School Development Plans 2019-20

1. Review the KS5 curriculum on offer and address the negative whole school value added outcomes at A-level (2016 -0.13, 2017 -0.19, 2018 -0.09 and 2019 -0.08 provisional – all years below average apart from 2019) (All SLT)

2. With a new Head teacher in place from September 2019, and no replacement Deputy Head teacher appointed for 2019-20, a review of the structure and functions of the Senior Leadership Team from September 2020 needs to be completed. (All SLT/ Governors' Steering Group)

3. Review the security of the school site and all safeguarding measures in order to produce a plan of action for any improvements in provision. (JFu/IBI)

4. Now in its 10th year of use, it is an appropriate time to review the suitability of the school's current Information Management Systems and associated student tracking and reporting systems. (PSm /Network Manager/TDo/SMc)

5. To further develop whole school strategies – across curriculum and pastoral teams - for securing the progress and outcomes for students at risk of underachieving in KS3 and KS4. (Such as those with low attendance; those on pastoral and faculty monitoring lists; and those with reduced programmes of study) (ZAn/TDo/AKn)

Possible Funding Consequences: (From CUD / SDP Budget unless stated otherwise)

NB- For 2019-20 the school's financial circumstances still require caution over any developments and so these have been determined with this in mind.

Focus 1 – No costs, and in fact could lead to a cost saving in staffing for 2020-21.

Focus 2 – Potential increase in costs compared to 2019-20, but there would be scope within staffing budget to return to costs of SLT pre-2018.

Focus 3 – Initial plans are in the region of £35-40k but bids are currently being sort to ensure best value for money. A large part of this cost could come from the premises and capital budgets.

Focus 4 – Most commercial systems that are used in schools can be "modularised" so that you only pay for what you use. Since we typically spend £18K each year, we would not want to increase this by more than about £5K, for a better service.

Focus 5 – No costs other that from existing CPD budget.

FOCUS 1

Review the KS5 curriculum on offer and address the negative whole school value added outcomes at A-level (2016 -0.13, 2017 -0.19, 2018 -0.09 and 2019 -0.08 provisional – all years below average apart from 2019) (All SLT)

Objectives:

- To keep fully up to date with any national changes regarding funding or policy that may affect decision making regarding the school's post-16 provision.
- To ensure that our offering represents the most effective use of the resources available for our students.
- To increase retention rates Year 11- 12 and protect retention rates Year 12 – 13.
- To ensure that KGGS remains an attractive option for Key Stage 5 students within the local post-16 provision offer.
- To ensure that a sufficient level of funding (influenced by student numbers post-16), is attracted to enable KGGS to maintain its curriculum offer in the best interests of the students in KS5.
- To protect, reinforce and build on the existing strong work ethic our sixth form students have and provide them with the resources they need
- Improve the value added score for A-levels so it is above 0

Actions: (including any CPD needs)

- To monitor research and analyse the post-16 provision, focusing on academic performance throughout Key Stage 5 and progression post 18.
- To assess whether our offering delivers best value and protects the interests of our students and their positive work ethic.
- To put in place any additional resources, monitoring or procedures required.
- To investigate appropriate marketing and provision for students new to KGGS sixth form.
- To investigate and assess the value of collaboration with other suitable post-16 providers.
- To review the impact of the September 2020 change to the admissions criteria for post-16 study at KGGS
- To evaluate potential cost savings of any proposals for change to Post-16 offer
- Forensic analysis of the A-level grades achieved in 2018/19 with areas of weakness clearly identified alongside strategies to tackle these in 2019/20
- Embedding of the VESPA techniques and strategies for both staff and students in the sixth form. Ensure these are regularly revisited and used within lessons

- Appropriate support for subjects that performed poorly in 2018/19 with targeted CPD, peer to peer support and subject expertise used where needed.

- Review tracking to ensure student targets are appropriate.

- Ensure the data system being used allows both faculty leaders and class teachers to closely monitor student progress and ensure underachievement is quickly identified allowing early intervention where it is needed based on value added measurements.

Time scale: June 2019 – September 2020

Responsibility: JFu/SMc

Success criteria:

- Decision made on Post-16 curriculum offer for Sept 2020.
- Value added score for A-levels in August 2020 is above 0

Milestones:

- Review of structure and management of programmes of study by end of October 2019 in time for Sixth Form Open evening.

- Adjustment of resources, documentation and procedures, if required by November 2019 in time for straw poll in January 2020.

