



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Mandy Bearne, Acting Headteacher

Telephone: 0116 287 9921

Website: www.brookvalegroby.com

Campus Improvement Plan 2019-20

Vision Statement

Valuing Everyone, Achieving Excellence

Motto

Work hard, be kind

Vision Statement:

Valuing Everyone, Achieving Excellence

Motto:

Work Hard, Be Kind

Values:

Work Hard

1. **Self Control with learning** – not getting distracted, following instructions and being organised with learning.

Be Kind

2. **Self Control with others** – behaving appropriately around others, taking criticism, and not losing your temper.

3. **Social intelligence** – understanding the feelings of others and using this to inform your own actions.

4. **Gratitude** – appreciating what others do for you and doing nice things in return.

5. **Curiosity and creativity** – a strong desire to learn, ask searching questions and be creative.

6. **Zest** – an approach to life filled with excitement and energy.

7. **Grit** – Perseverance, independence, resilience, passion for long term goals.

8. **Growth mindset** – Understanding that intelligence can be developed through practice.

Goals:

1. Outstanding levels of **progress and achievement for all**

2. Outstanding levels of **wellbeing for all**

3. Outstanding **preparation for adult and working life**

4. Outstanding **family and community engagement**

5. Outstanding levels of **Professional Learning for all**

Ofsted 2016

Improve outcomes for disadvantaged pupils, by:

- raising their aspirations further and encouraging the most able disadvantaged pupils to pursue the more demanding subjects and qualifications
- diminishing the differences in progress and attainment between disadvantaged pupils and non-disadvantaged pupils nationally in mathematics
- reduce the variability between different subjects in the 16 to 19 academic programme of study, so that students make rates of progress that are consistently above average

Priorities (Summary Overview):

Quality of Education

- All students have access to a broad, well structured and ambitious curriculum that is clearly conceived, taught and experienced
- Teachers' expert knowledge allows students to embed key concepts into their long term memory and apply them fluently
- Progress of **all** students is at least in line with national expectations, so that they move on to their planned future pathways(**ofsted 2016**)

Behaviour and Attitudes

- Attitudes to learning are positive. Students take pride in their school and their own work and demonstrate resilience
- Attendance and punctuality for year 7 -13 remain high and are above national averages for all year groups and inclusion groups

Personal Development

- Embed campus character values, increase opportunities for student leadership, enhance career preparation and develop fundamental British values to enable our students to continue to their planned future pathways.

Leadership and management

- Professional Learning strategy that maintains robust standards(**ofsted 2016**), ensures both teacher pedagogy and work life balance are strengthened
- Governors have a clear vision and strategy for the campus and hold leaders to account including effective prevent and safeguarding

*Post 16(**ofsted 2016**)*

- Post 16 tutor time programme is rigorous and structured; all P16 tutors have a clear idea of what is expected of them; students value tutor time

- Post 16 Enrichment, mentoring and WEXA programmes are embedded, monitored, allowing all students including DS/SEND students to become well-rounded young adults

Business Management

- Budget monitoring is effective and enables a suitable staffing structure and outstanding facilities to support student progress

