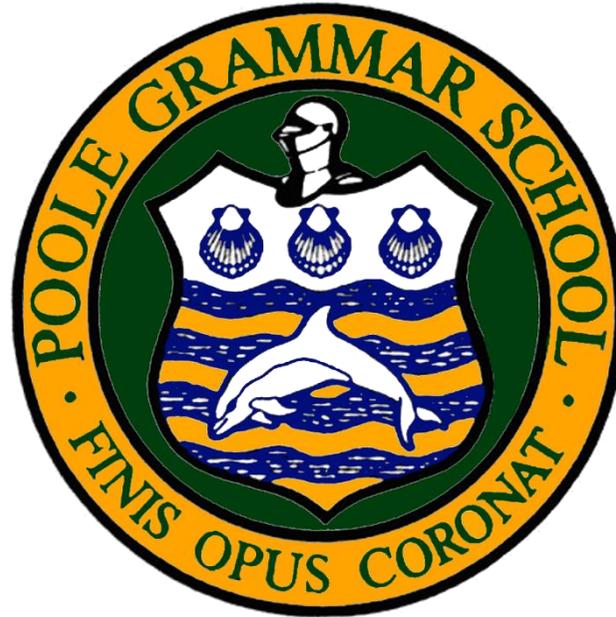


Poole Grammar School



School Development Plan 2017-18

The School Development Plan (SDP) 2017/18 comprises of 4 strands:

1. Student progress at key stage 5

Having improved progress at key stage 4, the focus must now be on improving progress at key stage 5 particularly in the light of the new more challenging A-levels.

2. Student learning behaviours

Recent research evidence shows that students with good independent learning, metacognitive and reflection skills make better progress. Thus improving PGS students' skills in these areas will lead to improved outcomes.

3. Further improvement of school processes

Many school processes have been made more effective as a result of the 'being more effective' in what we do initiative that ran in 2016/17. This strand of the SDP continues the work done to refocus the school's resources and time on those activities that have the biggest impact on student progress.

4. Making the school community an even better place

The most effective schools are those that exhibit a truly collaborative culture. These schools are where teachers share strong educational values, work together to pursue professional development opportunities and are committed to continually improving their work. Discussion focuses on student achievement and progress and teachers challenge ineffective practices in a spirit of openness, trust and support. This strand of the SDP focuses on how the school can further foster this type of organisational culture.

Theme 1: Student progress at Key Stage 5

Key Issue: Improving student progress in A-level courses

Success Criteria/Impact :

Value added to be >0 for the DfE L3VA and ≥3 for ALPS.

RAG

Strategic aim	Personnel	Resources	Timescale	Monitoring Process	Evaluation	A	Sp	Su
A - Higher expectations for teaching and learning	All KS5 teachers	Time and staff development session(s), Peer observations, Supply cover	By July 2018	SLT	Lesson observations Learning walks Work scrutiny			
B - Improved target setting and assessment	All KS5 teachers / DMC & data team	Time and staff development session(s)	By July 2018	SLT	Student progress rates (SIMS/SISRA)			
C - Improved motivation of students through effective use of sanctions & rewards	All KS5 teachers / CLC, ECG, SRJ & DTS	Time and staff development session(s)	By July 2018	SLT	SIMS record			

Theme 1: Student progress at Key Stage 5

Strategic aim	Action	Personnel
A	Ensure that all schemes of work and lesson plans include regular frequent opportunities for students to use high order thinking skills.	HoDs
	Ensure that students understand the level of answer required for A*/A grades through use of exemplar answers	HoDs / teachers of KS5
	Ensure that students have well-ordered files / folders, that comply with the school's minimum standards for Sixth Form students' work, through the use of regular file checks.	HoDs / teachers of KS5
	Ensure that students have meaningful, monitorable tasks constituting 7 hours per subject per week set for homework.	HoDs / teachers of KS5
	Provide opportunities during departmental and whole school meetings for the sharing of good practice and the development of teaching materials which reinforce high expectations	HoDs / teachers of KS5
B	Review target setting for KS5 students in the light of Government changes to KS5 accountability measures and introduce a new system of target setting.	DMC / Data team / HoDs
	Ensure that students have a common assessment (equivalent in difficulty to an external examination) each half term.	HoDs / teachers of KS5
	Ensure regular and frequent opportunities for students to self-assess their progress and improvement targets to be set (either at least every half term or at the end of each topic, whichever is sooner)	HoDs / teachers of KS5
C	Regular monitoring of student progress with timely and consistent application of the Sixth Form academic intervention process for students not making the required level of progress either at specific assessment points or in specific assessed work	HoDs / teachers of KS5
	Regular monitoring of student attendance and punctuality with timely and consistent application of the Sixth Form attendance and punctuality intervention process for students with poor attendance / punctuality	Sixth Form tutors / Sixth Form HoYs
	Identify and implement ways that students' good progress, attendance and punctuality can be recognised and rewarded within subjects and within tutor groups.	HoDs / teachers of KS5 / Sixth Form tutors / Sixth Form HoYs

