

KGGS School Development Plan 2021-22

School Development Plan (SDP) Foci for 2021/22

1. **STANDARDS.** A consistent approach to standards reinforced by all staff throughout the school day in line with the Basic Expectations: attendance, uniform, a productive and structured start to every day, curriculum intent and implementation, teaching and learning, formalised curriculum, wider curriculum, subject knowledge.
2. **BROMCOM.** Further utilize the Bromcom Management Information System: evaluating the positive and negatives in terms of current use; and exploring what we want it to deliver, moving forward
3. **TRIOS.** Establish trios across the school, linked to research and Education Endowment Foundation, to develop all colleagues on the teaching staff and bring new practices and pedagogies into the school
4. **OUTSTANDING.** Continue to monitor and evaluate the extent to which we are still outstanding, and in a position to manage a *Section 8 shorter inspection*, which will focus on the quality of education, behaviour, attitudes to learning, and safeguarding
5. **STAFF WELFARE.** Evaluate the effectiveness of existing strategies for ensuring workplace well-being & evolve measures to maximize well-being for all staff, moving forward.

Focus 1

STANDARDS. A consistent approach to standards reinforced by all staff throughout the school day in line with the Basic Expectations: attendance, uniform, a productive and structured start to every day, curriculum intent and implementation, teaching and learning, formalised curriculum, wider curriculum, subject knowledge.

Focus 1a: Standards – attendance, uniform, a productive and structured start to every day

Objectives

- To achieve 97% attendance across the school
- To promote and preserve the schools' corporate image by ensuring standards of uniform are adhered to by all students and monitored by all staff throughout the school
- To reinforce Basic Expectations at the start of every day in accordance with the Use of Form time policy and the Tutor handbook

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
Whole staff meeting on first INSET day, including KCSIE 2021	TDo/SMc	02.09.21	All staff attend or receive information KWe kept register and chased up absent staff.	
Induction of New Staff focusing on the Basic expectations and tutor handbook	TDo/SMc		All new staff fully aware of our expectations and their role in maintaining them Tutor handbook and use of form time with HoY. Basic expectation as part of new staff induction programme.	
Head of Year meeting to discuss the Tutor Handbook and Basic Expectations and Use of Form Time Heads of Year to disseminate to tutor teams	TDo/SMc Heads of year	03.09.21	Productive use of form time and consistency of standards, witnessed during pop-ins, lessons observation, assemblies, learning walks, duties. All tutors to attend Completed 03.09.21 QA of form time activities to be planned and completed	
Weekly attendance reports and follow up actions	TDo, SMc, ATu, HBa, TGa	ongoing	97% attendance achieved Attendance reviewed weekly Letters of concern sent bearing in mind the impact of Covid. Figures still above national average Specific action plan for students with less than 80% attendance?	
Regular reminders to all staff regarding basic expectations	All staff	ongoing	Every member of staff monitoring uniform and following up any breaches of the basic expectations or uniform policy Staff reminded in briefings and via email. HoY reminders in tutor meetings	

Focus 1b

Curriculum intent and implementation, teaching and learning, formalised curriculum, wider curriculum, subject knowledge.

Objectives

- To ensure there are regular and robust reviews of the formal and wider curriculum
- To ensure provision for SEND, SMSC, and *Equality Diversity and Inclusion*, is successfully embedded into the curriculum
- To implement a programme of quality assurance which provides individual classroom practitioners and their teams with the feedback and opportunities they need to share best practice and evolve teaching & learning and curriculum planning & delivery

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
Check each teams' Curriculum Intent and Implementation Statements and Curriculum Maps are still fit for purpose and implemented well in 2021-2022	ZAn	End of September 2021	Information on Curriculum Maps, the School Website, and the school calendar match	
Ensure Each Subject Team creates an Action Plan for 2021-22 which supports whole school and subject 3Is, the SDP, and appraisal	ZAn & Faculty Leaders	1 st October 2021	Actions link explicitly to the SDP Action Plans help generate appraisal targets for staff & support appraisal	
Cross check National Curriculum Programmes of study with what is to be delivered in subjects in 2021-22 CPD: for T&L Ass Head & Fac leaders	ZAn	October 2021	Curricular content continues to meet national requirements and goes beyond these where relevant Still some work to be completed in a small number of subjects (Geog)	
Implement a programme of Quality Assurance Activity that combines the Year Group Review and the Deep-Dive Model CPD: opportunities/training/inset for staff to update and develop their lesson observation skills	ZAn & Faculty Leaders	Each term in 2021-22	Teachers & subject teams have received and responded to QA findings and feedback Teaching & Learning is thoroughly evaluated and evolved each term Stakeholders, inc. Gov's, updated about the findings & outcome of QA	
Utilise directed time to provide opportunities for teams and individuals to review and share subject knowledge (SK), inc. that req'd for SMSC	ZA - with Subject Leaders TDo/SMc - with HOYs/Tutors	April 2022	Subject Knowledge Summaries are completed and shared in all subjects All staff report SK reviews took place	
Ensure SMSC and Careers guidance meets all statutory requirements through a consistent approach throughout the school day	ZAn/TDo/SMc	Ongoing, reviewed Dec, Mar, July To be reviewed in T6 2022	Careers education and guidance embedded across the curriculum working towards meeting 100% of the Gatsby benchmarks Successful delivery of the SMSC curriculum through form time, assemblies, guidance PD, visiting speakers, activities as per the pastoral programme such as TIE	