Priority 1: Quality of Education			Ofsted Framework Link:	
Intended Impact / Success Criteria	Implementation:	Who	Progress with actions by Feb 2020	Final Impact Analysis Sept 2020
<ul style="list-style-type: none"> INTENT <p>To ensure all students have access to a broad, well structured and ambitious curriculum, based on educational research, that is understood by all stakeholders</p>	<ul style="list-style-type: none"> Updated curriculum summary documents completed for all subjects for all years - to include knowledge, character education, skills, and personal development Curriculum pathway documents produced for every subject to support students understanding their learning journey (KS3) Curriculum and external assessment overview calendars produced for KS4/5 to support students in understanding their curriculum journey and assessment criteria Character education posters to be produced for all faculty areas and displayed in classrooms Identify all enrichment opportunities available Produce enrichment activity calendar / leaflet Complete an enrichment survey for all students Signpost DS to enrichment opportunities Produce PP pledge re wider curriculum entitlement Identify and share cross curricular links between subjects Curriculum overview document produced for tutor time and assemblies to track the delivery of character education Student planners adapted to allow KS3 students to track their participation in character education 	<p>FLs / CHU</p> <p>FLs / CHU</p> <p>FLs / CHU</p> <p>FLs / CHU</p> <p>FLs / CHU</p> <p>CHU</p> <p>CHU</p> <p>KLE</p> <p>KLE</p> <p>FLs / CHU</p> <p>EDA / GGO / CHU</p> <p>MBE / GGO</p>		
<ul style="list-style-type: none"> IMPLEMENTATION <p>Teachers expert knowledge of their subject and teaching pedagogy means information and skills are presented in a way that allows students to embed key concepts into their long term memory and apply them fluently</p> <p>KPI <4% teachers on structured support</p>	<ul style="list-style-type: none"> Faculty leaders and teachers identify any gaps in subject knowledge and subject pedagogical knowledge and address through twilight reading sessions, and faculty PCK meetings. Faculty leaders and teachers identify the most challenging elements of the curriculum and collaboratively design lessons that facilitate acquisition of knowledge and skills. Cultural capital is developed in all students through curriculum design and extra curricular 	<p>FLT</p> <p>FLT/All</p> <p>All</p>		

	<p>activities. Students understand how they can build up cultural capital in all subjects.</p> <ul style="list-style-type: none"> ● Refocus on the Model for Expert Teaching to ensure that lessons are presented clearly and that effective questioning and feedback informs teaching and helps to embed knowledge. ● Lessons incorporate knowledge retrieval to support the transfer of knowledge into the long-term memory. ● Lessons refer to the bigger picture and learning journeys enabling students to work towards clearly defined end points. ● Students understand their role in using Knowledge Organisers to transfer knowledge to their long-term memory. ● Class teachers reference Knowledge Organisers in lessons. They tell student's which sections to learn each week for homework ● Google classroom is used to inform students about homework ● Course materials and resources are appropriately chosen to reflect the ambitious curriculum. ● Literacy is prioritised to allow students to access the curriculum. 	<p>CBU/All staff</p> <p>CBU/ All staff</p> <p>CBU</p> <p>All staff</p> <p>FLT</p> <p>KLE</p>		
<ul style="list-style-type: none"> ● IMPACT <p>The progress of all students is at least in line with national expectations, so that they move on to their planned future pathways and are equipped with the skills necessary to become positive and productive citizens</p> <p>KPI - progress 8 +0.1</p>	<ul style="list-style-type: none"> ● Clear positive setting expectations re DS shared with FL's ● Clear expectations about seating plans re DS ● Revised PP Pathways to be shared with all staff ● Y9 option choices reviewed for key students with additional interviews where required ● A DS option choice GCSE spreadsheet created to monitor the requirements for each course and make early identification of progress issues ● Produce DS pledge and share with all staff ● Tutors prioritise vulnerable students as they monitor the 20/20/20 work of their tutees and feed concerns to PP team promptly ● Accelerated Reader programme to run through English lessons in KS3 for the weakest readers ● Additional Accelerated Reader access to key students in KS4 through their support lessons 	<p>KLE</p> <p>KLE</p> <p>KLE</p> <p>KLE/CHU</p> <p>KLE/RRO</p> <p>KLE</p> <p>KLE/GGO</p> <p>KLE/EBU</p> <p>KLE/MTO</p> <p>KLE / Core FLs</p>		

