School Development Plan - Studley High School

Within the Shires MAT we aim for all schools to align their whole school learning and development plan to the Shires MAT strategic plan, where appropriate. This plan outlines the key priorities across the full provision within the school. The plan has been developed with reference to the Shires MAT strategic plan and should also be viewed alongside specific faculty/department or phase development plans within each school, ultimately linking into appraisal for all staff.

Shires Strategic Plan Summary

A family of academies working together in offering the communities we serve excellent educational experiences, so that every child within the Trust can flourish

1. Leadership and Governance	2. Teaching and Curriculum	3. Growth, Systems and resourcing	4. People	5. Opportunity	6. Buildings and Infrastructure
High quality leadership supported by robust and supportive governance enables high performance and accountability at all levels.	Excellent evidence based teaching within a broad and balanced curriculum, combined with high quality assessment and feedback supports outstanding pupil progress.	Excellent central services combined with financial efficiency and compliance support a strong and stable Trust which communities can rely on for long term excellence.	Investing in CPD and support for staff and governors and ensuring challenge to constantly improve leads to high performance. A focus on wellbeing, workload and positive mental health promotes stability and excellence within the workforce.	Providing pupils with opportunities for enrichment, wider learning experiences and a breadth of provision supports lifelong learning and a positive approach to school by all.	Renovations and development improve learning environment. Business and capital planning supports the expansion of provision in schools. Maintenance and development of 'core' facilities (internal and external) improve environment for all.

RAISING STANDARDS

High levels of attainment and excellent progress.
Financial security, compliance and investment in resources to support improvements
Excellent leadership, governance and communication
High quality learning and opportunity, leading to aspirational ambitions for all
A motivated workforce passionate about supporting pupils
Well rounded pupils with a variety of experiences, knowledge and skills to support their growth.
High quality building, interiors and external environments promote a positive experience for all

1. Raising Standards- the sum of the parts; high levels of attainment and excellent progress. Financial security, compliance and investment in resources to support improvements. Excellent leadership, governance and communication. High quality learning and opportunity, leading to aspirational ambitions for all. A motivated workforce passionate about supporting pupils. Well-rounded pupils with a variety of experiences, knowledge and skills to support their growth.

2. Leadership, Governance and systems: To develop and embed a robust Governance Structure to ensure excellent governance provision at all levels. Develop integrated leadership across the Trust to ensure that Aims and Vision are delivered.

3. Growth, resourcing and Stability: Increase the number of schools within the MAT to reflect the vision for a strong Trust serving the local area. Develop a platform of 'central' office and compliance provision to support the development of the TRUST.

4. Teaching and Curriculum: Develop a consistent approach to evidence-based practice to improve standards of teaching across the Trust. Develop a 'through' curriculum supporting the development of knowledge and skills required to be successful learners.

5. Staff development: Embed high quality CPD to support the development of all staff. Actively promote strategies to reduce workload and improve staff wellbeing and improved performance.

6. Opportunity: Ensure the Shires DNA supports all pupils in gaining a rich experience within and beyond the classroom.

Full SDP linked to key priorities identified

Priority 1. Academic Achievement and Attainment 2020		
Key Outcomes	**Success questions**	**Actions**

1. Year 11 to achieve at least 85% 4+ GCSE grade in Maths and 70% grade 5 and above
2. Year 11 to achieve at least 88% 4+ GCSE grade in an English qualification and 75% grade 5 and above
3. 77% 4+EM, 55% 5+EM
4. Average Total Attainment 8 score of 50.
5. Overall VA (Progress 8) scores for school to be at least per pupil **0.35**
6. SPI scores for each subject area to be positive. Science VA 0.2+, Hums VA 0.4+, Lang 0.2+ overall.
7. Data tracking and intervention systems refined to allow all pupils in the academy to be assessed accurately.
8. 27% of pupils achieving Ebacc
9. 100% of pupils moving on to sustained education or employment
10. To achieve a progress 8 score for DA pupils in line with national (others).
11. Improve attainment of key groups of pupils
    a. SEND score Att 8: 48
    b. Gender- Boys to achieve a positive progress 8 score (0.20+) with Attainment 8 of 50
    c. DA score Att 8= 47
    d. 7+ = 25% across all grades
    e. Overall attendance- 96%
    f. More able pupils have a 0.2+ progress 8 score overall with attainment 8 of 61
	Has attainment/progress improved compared to 2019/20?
	
	Has progress for all pupils improved in all subjects compared to 2019/2020?
	
	Has the GAP between disadvantaged pupils closed with attainment improving overall?
	
	Is the school in the top 20% of comparable schools nationally for progress and attainment 8?
	
	Have all of our pupils secured college, work or further learning offers?
	