- Briefing of students and parents at Sixth Form Open Evening in November 2020.

- Subject targets and amended to single grade targets, ensuring if the target is hit, a positive value added will result.

- Termly tracking is analysed by subjects to identify students making below zero value added attainment and intervention is in place to correct this.

Outcomes:

- Review the post-16 offering, its validity to students and all resources linked to its provision

- Decision making to focus on an offering that delivers best value and protects the interests of our students and their positive work ethic.

- Updated documentation, systems and procedures to support the introduction of any new changes or to increase the effectiveness of the current strategy.

- Positive value added for A-levels achieved in 2019/20.

Monitoring:

- Success will be assessed through the monitoring of performance of our post-16 students through year group review systems and pastoral reporting.

- Retention rates Year 11 – 12 and Year 12 – 13.

- Feedback from both students and staff.

Resources/ costs:

- The usual printing costs for Sixth Form Prospectus and course booklet
- Advertising for Open Evenings (from within existing budget for publicity)
- Possible investment needed in a data tracking system designed to track value added attainment

Status: High

Commentary:

FOCUS 2

With a new Head teacher in place from September 2019, and no replacement Deputy Head teacher appointed for 2019-20, a review of the structure and functions of the Senior Management Team from September 2020 needs to be completed. (All SLT/ Governors' Steering Group)

Objectives:

- To establish an appropriate senior management structure for KGGS for 2020-21 and beyond
- To make any necessary appointments to supplement the current SLT as necessary

Actions: (including any CPD needs)

- Head teacher to meet with all current Assistant Head teachers (AHT) individually to gain full understanding of their responsibilities and areas of expertise
- As part of the appraisal process, Head teacher to review job descriptions and consider potential changes to AHT future responsibilities
- Head teacher, with Governors' Steering Group to review position and responsibilities of School Finance Officer (Bursar), in relation to SLT
- Head teacher and SLT to identify any existing gaps in the coverage of senior management functions
- Steering group to consider proposals for changes to SLT structure, including the financial implications, and to agree the preferred way forward
- Recruitment of Deputy / Assistant Head teacher(s) for September 2020

Time scale: September 2019 – May 2020

Responsibility: JFu / Gov. Steering Group

Success criteria:

- Senior Management structure established and agreed for 2020-21
- SLT posts filled, ready for September 2020

Milestones:

- Review of current SLT structure and responsibilities (December 2019)
- Identification of possible re-structuring models (January -March 2020)
- Agreement on revised SLT structure (March 2020)
- Recruitment process for SLT posts as required (April – May 2020)

Outcomes:

- Structure and personnel for SLT agreed and in place

Monitoring:

- SLT restructuring to be agenda on Steering group meetings

Resources/ costs: For 2019-20 only

- Advertising costs for Deputy Head teacher / Assistant Head teacher vacancy (from existing advertising budget)

Status: High

Commentary:

FOCUS 3

To improve the security of the KGGS site and further strengthen our safeguarding procedures for students, staff and visitors. (JFu/IBi)

Objectives:

- To improve the security and safeguarding procedures throughout the school for the benefit of students and staff
- To ensure that visitors to the site are able to adhere to safeguarding procedures whilst themselves keeping safe
- To ensure that KGGS remains compliant with statutory requirements for security of all stakeholders with regards to the site
- To ensure best value is being obtained by KGGS in relation to site security functions

Actions: (including any CPD needs)

- Commission a wide-ranging external, independent audit of the security of the current school site, to include safeguarding procedures
- Seek advice from local security advisers e.g. Police, ADT(current alarms providers), insurers, other educational centres (by visits)
- Identify any necessary and desirable actions in order to improve school site security and safeguarding procedures. Prioritise and cost any identified actions/ improvements.
- Report to full governors meetings on progress throughout the year

Time scale: September 2019 – July 2020

Responsibility: JFu/IBi/JHa in liaison with School Governors

<u>Success criteria:</u>

Sufficient improvements in the security of the school site and the safeguarding of all users of the site to have been identified to enable Facilities Manager, SLT, Bursar, and school governors to be confident that the academy is able to meet all statutory requirements, and has systems in place for the on-going secure use of the school site

Milestones:

- Internal audit of school site security systems completed - by October 2019 (JFu/IBi)