	<ul style="list-style-type: none"> • Catch up students are identified through KS2 data and Core FLs use this data to target subject interventions. • Use year 10 mock data to identify subject and central C2S students - add to BRAG sheets • Share C2S programme and expectations with all staff • Updated PIR process shared with all staff - to include timetabled PIR faculty meetings • Clear expectations re use of BRAG sheets to monitor student progress shared with all staff • BRAG sheets monitored after each data trawl - chase up teachers as required • Chase, challenge, check sheet used to analyse data and produce plans for progress improvement • Timetable data meetings for FLT and between FL's and line managers following each main data collection (using the chase, challenge, check google sheet) • Exam success evening run for year 11 students and parents/carers • Mock exams used to help students prepare for the real exams and to identify students needing additional support • Mock exam results day for year 11 students with SLT follow up with key students (using the success quadrant) • Data from each reporting round used to create a student success quadrant. This will be shared with faculty leaders to support a more focussed identification of key students during follow up PIR meetings 	CHU/KLE KLE CHU CHU CHU CHU		
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Priority 2: Behaviour and Attitudes			Ofsted Framework Link:	
Intended Impact / Success Criteria	Implementation:	Who	Progress with actions by Feb 2020	Final Impact Analysis Sept 2020

<p>Attitudes to learning are positive. Students take pride in their school and their own work. They demonstrate resilience to challenges and confidence. This is evidenced through an improvement over time in the average of Self Control with Learning and Self Control with Others on reports.</p>	<ul style="list-style-type: none"> Increased focus on development of character through Pastoral Curriculum. Routes to Resilience continues to be rolled out. Common words identified as part of staff feedback become part of everyday language with students. Alternative solutions in place for most "at risk" behaviour students in years 8 and 9 that both assist them to be successful and mitigate against their further impact on their peers. Learning Camp is delivered again as part of Year 7 induction and as a refresher in all other years. New rewards policy is put into place and there is a greater publicity through newsletters etc of how rewards are earned, particularly around entitlements to trips and activities. Greater use of Groby canteen TV made to pass on positive messages around rewards, attendance etc. 	<p>GGO / MRI</p> <p>TRU / MTO</p> <p>GGO / TRU</p> <p>GGO / MRil / MBE</p> <p>GGO</p> <p>GGO / CAN</p>		
<p>Attendance remains high and is above National Averages for all year groups and inclusion groups. Punctuality continues to improve in comparison to previous school figures. KPI - attendance 95%, PA<10%</p>	<ul style="list-style-type: none"> Meet and greet at the gate by attendance staff continues. 5 day a week expectation of attendance at registration for Year 12 students and initially for year 13. Increase publication of attendance data and it's importance through newsletter. Regular meetings between Heads of Year and Attendance Officer are put into place. LHO to become responsible for a Year Group attendance. Attendance details published to students on a weekly basis via the bulletin 	<p>GGO / ALO</p> <p>CBU / AGO</p> <p>MCH</p> <p>GGO / ALO</p> <p>GGO / TRU</p> <p>ALO</p> <p>ALO</p>		

Priority 3: Personal Development

Intended Impact /		Implementation:	Who	Progress with actions by Feb 2020	Final Impact Analysis Sept 2020
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Success Criteria				
<ul style="list-style-type: none"> The eight character attributes that form part of the campus values are understood by students and embedded in the pastoral curriculum. 	<ul style="list-style-type: none"> Student planners have a page for students to record their engagement with the character education programme. Where possible all assemblies link to one or more of the 8 characteristics. Directed activities arising from assemblies will include as part of their language the 8 characteristics. Students evidence practical examples of where they have engaged with these characteristics in or out of school. The revamped student leadership programme provides a greater range and number of opportunities for students to play a part in school life. Opportunities for allowing students to voice their opinions on aspects of school life are increased. Training for staff in July and August to ensure that they understand the additional focus for tutoring. Mental Health Strategy is updated for 2019/20. Provision is publicised to students. 	GGO GGO / SLT GGO GGO / MRI GGO / CAN GGO / MRI GGO		
<ul style="list-style-type: none"> Careers - The careers offer in school is developed to the extent that it meets all Gatsby benchmarks. KPI 100% of year 11 and 13 students given a careers interview 	<ul style="list-style-type: none"> There is a coherent careers strategy that can be published and shared with stakeholders - students, parents governors and Ofsted. revisiting the Compass Tracker tool to ensure that we are in line with benchmarks. Continue and extend the weekly speakers from different careers that are open to all students. 	GGO / EDA GGO / EDA EDA / HDY		
<ul style="list-style-type: none"> Students are prepared for life in modern Britain - They demonstrate an understanding of Fundamental British Values, Citizenship, they demonstrate tolerance in 	<ul style="list-style-type: none"> Citizenship moves from History to become part of the Lifeskills curriculum. All staff undergo their 3 yearly safeguarding refresher training in August. SRE teaching in Lifeskills meets new national guidelines. 	EDA GGO EDA		