Focus 2

BROMCOM. Further utilize the Bromcom Management Information System: evaluating the positive and negatives in terms of current use; and exploring what we want it to deliver, moving forward

Objectives

- Further use of the Bromcom MIS to help deliver an outstanding education to KGGs students

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
KS4 tracking data is analysed using either the Bromcom MIS or FFT Training of SLT and HOF on its use	PSM, JFU, HBA	Tracking 1	Tracking data is analysed via the assessment module on Bromcom or FFT Bromcom to be used for tracking 1 for both Yr10 and 11. Issues with limited functionality for analysis using this and similar issues with FFT. HBA tasked with investigating other possible data packages – Full Matrix, SISRA etc. SLT/HOF are able to effectively use the system to analyse their subject data, identify areas that need addressing Further training needed for HOF and HOY on the use of Bromcom ready for tracking report 1 analysis	
Use Bromcom to analyse KS5 tracking data	PSM/HBA	Ongoing	Effective data analysis system is in place to allowing further time for analysis of the data rather than processing ALPs to be investigated further for KS5 data analysis.	
Further training on the attendance module	TDO/SMC/HBA	Ongoing	Attendance module is used to track student attendance and ensure areas of concern are quickly identified and addressed Training completed, package in use.	
Further training on the behaviour module	TDO/HBA	In place for Sept 2022	Behaviour module is used to track student behaviour – both positive and negative Ongoing	

Focus 3

CPD Trios AKn/ZAn

TRIOS. Establish trios across the school, linked to research and Education Endowment Foundation, to develop all colleagues on the teaching staff and bring new practices and pedagogies into the school

Objective

- To develop all colleagues on the teaching staff and bring new practices and pedagogies into the school.

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
- Introduce CPD Trios to staff. - Staff to complete an area of interest form.	AKN	Sept 2021	- All staff clear about project. - All staff submitted completed area of interest form	
- Create a plan for part-time colleagues that fits in with directed time, including faculty briefings and meetings.	AKN/ZAN/PSM	Sept 2021	- All staff involved in the project.	
- Create and publish Trio groupings.	AKN	15 th October 2021	- Groupings established.	
- Present examples of projects. - Trios meet to set objective (link to appraisal) and begin research. - Complete first section of Trios Project Form.	AKN/ZAN	22 nd October 2021	- All staff understand expectations. - Objectives set. - Research started. - First section of Trios Project Form submitted.	
- Review requests for funding after submission of Trios Project Form.	AKN	End of November 2021	- Funding allocated where appropriate.	
- Implementation of project: in lessons, meetings, normal working practices etc.	All teaching staff	Oct 2021-April 2022	- Ideas explored and practices evolved.	
- Catch up meeting facilitated by floating twilight hour	All teaching staff	By the end of term 4	- Meetings taken place.	
- Final write up and evaluation of project. - Submit Trios Project Form	All teaching staff AKN/ZAN	1 st April 2022	- Projects evaluated and submitted	

~~September 2021~~ Reviewed and updated December 2021

- Project evaluations reviewed - Examples of good practice selected for Twilight	AKN/ZAN	During Term 5	- Review completed. - Projects selected for twilight on 16th June 2022.	
- Sharing of findings and good practice	AKN/ZAN and all staff	16 th June 2022	- Staff updated about project - New practices and pedagogies embedded across the school	

Focus 4

OUTSTANDING. Continue to monitor and evaluate the extent to which we are still outstanding, and in a position to manage a *Section 8 shorter inspection*, which will focus on the quality of education, behaviour, attitudes to learning, and safeguarding

Objectives

- Continue to monitor, evaluate and evolve our approach to ensure all KGGS students are inspired, challenged and achieve to the best of their abilities

