BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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Campus Improvement Plan
2020-21

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 AUTUMN TERM (Summary Overview):

Quality of Education
- Ensure the sequencing of the curriculum support recovery
- Supporting staff to adapt to teaching as required during times of partial closure
- To ensure staff know how to identify new progress gaps that may have emerged through school closure to support staff in closing those gaps

Behaviour and Attitudes
- Support students in adapting their behaviour to be in line with national guidance

Personal Development
- Support students emotional wellbeing following school closure

Leadership and management
- Support colleagues emotional wellbeing following school closure and continue supporting staff to adapt teaching as required

*Post 16 (**Ofsted 2016**)*
- Support students' emotional wellbeing following school closure.
- To ensure staff know how to identify new progress gaps that may have emerged through school closure to support staff in closing those gaps

Business Management
- To maintain a stable budget following a period of school closure and loss of income

Priorities (Summary Overview):

Quality of Education

- The curriculum in each faculty area is well-conceived, structured and ambitious
- All students are well-taught and benefit from a rich learning experience by embedding the model for expert teaching
- The CPD programme enhances teachers' expert knowledge of memory and metacognition, putting this knowledge into practice by creating opportunities in lessons that allow students to embed key concepts into their long term memory and apply them fluently
- The PIR tracking process ensures the 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
- Trustees 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 and monitored, allowing all students including DS/SEND students to become well-rounded young adults

Business Management

- Budget monitoring 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 2021**	**Final Impact Analysis Sept 2021**
INTENT ● To ensure **all** students have access to a broad, well structured and ambitious curriculum, based on educational research, that is understood by all stakeholders Ensure the sequencing of the curriculum supports recovery	● Updated curriculum summary documents completed for Yrs 10-13 (with amended 'no noise' curriculum) ● Share updated curriculum document with students (and with parent by putting on website) ● Curriculum pathway document shared with all students ● Curriculum and external assessment overview calendars produced for KS4/5 to support students (taking into account any changes to curriculum) ● Character education posters to be displayed in classrooms ● Amend PP pledge re cultural capital /wider curriculum for recovery phase ● Identify and share cross curricular links between subjects to help streamline learning wherever possible ● Curriculum overview document produced for tutor time and assemblies to track the delivery of character education ● Regular newsletters and communication with PP families	FLs / CHU FLs / CHU FLs / CHU FLs / CHU Fls/CHU KLE FLs/CHU/ GGO GGO/ CHU KLE/TMO		
IMPLEMENTATION ● 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 **KPI <4% teachers on structured support** supporting staff to adapt to teaching as required during times of partial closure	● Reading tests completed for all year 7 students ● Course materials and resources are appropriately chosen to reflect the ambitious recovery curriculum. ● Literacy is prioritised to allow students to access the curriculum. ● Teachers are supported in identifying new gaps in learning that have emerged during lockdown ● Faculty leaders and teachers extend their work on identifying any gaps in subject knowledge and subject pedagogical knowledge and address through twilight reading sessions, and faculty PCK meetings.	KLE / MTO CHU /FLs KLE FLT/SLT FLT		

IMPLEMENTATION (cont.)	• Faculty leaders and teachers continue to explore the most challenging elements of the curriculum and collaboratively design lessons that facilitate acquisition of knowledge and skills.	FLT/All	'	
	• An understanding of KS2 Curriculum content, design and delivery is developed in order to strengthen transitions between primary and secondary.	FLT/All		
	• Cultural capital is developed in all students through curriculum design and extra curricular activities. Students understand how they can build up cultural capital in all subjects.	All		
	• Through discussions in TLCs and faculties, teachers develop an awareness of the typical variables in classroom consistency that develop within a subject, within a school and between schools.	CBU/TJO /FLT		
	• Lessons refer to the bigger picture by referring to learning journeys which are embedded.	All		
	• Students understand their role in using Knowledge Organisers to transfer knowledge to their long-term memory.	All		
	• Class teachers reference Knowledge Organisers in lessons. Students are directed to which sections to learn each week for homework, both verbally and via the Google Classroom.	All		
	• All students are explicitly taught the expectations for KO self-testing for every subject. Lessons/explanations are incorporated into the curriculum.	FLT/All		
	• As well as a vehicle for setting homework, the Google Classroom becomes a tool which is increasingly used to support learning and complement everyday teaching.	All		
RECOVERY **IMPACT** • 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 **KPI - progress 8 +0.1**	• Clear positive setting expectations re DS shared with FL's	KLE		
	• Clear expectations about seating plans re DS	KLE		
	• Revised PP Pathways to be shared with all staff	KLE		
	• Y9 option choices reviewed for key students with additional interviews where required	KLE		
	• A DS option choice GCSE spreadsheet created to monitor the requirements for each course and make early identification of progress issues	KLE/TMO		
	• Tutors prioritise vulnerable students as they monitor the 20/20/20 work of their tutees and feed concerns to PP team promptly	GGO		