issues relating to diversity and protected characteristics				
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Priority 4: Leadership and Management			Ofsted Framework Link:	
Intended Impact / Success Criteria	Implementation:	Who	Progress with actions by Feb 2020	Final Impact Analysis Sept 2020
<ul style="list-style-type: none"> Professional Learning strategy provides opportunities for teachers to strengthen both teaching pedagogy and content knowledge as evidenced by the staff survey. KPI staff turnover < 12 % 	<ul style="list-style-type: none"> The CPD strategy enables middle leaders to focus on improving teachers individual subject knowledge. Disaggregated Training Day time is prioritised to enable individuals to strengthen knowledge in areas of their choice SLT/FLT line management agendas focus on ensuring clarity in the way the curriculum is conceived, taught and experienced SLT links work with FLT to ensure Faculty PCK sessions are well planned and improve subject pedagogical knowledge Teachers are supported to engage in practitioner enquiry research projects New Professional Learning Centre created in the new Training Room in the Groby building 	CBU/FLT MBE SLT/FLT SLT/FLT CBU VTO/SFO		
<ul style="list-style-type: none"> The percentage of staff who consider they have an acceptable workload and work life balance increases KPI - % of staff with acceptable workload > 30% 	<ul style="list-style-type: none"> The Workload and wellbeing Team meet 3 times per year to develop a strategy that addresses workload issues. Engage with staff through the workload questionnaire and be aware of workload pressures 	MBE/ GGO/ HSM/ EFM + staff + gover nor		

	<ul style="list-style-type: none"> Rewrite the recruitment pack ensuring that the benefits of working on Campus are highlighted 	EFM/T MA		
<ul style="list-style-type: none"> Governors have a clear vision and strategy for the campus and hold leaders to account. They ensure prevent and safeguarding training is effective. 	<ul style="list-style-type: none"> Governors ensure they have a vision for the campus that is confident and robust. Key campus priorities reflect the rigours of the Education Inspection Framework Governors fulfil their duty under the 2010 Equality Act. They fulfil their duties with regard to effective safeguarding and prevent training 	Gover nors		

Priority 5: Post 16			Ofsted Framework Link:	
Intended Impact / Success Criteria	Implementation:	Who	Progress with actions by Feb 2020	Final Impact Analysis Sept 2020
<ul style="list-style-type: none"> All students have high expectations in terms of achievement and progress and mindset; Attendance to lessons and tutor time is above 95% KPI L3VA +0.1 	<ul style="list-style-type: none"> Same-day monitoring and response to absence. Lateness and absence to tutor time and lessons to be monitored and sanctioned via Pink Slips. SIPs for students who are significantly underachieving. SIPs are regularly reviewed by subject teachers and P16 team. Rigorous Mock exam follow-up in place. Data from each reporting round used to create a student success quadrant. This will be shared with faculty leaders to support a more focussed identification of key students during follow-up PIR meetings Guest speakers and former students are scheduled to inspire students. Clear pathways and progression routes for students P18. 	JWE AGO FLS MCH/C BU MCH/C BU/AG O HDI		