Theme 2: Student learning behaviours

Key Issue: Improving students' attitude towards learning

Success Criteria/Impact :

Overall student progress rates show that 80% are at or above their annual target for all subjects and all year groups.

RAG

Strategic aim	Personnel	Resources	Timescale	Monitoring Process	Evaluation	A	Sp	Su
A - Students improve on their ability to work effectively independently, taking more responsibility for their learning, leading to improved rates of progress	All teaching staff	Time and staff development session(s), PSHE, Assemblies	By July 2018	SLT	Student progress rates (SISRA/SIMS) including progress of most able students			
B - Students are more reflective and can effectively self-assess and target set	All teaching staff	Time and staff development session(s)	By July 2018	SLT	Learning walks Work scrutiny			
C - Students are more resilient and are optimistic about their future and so meet their potential	All teaching and pastoral staff	Time and staff development session(s)	By July 2018	SLT	Student survey data			

Theme 2: Student learning behaviours

Strategic aim	Action	Personnel
A	Develop a clear definition of independent learning behaviour, which is shared with staff, students and parents. This should relate to expectations in different key stages/year groups, if appropriate. (By September 2017)	AJB/staff
	Independent learning activities to be included in all Departmental Development Plans for 2017-18. (Sept/Oct 2017)	HoDs
	CPD activities arranged to support staff in developing meaningful activities which encourage independence in students. (all year)	AMH/T&L Coaches/staff
	Examples of good practice to be shared in departmental, staff and curriculum committee meetings. (Whole year)	All staff, curriculum committee
B	All departments, from September 2017, to include formal processes for students to self-assess at least once every half term (Years 7-13).	HoDs / teaching staff
	Formal opportunity for departments to share their self-assessment processes with colleagues, during full staff meetings, leading to a report containing good practice examples. (Autumn and spring terms)	All teaching staff
	Survey of student attitudes to and competence in self-assessment to be carried out in the spring term	AJB/SLT
C	Undertake survey of student attitudes – in particular, their levels of optimism and resilience, and the issues that challenge their resilience/optimism. Identify patters within groups within the cohort, if any. (Autumn Term)	Pastoral Committee/ HoYs
	Undertake review of external studies on resilience, and review strategies to deliver programmes which support building of resilience. (Autumn Term)	Pastoral Committee/ HoYs
	Develop strategy for building greater resilience in students, to include specified actions. (Spring Term)	HoYs /HoDs
	Communicate best practice on how parents/carers can support their son(s) to be more resilient	HoYs

Theme 3: Further improvement of school processes

Key Issue: Making sure that changes to school processes are embedded and further improvement takes place

Success Criteria/Impact :

School processes are effective as possible and are consistently applied within and between departments so student attainment and progress is maximised.

RAG

Strategic aim	Personnel	Resources	Timescale	Monitoring Process	Evaluation	A	Sp	Su
A - Ensure that school processes (e.g. rules, sanctions, rewards, assessment, homework provision, marking & feedback) are applied consistently	All teaching and pastoral staff / HoDs / SLT	Time and staff development session(s)	By July 2018	SLT	SIMS records Department minutes Lesson observation Work scrutiny Learning walks			
B - Ensure GCSE and A-level coursework components are effectively managed and delivered, to reduce negative impact on student/staff workload	KS4 / KS5 teachers of subjects with coursework components	Time and staff development session(s)	By July 2018	SLT	Student attainment and progress rates (SISRA/SIMS)			
C - Ensure departments are engaging effectively in collaborative planning and quality assurance processes	HoDs / SLT / teaching staff	Time and staff development session(s)	By July 2018	SLT	Department minutes Link meeting minutes			