To ensure staff know how to identify new progress gaps that may have emerged through school closure to support staff in closing those gaps	• Accelerated Reader programme to run through English lessons in KS3 for the weakest readers (Cost of licences last year was £2,365. Does PiXL have an alternative programme?)	KLE		
	• Additional Accelerated Reader access to key students in KS4 through their support lessons	KLE		
	• Identify students working at below expected levels (decide how to do this) and share information with FLs. Arrange interventions	CHU/ KLE		
	• Use assessment /student voice data to identify subject and central C2S students - add to BRAG sheets	CHU/ KLE		
	• Share C2S programme and expectations with all staff (decide if this will run and if so, how)	KLE/CHU		
	• Updated PIR process shared with all staff - to include timetabled PIR faculty meetings	CHU		
	• Clear expectations re use of BRAG sheets to monitor student progress shared with all staff	CHU		
	• BRAG sheets monitored after each data trawl - chase up teachers as required	CHU/KLE		
	• Chase, challenge, check sheet used to analyse data and produce plans for progress improvement, including gap analysis for September	CHU		
	• Timetable data meetings for FLT and between FL's and line managers following each main data collection (using the chase, challenge, check google sheet)	CHU		
	• Exam success evening run for year 11 students and parents/carers	CHU		
	• Mock exams used to help students prepare for the real exams and to identify students needing additional support	CHU		
	• Mock exam results day for year 11 students with SLT follow up with key students (using the success quadrant)	CHU/ DWY		
	• 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	FLs / CHU / KLE		

Priority 2: *Behaviour and Attitudes*			*Ofsted Framework Link:*	
Intended Impact / Success Criteria	**Implementation:**	**Who**	**Progress with actions by Feb 2021**	**Final Impact Analysis Sept 2021**
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. **Support students in adapting their behaviour to be in line with national guidance for covid 19**	• All year groups to receive bespoke re-induction to school on restart. Led by tutors with aim to reestablish relationships and working routines. • Continuing 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. • Learning Camp is delivered again as part of Year 7 induction and as a refresher in all other years. Revised version created to cater for disrupted transition envisaged for 2020/21. • 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.	GGO/ MRI GGO/ MRI TRU/ MTO GGO/MRI/ TRU/MTO GGO GGO/CAN		
• 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%**	• Meet and greet at the gate by attendance staff continues. • Attendance target for whole school established and published to all stakeholders. Use loss of time to closure as imperative for attendance focus. • Attendance figure to be published in each newsletter versus target. • Attendance targets set for each Year Group with Head of Year at firstLine Management meeting and to be monitored at each subsequent LM M • 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. • Weekly Attendance LM Meeting reestablished.	ALO/LHO GGO/ WTE ALO/CAN GGO/TRU /HoY GGO/ CAN GGO/ ALO ALO / HoY ALO ALO		

	• Regular meetings between Heads of Year and Attendance Officer are reestablished. • LHO to become responsible for a Year Group attendance. • Attendance details published to students on a weekly basis via the bulletin			

Priority 3: *Personal Development*				
Intended Impact / Success Criteria	**Implementation:**	**Who**	**Progress with actions by Feb 2021**	**Final Impact Analysis Sept 2021**
The eight character attributes that form part of the campus values are understood by students and embedded in the pastoral curriculum. **Support students emotional wellbeing following school closure**	• Student planners have a page for students to record their engagement with the character education programme. Revisit in training/ briefing for staff at start of 2020/21. Monitor as part of PM. • Where possible all assemblies link to one or more of the 8 characteristics. • Coherent assembly programme for entire year in place prior to start of year including major themes, • Directed activities arising from assemblies will include as part of their language the 8 characteristics. • The student leadership programme provides a greater range and number of opportunities for students to play a part in school life. • Student Voice is focus for development of student leadership 2020/21 • Mental Health Strategy is updated for 2020/21. Provision is publicised to students. • Mental Health Strategy developed to include consideration of needs established by school closure 2020/21 • Develop a BGLC response to the #BLM black lives matter movement	GGO GGO/MRI GGO/MRI GGO/MRI MRI/MCH MRI/MCH GGO GGO		