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
Use QA and deep dives to explore further subject curriculums in terms of both intent and implementation	ZAN/JFU	Throughout 2021/22	The school's curriculum intent and implementation are embedded securely and consistently across the school Curriculum maps in place, curriculum discussions completed, evolving curriculum intents and implementations Curriculum conversations in faculties completed Further directed time needed to ensure these continue Clear intent across subjects which is delivered by effective implementation Evident from the QA deep dive process Summary write ups to be presented to SLT	
Forensically analyse tracking data to ensure students needing additional support are identified and actions in place to provide the necessary help	PSM/JFU/HOF/HOY/SLT	After each set of tracking completed	Student's underachieving are quickly identified Ongoing Support programmes are in place Some programmes already in place with further ready to launch in January Students identified as underachieving improve Ongoing	
Fully embrace and support the Trio CPD project to ensure high quality teaching is continuing to be delivered	AKN/JFU/ZAN	Throughout 2021/22	Project is up and running October INSET day used initiate the projects Positive feedback from staff April training day to be used to conclude the projects EEF is being used and improved/new practices introduced into the classroom In place Student outcomes improve Yet to be confirmed	
Closely monitor behaviour (low level) and explore further the potential mechanisms used to monitor and address any issues	TDO/JFU/HBA/PSM		Any patterns of poor behaviour can be easily identified and then used to ensure areas needing to be addressed are Ongoing	

~~September 2021~~ Reviewed and updated December 2021

Analyse both parental and student questionnaires to monitor and highlight areas of both strength and weakness	TDO/SMC		Parental and student questionnaires are completed On track Findings analysed and areas needing to be addressed are On track Are they available on the website? Final parental survey needed once all have experienced online parents evenings to inform how these will run in 2022/23	
Ensure safeguarding practices continue to be outstanding	TDO/SMC		Continual training and updating of staff KCSIE 2021 training completed Further training on sexual harassment of students and in schools Updated recording to track sexual harassment on Bromcom SMSC audit to check coverage across the curriculum but also inform staff of the topics covered in each year group Continue training of tutors Monitor online learning protocols and training of new staff. Regular agenda item for full staff meetings In place Areas of need highlighted and training implemented to address these In place – further training on sexual harassment is an example of this Online safety newsletter sent to all parents – 3 to 5 times per year	

Focus 5 Staff Welfare [AKn/All](#)

STAFF WELFARE. Evaluate the effectiveness of existing strategies for ensuring workplace well-being & evolve measures to maximize well-being for all staff, moving forward.

Objective

- To improve workplace well-being - by continuing to grow a culture in which all staff have the time, resources, services, and appropriate training, to carry out their duties and responsibilities in a productive, enjoyable, and manageable way

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
- Review the extent to which meetings , activities in directed time, and INSET sessions, are used purposefully to reduce workload	All SLT – Led by AKn	Dec 2021	- Meetings are necessary and productive - Part time staff are well-informed, and attend the most appropriate meetings and INSET	
- Explore the extent to which the regularity, timing, and nature of communications , inc. emails, from line managers to their team members could better promote workplace well-being	AKn ZAn	June 2022	- Staff comment positively on the way in which information is communicated to them in <i>Staff Well-Being Questionnaires</i> conducted - They feel they manage the requests and information received by email	
- Review - with a view to increasing- the range of perks and services for employees. Such as the Cycle-to-Work Scheme, supervision, counselling, childcare tax relief, pension advice, will-writing services, and health or medical care	AKn – with staff in Finance and HR	April 2022	- The extent to which existing perks and service are used is shared with SLT - The range of perks and services available is reviewed and increased where appropriate and possible	
- Invite staff to propose and lead on projects to promote work-place well-being, health and resilience, such as staff running clubs, sports, relaxation activities, and additional spaces for rest and recuperation for staff during the school day. £5,000 budget allocated.	AKn - with staff volunteers	June 2022	- Projects are implemented - A range of well-being initiatives are trialled - Staff comment on them positively in <i>the Staff Well-Being Questionnaires</i> conducted	
- Continue to promote collaborative working in subject teams to reduce planning, preparation, and assessment workload	ZAn – with Subject Leaders	June 2022	- Planning, resourcing, and moderation of common assessments does not fall to individuals but is shared in teams to minimise replication and excessive workload	
- To further embed the 2020 revised Marking & Feedback protocol to reduce marking time for teachers	ZAn – with Subject Leaders	June 2022	- Stakeholders - staff, students, parents, carers - report <i>high-impact, lower-workload</i> marking and feedback practices are embedded at KGGS	
- To rationalise quality assurance (QA) activities to improve effectiveness and reduce workload	ZAn – with Subject Leaders	Sep 2021	- Teaching & Learning is thoroughly reviewed - Team Leaders report QA is manageable	

~~September 2021~~ Reviewed and updated December 2021

- To evolve effective training programmes which support and retain early career teachers and middle leaders	AKn – with SLT	June 2022	- Early Career Teachers supported and retained - National Professional Qualifications explored - 3 staff started NPQs November 2021	
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