	<ul style="list-style-type: none"> • VESPA reporting system used to pinpoint strengths and targets in relation to Mindset. • All P16 students to be given clear guidance on how to study effectively and how to develop independence within different subjects. • High expectations to be conveyed at regular points and during Taster Day and Introductory Assemblies. 	CBU/A GO/M CH CBU/A GO CBU/M CH/AG O		
<ul style="list-style-type: none"> • Tutor time programme is rigorous and structured; all P16 tutors have a clear idea of what is expected of them; students value tutor time. 	<ul style="list-style-type: none"> • Tutees are given tutor programme documents which are to be organised in files, and which include plans of the year. • Expectations of tutors is communicated clearly at the start of the year and reminders given on a regular basis. • QA programme for tutoring is clearly structured, including Performance Management drop-ins, learning walks and student voice activities. • PSHE core themes (Relationships, Health & Well-being, and The Wider World) are clearly incorporated into tutor sessions and the assembly calendar. • Tutor briefings are clearly structured and tutors are given clear guidance on how to deliver PDP material. 	AGO/H DA AGO AGO/C BU AGO/H DA AGO/H DA		
<ul style="list-style-type: none"> • Enrichment, mentoring and WEXA programmes are embedded, monitored, allowing all students including DS/SEND students to become well-rounded young adults. 	<ul style="list-style-type: none"> • Clear enrichment programme launched at the start of Year 12. • All students to sign up to enrichment and mentoring programmes in Year 12. • Careers interviews are scheduled and monitored for all P16 students. • PDP programme reinforces messages about enrichment and WEXA • WEXA launched at the start of Year 12 with the expectation that all students complete Work Experience. 	GSM/ MCH HDI AGO/ MCH/G SM MCH		

Intended Impact / Success Criteria	Implementation:	Who	Progress with actions by Feb 2020	Final Impact Analysis Sept 2020
<ul style="list-style-type: none"> To maintain a stable budget which enables suitable staffing and the development of outstanding facilities to support student progress 	<p>Site - Improve the learning environment for all who use it by:</p> <ol style="list-style-type: none"> 1.CIF bids for G roof, windows and doors, and fire break walls in roof void (19/20, 20/21 & 21/22) 2.Refurbishment of science classrooms (19/20) 3.Refurbish G girls PE changing rooms (19/20) 4.Replace driveway lighting (19/20) 5.Replace poor tarmac around campus (20/21) 6.Refurbishment of G food technology (21/22) 7.Improve secure bike storage (20/21) 8.Replace playtrail equipment (20/21) 9.Replace G kitchen floor (21/22) <p>Business - stabilise budget, secure workforce by:</p> <ol style="list-style-type: none"> 1.Embed Attendance Management Process 2.KPIs for 19/20, 20/21 and Curriculum led financial planning for next 3 years 3.Consider succession planning, use of Apprentices. <p>IT- maintain quality experience for all by:-</p> <ol style="list-style-type: none"> 1.Replacing 3 x server 2.Explore visualisers as learning resource 3.Consider finance scheme for all students, google chromebooks. <p>Catering - Improve dining experience for all users by:-</p> <ol style="list-style-type: none"> 1.Reviewing menus and ensuring a healthy eating experience 2.Maximise profit by challenging costs, minimising wastage and constant review of cost per meal. <p>Finance- ensure full compliance to AFH by:-</p> <ol style="list-style-type: none"> 1.Review of 19/20 handbook. 2.Ensure smooth merger of finance system to 1 school 	<p>SWA/ HSM</p> <p>HSM</p> <p>LSH</p> <p>JHA</p>		

	<p>3.Ensure WASP Inventory up to date.</p> <p>Marketing-Promote school and ensure compliance by:-</p> <p>1.Ensure website reflects amalgamation and is Ofsted ready.</p> <p>2. Accurate internal signage</p> <p>Student Services ensure parents receive professional and timely communication by:-</p> <p>1.Quality assuring communication.</p> <p>2.Ensuring smooth merger of SIMS systems.</p>			
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