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**	• Consideration in August of any statutory careers opportunities that have been denied students due to school closure. EDA / HDY to report to GGO with recovery plan if required by end of week 2. • There is a coherent careers strategy that can be published and shared with stakeholders - students, parents, Trustees and Ofsted. If previous plans have been revised they will be reshared.	EDA/HDY EDA/HDY		
	• 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. • EDA to complete the Careers Leader qualification.	EDA/HDY HDY EDA		
• Students are prepared for life in modern Britain - They demonstrate an understanding of Fundamental British Values, Citizenship, they demonstrate tolerance in issues relating to diversity and protected characteristics • School provides the opportunity for students to be recognised and celebrate successes achieved in 2019/20	• SRE teaching in Lifeskills meets new national guidelines. • EDA to brief staff re; the above as part of safeguarding updates at staff training. • Fundamental British Values are an overt part of the Assembly programme and Pastoral Curriculum. • Strengthen schools engagement with Anti Bullying Week 2020/21 • Increased reference to major festivals of each of the main world religions via pastoral programme. • Extend reach of pastoral curriculum around Black History Month, Women's History Month and LGBT History month. • Student focussed "Prom" or replacement event created for year 11 and 13 • Awards / Celebration Events considered to recognise achievements usually recognised at Sports Presentation Evening, Celebration of Excellence Evening and Exam Success Evening.	EDA GGO GGO/MRI GGO/MRI GGO/MRI GGO/MRI GGO / MRI / TRU GGO / CHU / SLT		

Priority 4: *Leadership and Management*			*Ofsted Framework Link:*	
Intended Impact /	**Implementation:**	**Who**	**Progress with actions by** Feb 2021	**Final Impact Analysis** Sept 2021

Success Criteria				
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 %** **Support colleagues emotional wellbeing following school closure and continue to supporting staff to adapt to teaching as required**	• New Headteacher establishes a new vision. • Deliver training on new systems of working (inc Pixl) • The CPD strategy enables middle leaders to focus on improving teachers' individual subject knowledge. • Best practice for remote learning is disseminated and discussed. • Use of webinars and in-house CPD to develop pedagogical and subject content knowledge during lockdown • August training days used to support staff and students with a phased return. • October training day used to support recovery. • Disaggregated Training Day (Tuesday Twilights) time is prioritised to enable individuals to strengthen knowledge in areas of their choice • SLT/FLT line management agendas to continue to ensure 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 (incorporate distance learning) • Headteacher 1-2-1s to establish opportunities for staff.	WTE WTE/TJO TJO/FLT CBU/FLT TJO/CBU/ FLT WTE/FLT SLT/FLT SLT/FLT WTE		
The percentage of staff who consider they have an acceptable workload and work life balance increases **KPI - % of staff with acceptable workload > 30%**	• The Workload and wellbeing Team meet 3 times per year to develop a strategy that addresses workload and wellbeing issues that have arisen due to school closure • Engage with staff through the workload questionnaire and be aware of workload pressures • Explore effective ways to recruit new staff	WTE/GGO /HSM/EFR + staff + governor EFR/TMA		
Trustees have a clear vision and strategy for the campus and hold leaders to account. They ensure prevent and safeguarding training is effective.	• Trustees ensure they have a vision for the campus that is confident and robust. • Trustees are kept informed about changes to school practise and DfE guidance as a result of COVID - 19 • Key campus priorities reflect the rigours of the Education Inspection Framework • Trustees fulfil their duty under the 2010 Equality Act. They fulfil their duties with	Trustees		