Theme 3: Further improvement of school processes

Strategic aim	Action	Personnel
A	Systematic monitoring of SIMS Behaviour and Achievements across year groups, notifications sent out to staff weekly. Identification by HoD of any issues in their subject and by HoY for any particular individuals requiring early intervention regarding behaviour or poor performance relative to targets.	NCC / KMM / DMC / HoYs / HoDs
	Half termly review of thresholds for students in each year group to identify individuals requiring intervention from more senior staff at the appropriate stages and application of sanctions as appropriate.	KMM / DMC / HoYs
	Intra & inter-departmental analysis at each stage in the assessment and reporting calendar prior to feedback being given to parents to achieve consistent application of grades relative to targets.	HoDs/ SLT / HoY
	Periodic scrutiny of sets of books by HoDs of members of their department and SLT links, drop-ins and learning walks, lesson observations.	HoDs / SLT
	Homework record cards completed in Years 7-9, effective diary monitoring by tutors and Year Heads, progress towards schoolwide recording of homework set by individual teachers for their groups on Moodle	All teaching staff / SLT
B	Obtain comprehensive list of coursework/controlled assessment requirements for courses in KS4 and KS5, including proportion of marks accounted for by the component. By July 2017	AJB
	Develop whole school strategy of agreed deadlines for completion of coursework components, aiming to ensure that controlled assessment is completed in good time to allow for effective exam preparation. To include circumstances in which extensions will be granted. By end of September 2017	AJB / curriculum committee
	Monitoring of coursework progress in individual subject areas. Establishment of clear and specific dates for completion of stages of coursework and the ultimate deadline for completion.	HoDs / SLT
	Revised expectations to be communicated to students, staff and parents/carers. Letter sent to parents/carers.	AJB
C	Evidence of collaborative planning shown by accumulation of resources on Moodle	Teachers / HoDs
	Incorporation of collaborative planning tasks into Performance Management targets for 2017-18	Teachers / HoDs / SLT

Theme 4: Making the school community an even better place

Key Issue: Improving the culture of the school for all stakeholders

RAG

Success Criteria/Impact :

Have a school culture that is predominantly 'collaborative' where common negative cultural aspects (e.g. 'toxic', 'fragmented', 'Balkanised' & 'comfortable collaborative') are reduced. All staff and students have increased levels of motivation and effectiveness as evidenced by staff survey responses.

Strategic aim	Personnel	Resources	Timescale	Monitoring Process	Evaluation	A	Sp	Su
A - Create a 5-year cultural change plan using contributions from all members of staff	All teaching and pastoral staff / SLT / Governors	Time and staff development session(s)	By July 2018	SLT	Staff culture annual survey			
B - Promote positive behaviours / attitudes & diminish negative behaviours / attitudes throughout the school community	All teaching and pastoral staff	Time and staff development session(s)	By July 2018	SLT	SLT minutes Equality & Diversity annual survey Staff culture annual survey			
C – Empower staff to be reflective, open and honest to create a positive inclusive learning community focused on continual improvement	Governors / SLT / HoDs / Support staff team leaders	Time and staff development session(s)	By July 2018	SLT	SLT minutes Equality & Diversity annual survey Staff culture annual survey			

Theme 4: Making the school community an even better place

Strategic aim	Action	Personnel
A	Carry out consultation with teaching staff at first staff meeting of autumn term, use ideas gained to develop cultural change plan	SRJ / AJK / NEP
	Devise and implement a culture survey for support staff to identify cultural issues that need to be addressed	JRTS / KLH / JAP
	Develop a 5 year cultural change plan along with monitoring strategy	SLT / AJK / NEP
B	Identify ways to enhance positive behaviours /attitudes of students and staff (both teaching and support) and implement strategies to enable enhancement of those positive behaviours / attitudes	SLT / AJK / NEP
	Identify ways to diminish negative behaviours /attitudes of students and staff (both teaching and support) and implement strategies to enable reduction of those negative behaviours / attitudes	SLT / AJK / NEP
C	Review school processes / procedures to maximise the opportunities for staff to regularly reflect on their practice and implement any changes required to enable this to happen	SLT / AMH / Teaching & learning coaches
	Increase the opportunities for staff members to share good practice within and between departments / support staff teams	SLT / HoDs / Support staff team leaders / teaching staff
	Provide staff development opportunities to enhance the ability of staff to reflect on their practice and then improve their performance	SLT / AMH / Teaching & learning coaches / teaching staff