	Have all key groups including the most able made beyond expected progress?
		1. Review all subject areas and performance 2020 making appropriate recommendations for further developments.
		2. Review schemes and skill development based on 1-9 gradings and new information and amend planning as required.
		3. Review curriculum based on pupil feedback and outcomes
		4. Calendar QA process to enable all staff to demonstrate pupils' efforts and understanding through appropriate methods.
		5. Focus intervention to specific pupils to ensure high engagement and relevance of material, particularly during tutor sessions and after school.
		6. Ensure that disadvantaged pupils' experience of school and achievement are in line with those of their peers at Studley High School.
		7. Mock exam process from previous year evaluated and a new mock exam process designed (with 2020 exams in mind)

Priority 2. - Development of the Studley DNA

Key Outcomes	Success questions	Actions
Studley DNA - Ethos All pupils and parents understand the Studley DNA and what it sets out to achieve. Staff understand the Studley DNA and what it sets out to achieve. Ensure all decisions made across the academy at every level are guided by the Studley DNA. Ensure that the introduction of new/future initiatives, systems, models etc across the academy align with the Studley DNA. Review current systems initiatives, systems, models etc. Are they fit for purpose? Do they align with the Studley DNA?	Do pupils, parents, staff, governors and the wider community understand the Studley DNA? Is there clarity around what the DNA stands for and that it should guide the decisions made across the academy at all levels? Are all decisions made across the academy guided by the Studley DNA? Are new systems, models and initiatives introduced with the Studley DNA at the forefront of the thinking? Have leaders reflected, reviewed and evaluated initiatives, systems and models against the Studley DNA?	Launch the DNA with staff. Launch the DNA with pupils and parents. Regular training sessions through the year so that the DNA is embedded across the academy. Redesign displays, letters heads, communication and website to further embed the Studley DNA. Use social media to launch and embed the DNA. Website reflects the Studley DNA. Review, reflect and evaluate each term.
Studley DNA - Behaviour and Standards All stakeholders understand the system and what it is trying to achieve. Ensure Behaviour and standard element fit into the Studley DNA? The Studley DNA for behaviour and standards is embedded across the academy.	Do pupils understand the expectations of attending SHS? Do parents understand their role in supporting the school to ensure expectations are met? Are staff clear in their role in promoting and upholding the behaviour and standards element of the DNA? Is the Studley DNA - behaviour and standards embedded across the academy?	Train key staff who will support overseeing behaviour and standards (LT, HOH and PMs) Staff CPD events to ensure knowledge, understanding and consistency. Booklet/guidance in place for all staff to refer to. A definite process and system for high profile (behaviour) pupils Home school sent out to all parents and signed records kept.

	Are all staff using the new structure consistently? Does the new DNA promote outstanding behaviour? Does the new DNA mean that pupils and parents are supported? Is the new structure supporting improved behaviour? Are pupils being rewarded in a way that reflects their interests and motivations? Is there a clear understanding of the role (AP, HOH and Pastoral managers). Does the house experience coordinator feed into the house system.? Do the house events support the ethos of the school? Do the houses have a clear sense of identity? Is the house system more competitive? Is the house system kept alive? Do all events feed into the house system? Has the behaviour for learning PHSE module has a positive impact?	Development and definition of HOH and PM role. A centralised office for HOH and PMs. Development of the House Experience Lead role through House competitions calendared. House competitions that engaged and pupils. Pupils and staff survey completed. Behaviour for learning written into PSHE systems of work and evaluated. Lifespace role developed further to ensure the right pupils are supported. Evaluate and monitor the impact of the national lock down on all pupils and in particular, the most vulnerable pupils. Closer work with ABP to ensure 'offer' is clear. Governors trained in meetings.
Studley DNA - Teaching and Learning Ensure Teaching and learning fits into the Studley DNA? Use the 'Science of Learning' to motivate and engage learners.	Do teachers understand what it means to teach at Studley and how they can demonstrate the values in their planning and delivery of lessons. Are training sessions planned to deliver new initiatives and embed work from last year (assessment, Rosenshine, retrieval, dual coding and metacognition). Are schemes of work to be developed throughout the year using the new template? Is assessment aiding teaching and learning?	Share the vision for teaching and learning across the school and how it links to the DNA Pupils are clear of what learning looks like in the classroom. Introduce and evaluate the impact of the ready to learn policy. Monitor and evaluate the impact of 1 hour lessons.

