society.</p>	<p>JKE VF SLs PWS JKE JKE CMA JKE PWS JKE</p>	<ul style="list-style-type: none"> • Audit the current provision to ensure all new aspects, including the refined RSE syllabus, fully embedded. • Ensure cohesion between Core time, assemblies and the SKFL days. • External providers to be booked for the year in advance. • Promote the importance of SKFL and parity of importance with academic learning. • SoL to be developed that demonstrates a 5-year progression of knowledge and experience. Current resources to be updated and streams provided to act as a 'script'. • Programme of work implemented effectively, with training where necessary, and review of SKFL to ensure more than logistics is considered. • Adaptations to made where necessary in response to local and national agendas e.g. drugs, knife crime, consent culture. • SKFL learning adapted in order to be accessible to all. • Comprehensive plan for SKFL delivery to those absent on the day/s. JKE to run / promote parental groups on key issues to keep students safe. • Clear focus on Charity and other community work. • Student Leadership opportunities re-instated. 	<p>On-going from Sept. '20.</p>	<p>recognise the need to be responsible, respectful, active citizens who contribute positively to our school and to society.</p> <p>Evidenced:</p> <ol style="list-style-type: none"> 1. Programme 2. Assemblies 3. Core Time Audit 4. Positive behaviours 5. Community Cohesion <p>Rolling programme of statutory elements delivered by external colleagues, QA of SKFL and of SKFL day reviews. Student and staff voice activities. Reviews with Governors.</p> <p>Evidence of improved wellbeing and happiness from staff surveys. Wellness culture embedded and role modelled through SLs. Complete 'buy-in' to wellness culture for all by staff.</p>
<p>Drive forward a programme of mental health and wellbeing support for staff, developing a culture of wellness for all.</p>	<p>JKE</p>	<ul style="list-style-type: none"> • Comprehensive package of measures to be prepared and presented to staff. • Creation of a staff 'Staff Lounge' – a professional and social meeting space at the heart other school, replacing small staff rooms. • Staff access to 'fast track' external and internal counselling. • Wellbeing to be at the heart of all working practices and relations through 'TEA: Thoughts, Energy, Actions'. • Training opportunities for staff to self-care and peer support others. 	<p>On-going from Sept. '21.</p>	<p>Evidence of improved wellbeing and happiness from pupil surveys. Wellness culture embedded and role modelled by Student Leaders and all pupils. Complete 'buy-in' to wellness culture for all by pupils. Surveys demonstrate staff and pupils feel safe. Additional training enables staff to feel confident to safeguard.</p>

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Continue to embed a programme of mental health and wellbeing support for pupils, developing a culture of wellness for all.	JKE	Continued participation in Greater Manchester Mentally Healthy Schools. Liaison with external colleagues and involvements of selected pupils in programmes to support wellbeing organised by external colleagues. Continue to embed Stockport’s Improving Emotional Wellbeing initiatives. Training opportunities for pupils to self-care and peer support others.	On-going from Sept. '21.	Expectations: School is a ‘safe space’ for all. Pupils and staff feel mentally resilient and feel cared for. School culture is one of support for all. Staff value the importance of PSICHE and deliver it to the expected standard. Students engage fully in PSICHE.
Safeguarding prioritised and promoted consistently and effectively, further developing a culture of safeguarding being the responsibility of all.	JKE	Safeguarding inductions, training and CPD for all staff. Investments in specific safeguarding training for key staff.	On-going from Sept. '21.	
Wide ranging provision of opportunities, activities, trips, clubs, productions and sporting activities re – established.	SIS & All Staff	<ul style="list-style-type: none"> • Extension of opportunities only when the safety protocols allow. • Events to be promoted through assemblies, bulletin and school calendar. • Educational visits (residential and non-residential) to be re-established from September 2021 in line with guidance. • Attendance to be monitored, SEND and PP students encouraged and supported to participate. • Line Manage new House Coordinator overseeing the planning and launch of a new House system. 	On-going from Sept. '21	Activities contribute to the wider ethos of the school. The ‘Every Hope, Every Dream and Every Aspiration’ part of the school’s vision is enhanced by these activities. School calendar will highlight wider opportunities linked to the taught and non-taught curriculum.
Student Leadership roles to be re-established, Covid restrictions permitting.	JKE/SLS	<ul style="list-style-type: none"> • Re-launch ‘Ladder to Leadership’ in assemblies. • Recruit committed students to fulfil key roles. • Organise Leaders to deliver literacy peer support for Y7 students. 	On-going from Sept. '21	<p>Clear routes to pupil leadership roles discussed in Core and featured in posters around school. Clear pupil leadership responsibilities seen ‘in action’ daily.</p> <p>Expectations: School fosters young peoples’ ambitions and values the contribution of Pupil Leaders. Peer support offered by Pupil Leaders is embraced by staff and pupils.</p>