	regard to effective safeguarding and prevent training			

Priority 5: *Post 16*			Ofsted Framework Link:	
Intended Impact / Success Criteria	**Implementation:**	**Who**	**Progress with actions by Feb 2021**	**Final Impact Analysis Sept 2021**
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** **Support students emotional wellbeing following school closure** **To ensure staff know how to identify new progress gaps that may have emerged through school closure to support staff in closing those gaps**	● All students have a clear vision for their P16 studies and what they want to achieve. This is developed through discussions with subject teachers, tutors and the VESPA programme. ● 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 Days and Assemblies. ● Year 11 to 12 Transition Google Classrooms are set up to provide students with activities to bridge GCSE to Year 12. ● Data from each reporting round and mock exams is scrutinised to produce Priority Students Sheet to support teachers to identify and support underachieving students. ● PIR meetings discuss P16 data in order to support, reward and intervene with students. ● SIPs for students who are significantly underachieving. SIPs are regularly reviewed by subject teachers and P16 team. ● Early intervention system developed to identify Year 12 students who need support with study skills. ● VESPA reporting system used by teachers and tutors to pinpoint strengths and targets in relation to Mindset. ● Clear pathways and progression routes for students P18. ● Same day monitoring of attendance to lessons and tutor time.	CBU/MCH/ AGO/FLT All CBU/MCH/ AGO/FLT All MCH/CBU/ DWY FLT All/P16 MCH/GSM All P16/HDY JWE		
Tutor time programme is rigorous and structured; all P16 tutors have a clear idea of what is expected of them; students value tutor time.	● Expectations of tutors are 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. ● Tutors play a role in supporting the P16 team in monitoring and supporting high levels of attendance to tutor time	AGO/CBU AGO/CBU P16/AGO/ Tutors		

	- Tutees understand the purpose of the Personal Development Programme - PSHE core themes, British Values and Staying safe are clearly incorporated into tutor sessions and the assembly calendar. Opportunities are given to revisit these elements over the 2-year programme, - Tutor briefings are clearly structured and tutors are given clear guidance on how to deliver PDP material.	Tutors/AGO AGO AGO/CBU		
Enrichment, mentoring and WEXA programmes are embedded, monitored, allowing all students including DS/SEND students to become well-rounded young adults.	- Clear enrichment programme launched at the start of Year 12. - All students 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 HDY AGO/MCH/GSM HYD/MCH		

Priority 6: *Business Management*			Ofsted Framework Link:	
Intended Impact / Success Criteria	**Implementation:**	**Who**	**Progress with actions by Feb 2021**	**Final Impact Analysis Sept 2021**
To maintain a stable budget which enables suitable staffing and the development of outstanding facilities to support student progress **To maintain a stable budget following a period of school closure and loss of income**	**Site** - Improve the learning environment for all who use it by: 1.CIF bids for G roof, windows and doors, fire break walls in roof void G and modular classrooms for science. (20/21 & 21/22) 2. Rolling replacement of lighting for LED (20/21 & 21/22) 3.Refurbish G girls PE changing rooms (21/22) (Dependent on lettings income) 4.Replace poor tarmac around campus (20/21) 5. Update wall wraps (20/21) 6.Replace playtrail equipment (20/21) 7.Refurbish ADT G building (20/21) 8.Refurbishment of G food technology (21/22) **Business -** Embed CLFP. 1.KPIs for 20/21 and Curriculum led financial planning for next 3 years. Constant review of P16 provision.	SWA/HSM HSM	Site CIF bid placed for fire works to roof space, removal of asbestos, new ceilings and lights, outcome expected June 2020. Grant applied for to fund replacement of playtrail. Business	

	2..Fully utilise apprenticeship levy.		Catering Manager enrolled on Team Leader Apprenticeship Training Course.	
	IT- maintain quality experience for all by:- Continue to improve infrastructure & wireless. Rolling replacement of equipment 20/21 Graphics ADT.	LSH	IT Servers to be ordered for summer 2020 LSH in discussion with faculties re visualisers.	
	Catering - Improve dining experience for all users by:- 1.Reviewing menus and ensuring a healthy eating experience 2.Maximise profit by challenging costs, minimising wastage and constant review of cost per meal.	JHA		
	Marketing-Promote school and ensure compliance by:- 1.. Accurate internal signage 2. Updated prospectus for campus & P16. 3. Increase social media exposure. 4. P16 marketing.		Marketing	
	Student Services ensure parents receive professional and timely communication by:- 1.Quality assuring communication.		Student Services Student Services Manager reviewing all communication tools and their functionality to assess effectiveness and overlaps	