- Internal audit of student safeguarding procedures (to include site access points/systems) as they relate to the physical school site completed (IBi/JFu/MDo) late October 2019
- Research & Fact-finding visit(s) to other schools (IBi/JFu) – by November 2019
- Independent Audit of site security produced (IBi) by October 2019
- Advice sought on possible bid writing (JFu/IBi/JHa) by October/November 2019
- Bid written to apply to Education &, Skills Funding Agency Conditions Improvement Fund for security systems upgrade (JFu/IBi/JHa) by November 2019
- Progress report produced and presented to governors during school term 3 (JFu/IBi) January/February 2020
- School bursar (JHa) able to confidently factor in any development costs when considering school budget in March 2020
- (If ESFA bid successful) Report produced by Facilities Manager/ Bursar detailing all planned work intended by contractors throughout the year June 2020 to June 2021.
- (If ESFA bid unsuccessful) Report produced by Facilities Manager/ Bursar detailing any (desired) essential planned work intended by contractors throughout the year June 2020 to June 2021, to fall within budget forecast

Outcomes:

- Identification of improved provision of safety procedures at KGGS for all stakeholders and visitors.
- Funding accessed to make improvements to the security of the site (April/May 2020)
- Improved security features in place at KGGS (September 2021)

Monitoring:

- School Facilities Manager, School Bursar & Head teacher to monitor feasibility and costs of any suggested site security improvement measures
- Governors Resources & Welfare committees to advise on priorities prior to bidding process
- SLT to monitor ongoing project decisions through regular discussion at SLT meetings

Resources/ costs:

- Suitable bid-writing advice if needed for EFA bid (£1000)

- Visits to other schools to aid research into current good practice and access to reliable security system providers (Travel expenses maximum £300 total)
- All other costs (e.g. any essential improvements identified which are not funded by EFA bid) to be met from within the existing premises management budget during 2019-20 and 2020-21.

Status: High

Commentary:

FOCUS 4

Now in its 10th year of use, it is an appropriate time to review the suitability of the school's current Information Management Systems and associated student tracking and reporting systems. (PSm /Network Manager/TDo/SMc)

Objectives:

- To ensure that the information management system is still fit for purpose and is suitably supported by external providers
- To ensure that the reporting procedure used is conducted in a time-efficient manner
- To improve the timeliness of access to data particularly for Heads of Year and Subject and Faculty leaders
- To widen access to the student progress data collected each term to cover all teaching staff
- To improve the analysis of progress data and to share this analysis with appropriate staff
- To reduce the reliance on key staff for the interrogation of the current student information systems, hence improving resilience
- To encourage teaching staff to make their own use of student progress data to better inform planning and reporting

Actions: (including any CPD needs)

- Visit schools currently using software applications where possible
- Test software on sample data
- Review the current Head of Faculty / Year Head reports and consider improvements based on the availability of any newly accessible data and reports
- Review the way that student reports are generated in light of any change to the information management system
- Provide training as necessary to all key users

Time scale: September 2019 – April 2020

Responsibility: PSm/network manager/TDo/SMc

Success criteria:

Software solution in place and student progress data accessible directly by all teaching and relevant support staff that need it by the end of June 2020, in preparation for timetabled use in the next school year.

Milestones:

- Have visited schools and met with current account manager by end of November 2019
- Decision made on software solution by end of December 2019 (SLT)
- Training of staff planned and phased delivery agreed by May 2020
- Sample of staff (Faculty Heads & Year Heads) use data in trial run using the live Easter 2019 data
- Decisions made to amend Faculty /Year Head reporting format by June 2020 (JLe/PSm/SMc)
- All relevant staff trained in appropriate use of the software package by September 2020

Outcomes:

- A time-efficient way of producing student reports
- KGGS no longer dependent on small number of key personnel for the access to and analysis of the progress data for all students
- All teaching staff have improved access to progress data and its analysis in real time
- Improved quality of Faculty Head & Year Head reports
- Greater awareness amongst all staff of the interpretation of aggregated and summative progress data

Monitoring:

- Success will be monitored through the ease with which any changes are introduced and through improvement in the use of the collected progress data
- There will be feedback form key users at all stages to identify the most appropriate software solution
- Feedback from staff following training

Resources/ costs:

- Suitable software purchase
- Training time for staff

Status: High

FOCUS 5

To further develop existing whole school strategies - across curriculum and pastoral teams - for securing the progress and outcomes for students at risk of underachieving in KS3 and KS4. (Such as those with low attendance; those on pastoral and faculty monitoring lists; and those with reduced programmes of study) (ZAn/TDo/AKn)