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Focusing on the quality of Leadership and Management				
Objectives and Actions	LEAD	Resources/Actions required.	Time Span	Evidence, Impact & expectation
<p>Ensure ongoing high-quality staffing across the school at all levels.</p> <p>Staff are both challenged and supported to be most effective in their role.</p> <p>Governors remain focused in their role and committed to building their knowledge and expertise.</p>	<p>PWS/ Gov</p>	<p>Re-introduce a system of appraisal for support staff. Rigorous Appraisal processes used to impact positively on school improvement.</p> <p>Invest in resources which give the staff the opportunity to have flexibility in where and when they work. Investment in staff wellbeing through the establishment of a whole school staffroom – ‘a centre point’ for staff.</p> <p>Enhance the CPD offer so that colleagues are given to the opportunity to independently develop aspects of their pedagogy.</p> <p>Offer whole school leadership opportunities through voluntary placements on SLT.</p> <p>Explore different opportunities for staff to impact on whole school development e.g. Head of House system.</p> <p>Governors focus on expectations and outcomes in their routine business: both scheduled meetings and curriculum link roles.</p> <p>The strategic group (termly meetings) ensure they are able to influence the effective delivery of the SDP. Link governance to be expanded to include Pastoral Links and Remote Learning.</p> <p>Governors access school-based training on key aspects of work in addition to the LA training offer.</p> <p>Governors meeting scheduled adapted to include training and discussion focus on each meeting.</p>	<p>June 2021</p>	<p>Anticipated impact Leaders secure improvement throughout school and are committed.</p> <p>Evidenced by: Staff wellbeing questionnaires/ data Attendance data MTP data and analysis ATL data/analysis Documentation from BLF meetings and events. Details of Governor meetings /involvement</p> <p>Expectations: Staff can contribute positively to BHS.</p>
<p>Continue to ensure sound financial management and strategic planning, to optimise resource allocation whilst maintaining a focus on the school’s key priorities.</p>	<p>RBR/ ABA</p>	<p>To take over the facilities and to work closely with the LA to source funding to improve the facilities that will benefit the school and wider community.</p>	<p>March 2022</p> <p>Summer 21</p>	<p>Initial discussions have already taken place with the LA.</p>

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		<p>MU1 complete refurbishment IT & decoration</p> <p>Refurbishment of MA2 to MA8 – Furniture, decoration & flooring. Relocation of furniture from MA2 to MA8 to areas of need.</p> <p>New sliding gate at sports hall to make site more secure.</p> <p>Fencing at the back of maths to the Astro pitch.</p> <p>Revamp the PCC to full staffroom with seating, furniture, TVs, flooring.</p> <p>Continue with Window replacement programme – MFL £21k (pending LA funding)</p> <p>Additional covered outdoor spaces for students (pending LA funding) Healthy students fund.</p> <p>Adjustments to the Refectory provision including: New tills to improve service. Potentially looking at alternative way to serve sandwiches to comply with new law and increase revenue. Review menu, order process and costings once normal service has resumed.</p>	<p>Summer 21</p> <p>Summer 21</p> <p>Summer 21</p> <p>Awaiting feedback from LA waiting for funding to open.</p> <p>From June 2021.</p>	<p>Internal improvements to school environment</p> <p>Improved security of site Staff wellbeing and internal improvement Efficiency of building and external improvement External improvement</p>
<p>Strengthen partnerships & communications with parents/ carers & local community. To continue to work as partners with the BLF to further develop our community profile.</p>	<p>PWS/ SIS/ DBN</p>	<p>Re-establishment of effective live transition events.</p> <p>Further exploration of Year 5 events taking place here at BHS.</p> <p>Shared vision across members of the BLF partnership.</p> <p>Further development of partnerships with local businesses and charities to raise the profile of BHS and BLF in the local community.</p> <p>Review of School communications.</p> <p>New Marketing strategy devised and implemented. This will revolve around the brand of Bramhall High School.</p>	<p>Ongoing from Sept2021</p>	<p>Enhanced reputation of the school amongst the local primary schools and community. Communication to the school community is streamlined and highly effective utilising multiple platforms.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> • Documentation from BLF meetings and events.

School Development Plan: May 2021 –Spring 2022

Overarching priority: Establish and promote the core values of Bramhall High School to be: Respect, Resilience and Excellence, so that they permeate everything we do.

		<p>New website to be investigated with a potential to be launched in the Autumn Term. This will be outsourced to an external company.</p> <p>New School Bulletin to be launched in September – to avoid a saturation of information this will move to a bi-weekly publication.</p> <p>Alternative avenues of communication – social media, parents evenings and online forums to be explored.</p>		<ul style="list-style-type: none">• School website.• New School Bulletin• Marketing Strategy. <p>Expectations Bramhall High School is the preferred choice of local secondary school amongst the local community.</p>
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