Assessment - develop existing practice so that assessment informs T&L and ensures progress	Do staff, parents and governors understand the new assessment structure. Do pupils understand the grading schemes in all year groups? Are gaps being identified and intervention/teaching in place to support progress? Has there been a reduction in school variation/difference with gradings with interim reports	Opportunities to share good practice developed at both department, faculty and whole-school level. Middle leaders to embed discussions around resources/impact and sharing (QA through line management). Staff and pupil survey completed to assess development and progress. Teaching and learning focus through performance management Training sessions (videos) sent out to all parents. For all year groups? Lesson time dedicated to all pupils understanding how they are graded with working at grades/predictions and attitude to learning Governors trained in meetings. A clear and structured intervention system in place to address progress that is not at expected level. Use of SISRA to analyse and evaluate KS3 and KS4 progress. All attitude to learning data on SISRA for all year groups uploaded , analysed and used to put pastoral intervention in place.

| | | CALs/department meeting time dedicated to discussions around assessment and ensuring consistency.

Reduce in school variation/difference with gradings with interim reports. |

Priority 3. Excellent Attendance

Key Outcomes	Success questions	Actions
Whole school attendance to be at least **96%+** PA below 8% Year 7 **97%** Year 8 **96.5%** Year 9 **96.5 %** Year 10 **95.5%** Year 11 **95.5%** Persistent absence below **11%** Attendance for DA pupils at least **93.5%**	Do our systems/structures/processes/ attitudes for attendance fit into our Studley DNA? Has a system been developed that tracks attendance effectively and leads to information being shared with key personnel? Does the tracking system effectively track the attendance of different groups as well as key figures? Is intervention effective? Has the new role of the tutor/pastoral managers developed to support attendance? Is attendance regularly on LT and Governor meeting agendas? Is attendance a theme through assemblies and tutor time? Are external agencies used effectively with persistent absence? Has the HOH role developed to support attendance? How does this need to be developed further? What is the impact of the home school on attendance?	Use Arbor effectively to track attendance Home school agreement to have an attendance focus. AHT to contribute to pastoral meetings Ensure the attendance trackers engage with 1:1 conversations with tutees and parents. Patterns and trends of attendance data analysed on a fortnightly basis. Interventions planned and the impact analysed. (PP, SEND, Houses, Class Teacher, Tutors, Pastoral Managers). Regular attendance meetings - house/tutor/LT/Governors. Increase in home visits for attendance to address PA. Regular dialogue with parents - every phone call home regardless of reason an update on attendance given. Logic model developed to ensure consistency. Review the role of the tutor responsibilities with tracking attendance.

	How has COVID affected attendance? What is the national trend? What is the impact of Arbor on monitoring attendance.	Regular house meetings and training given to tutors to identify trends etc.

Priority 4. Online Learning and Curriculum Catch up		
Key Outcomes	Success questions	Actions
Ensure that our online learning experience is outstanding.	Has the online learning experience been reviewed and evaluated? Have pupils/parents/teachers had their opinions taken into account in the review? Has a clear online learning structure been developed? Has the structure been clearly communicated to pupils and parents? How are we modifying the online experience for pupils that are in self isolation? Is best practise being offered if a year group/the school are not in school? Is the work being produced of a high quality? How has the curriculum been adapted to meet the needs of pupils?	Parent and pupil survey completed Online learning structure/process defined and shared with staff, parents and pupils. Expectations for quality of work to be defined? Regular feedback from staff, pupils and parents. Defined use of rewards and sanctions. Variety of learning opportunities planned. Key messages reinforced through loom assemblies.
Ensure that the **key** learning that has been missed in the national lock down is addressed so that pupils have caught up.	Has an evaluation been completed on the work that has been missed across the subject range? Is there a school structure in place to catch up on **KEY** work? Has the catch up been communicated to parents? Has a detailed plan been produced on best practice/impact with regards to the catch up funding?	Complete audit across all subjects in all year groups to analyse the work missed. Plan catch up/thematic days across the school to deliver **key** topics. Evaluate the impact of the thematic days. Key staff teaching key topics

Priority 5. School site development		
Key Outcomes	Success questions	Actions
Quality of site provision and infrastructure to reflect excellence in all areas.	Is the current school site fit for purpose? Has a partner company been employed to support a CIF application? Is there the financial flexibility in the budget to support any proposed development? Is there a clear understanding of what type of development that is needed? Is any proposal future proof? Are any interim measures needed to support the current 800 pupils on-site? If successful with the CIF bid is there a detailed plan how to manage the school site. Does the plan minimise disruption to learning? What are possible sources of funding?	Three companies to present to RE, LG and CW. Select project team. Ensure budget planning over 24 months enables development of site within budget constraints. Full site survey, spatial analysis and feasibility study Analyse findings. Report to governors. Secure independent support to ensure financial probity and best value. Engage all stakeholders locally- LA/Councils/DFE
Ground works	Have the right stakeholders been engaged? Have three companies quoted on grounds work? Do they represent the best value for money? Does their quote cover all aspects of the school site? Is communication strong with the chosen company? Has the school site improved?	Robust tender process Work closely with the company to improve the look of the site including: field mowing, line marking, boundaries, weeds, brambles, trees etc Communicate regularly with the chosen company.