Objectives:

- To ensure our current systems for intervening promptly and effectively when students show they are at risk of underperforming in key stage four are more coordinated; so that they form more of a transparent whole school strategy

- To ensure that we continue to promptly identify students for monitoring and intervention

- To bring together the existing work of pastoral and curriculum teams - and the SENDCo - to achieve a more collaborative approach to supporting students at risk of underachieving

- To ensure that pastoral and faculty monitoring lists are shared with all middle and senior leaders

- To continue to ensure students in key stage three who require additional support in Numeracy and Literacy receive that support prior to commencing their GCSEs

Actions: (including any CPD needs)

- Identify the right students for monitoring and intervention in 2019-2020

- Review current year seven baseline testing to identify students with less well-developed Numeracy and Literacy skills

- Explore how timetabled support for students in key three and key stage four English might be offered

- Work with faculty and pastoral leaders to summarise and audit existing practice in terms of supporting *at-risk* students

- Identify areas where there could be a more coordinated approach – identifying the opportunities and barriers to achieving more synergy between intervention work of pastoral and curriculum leaders

- Identify and address any CPD needs relating to intervention

- Present a brief plan in Management Meeting of how we shall bring existing work on intervention together

- Work with faculty and pastoral leaders to utilise protocols in place that will make intervention and monitoring more transparent and manageable for all teams

Time scale:

September 2019:	Review baseline testing for identifying students in key stage three who may need additional support with Literacy and/or Numeracy (JPa ALi)
September 2019:	Create a shared and secure area into which pastoral and faculty leaders can share their monitoring lists, so that that all teams know who is being monitored and - in brief - for what reason (ZAn)
September 2019:	Utilise Faculty and Subject Action plans to create a whole school focus on monitoring and intervention (ZAn/AKn)
Sep/Oct 2019:	Feedback the progress of students on a reduced programme to SLT on a termly basis (TDo)
October 2019:	Utilise the appraisal process for engaging staff in focusing on the monitoring and intervention of at-risk learners (AKn)
November 2019:	Ensure teaching colleagues in faculties are identifying students with low levels of effort in tracking (ZAn)
November 2019 onwards:	Utilise staff meetings, inset time, and faculty meetings to take practice forward - developing protocols where needed to clarify key processes. (ZAN/TDo/AKn)
May 2020:	Update relevant school policies that outline policy statements related to intervention e.g. the school's Teaching & Learning Policy (ZAN/TDo/AKn)
June 2020:	Run a sharing good practice twilight session on intervention strategies (AKn/ZAn)
Summer 2020:	Conduct an electronic survey to ascertain the confidence levels of all groups of staff involved in supporting students at risk of underachieving; and evaluate the success of this development plan focus (TBc)
Summer 2020:	Review the outcomes of learners on monitoring lists– against their targets – for the year (ZAN/TDo/AKn)

Responsibility: ZAn/TDo/AKn

Success criteria:

- Processes for monitoring and intervening are transparent and are working together to support the right students
- Pastoral and faculty monitoring lists continue to be fluid; leading to prompt support for the right learners, for the right length of time
- Teachers, Tutors, Curriculum and Pastoral leaders report that they have increased levels of confidence when identifying and supporting students at risk of underperformance

- The impact of reduced programmes of study on these students' readiness for the next stage of their lives has been explored by SLT
- Learners identified as groups for monitoring make good progress towards their targets by the end of 2019-2020

Milestones:

- At each of the three tracking points in 2019-2020
- At each of the three points at which faculty leaders and pastoral leaders write their reports for the Head teacher
- With the publication of each Pastoral and Faculty Monitoring List, following whole school tracking
- When Faculty Action Plans are reviewed in February and in the Summer

Outcomes:

- The whole school strategy for supporting underachieving students and those at risk of underachieving is clearer for all staff and working well for the students who need it

Monitoring:

- Via the views of learners identified as at risk
- Via the school's programme of quality assurance
- Via the tracking and end of year outcomes of students identified

Resources/ costs:

- Time and resources for planning and delivering INSET and Twilight sessions within KGGS
- The cost of introducing a Literacy diagnostic in year 7, that will support the work of literacy across the curriculum, inc. - but not exclusively - English intervention
- Cost of English intervention and/or literacy support

Status: High

Commentary: