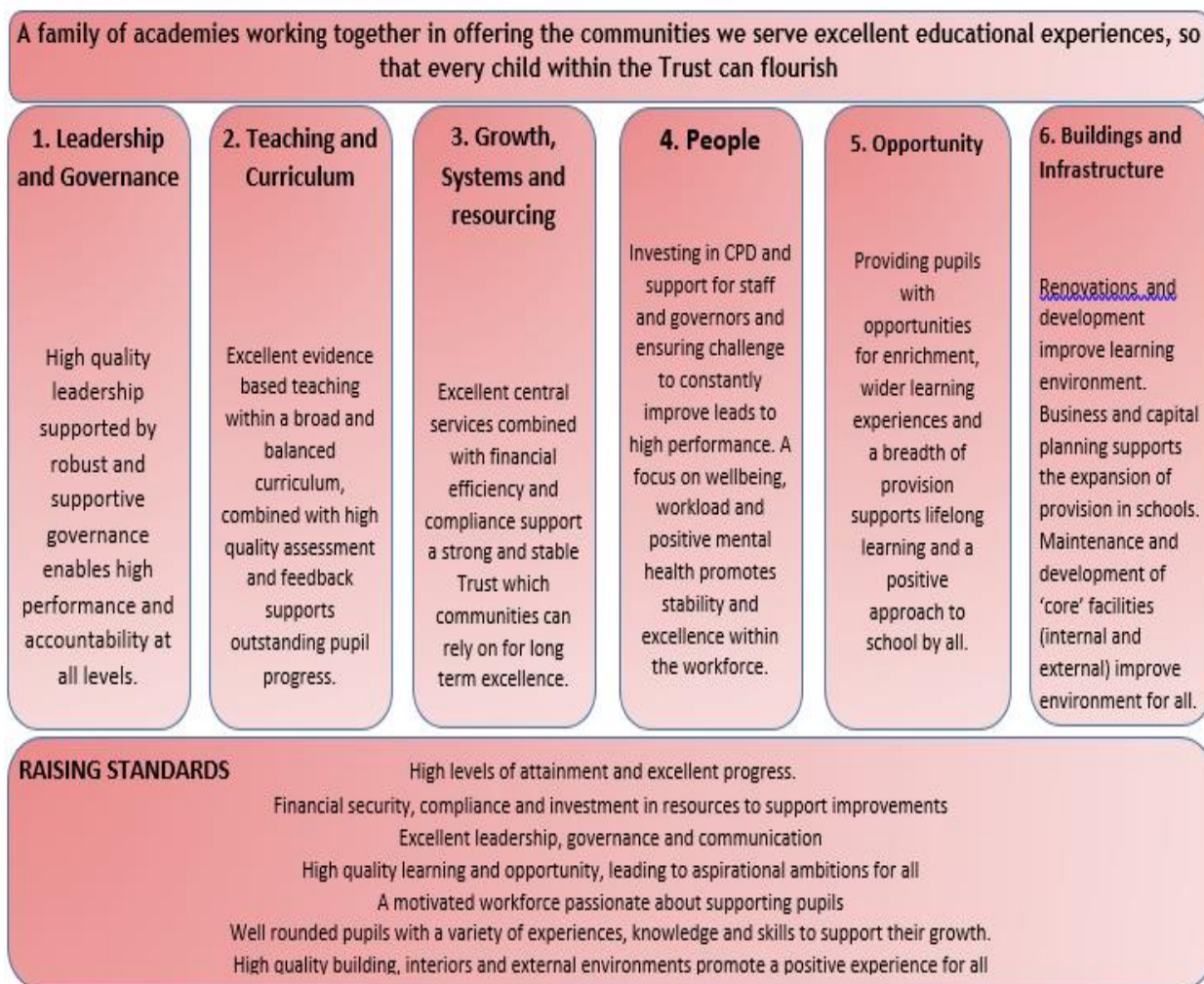# School Development Plan - Studley High School

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.

Summary of SDP 2020-21 - Studley High School

Why?	Key Priority	Links to pillars
Academic performance crucial to pupils, parents and the school. With the 2020 process being CAG we need to prepare for different eventualities this year. Mock exam process is even more important.	**Learning and pedagogical approach is consistent across the school and having a positive impact on engagement and outcomes**	1,2,4,5
The last 18 months has been disrupted and a consistent and high quality approach to teaching and learning is crucial to learners.	**Development Teaching and Learning – Studley DNA**	2,3,4,5,6
The last academic year saw the launch of the Studley DNA. Systems need to be embedded as well as the Studley Offer revisited, to ensure that all pupils have an excellent experience both in and out of the classroom.	**Behaviour, Standards and Experience – Studley DNA**	3,4,5,6
Attendance was excellent last year despite Covid. The school needs to ensure that as we go back to operating in a normal way, that expectations are again high with regards to attendance.	**Attendance**	1,3,6
We have moved from a three year KS4 to a two year KS4. We need to make sure the experience is excellent.	**Year 9 Experience**	2,3,4,5,6
The school needs a programme in place to support what has been missed over the last 18 months	**Catch up**	1,2,3,4,5,6

Full SDP linked to key priorities identified

Priority 1. Academic Achievement and Attainment 2021-2022		
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.	Has the Year 11 experience led to success (taking into account the experience over the last 2 years?) Have leaders found the blend of teaching and learning, intervention, marking and feedback, experience etc? Has attainment/progress improved compared to 2020/21? Has progress for all pupils improved in all subjects compared to 2019/2020?	1. Audit of year 11 subjects. Where are they from a teaching and learning, curriculum, content behaviour perspective and groups? 2. Review of the Year 10 summer exams. 3. Creation of a year 11 action plan from the audit. 4. Review all subject areas and performance 2020 making appropriate recommendations for further developments.

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 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?
		5. Review curriculum based on pupil feedback and outcomes
		
		6. Calendar QA process to enable all staff to demonstrate pupils' efforts and understanding through appropriate methods.
		
		7. Focus intervention to specific pupils to ensure high engagement and relevance of material, particularly during tutor sessions and after school.
		
		8. Ensure that disadvantaged pupils' experience of school and achievement are in line with those of their peers at Studley High School.
		
		9. Mock exam process from previous year evaluated and a new mock exam process designed (with 2021 exams in mind)

Priority 2. - Development Teaching and Learning – Studley DNA		
Key Outcomes	Success questions	Actions
Studley DNA - Teaching and Learning

All teachers use the 'Science of Learning' to motivate and engage learners.

All lessons will be structured using the science of learning.

QA will clearly demonstrate that the use of the science of learning is used across the academy.

Support structure in place for teachers where teaching and learning is not good

Development of KS3 assessment framework | Do teachers understand what it means to teach at Studley and how they can demonstrate the values in their planning and delivery of lessons?

Is Rosenshine principles/ instructional procedures, retrieval practice and dual coding evident in all lessons across all year groups?

Are all pupils making excellent progress?

Do all staff understand the new assessment framework?

Has the new framework been communicated to parents?

Do KS3 pupils understand the new way of being assessed?

Is the new framework evident in schemes of work | 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.
Teaching and learning working party formed.
QA process that prioritises the science of learning and how it is evidenced?
Performance management target that supports/holds to account the development of the science of learning.

Support structure for teachers where T and L is not good

Finalise the new system.
Train staff
Communicated to parents before Christmas and in place after Christmas.
Review at the end of the academic year.
Communicated through and evident on the curriculum pages of the website

Programme designed (in line with Budget).
Communicated to staff.
Use of the National College offer.
Training days/CPD sessions/twilight planned and structured to support development of all staff.

Evaluation/audit of the provision for SEND and disadvantaged pupils.
PP and SEND support vision shared to all staff
PP and SEND experience at the heart of QA |

Key Outcomes	Success questions	Actions
	across all departments?	Roll out Microsoft to all stakeholders. A programme of support for all staff (if needed). Regular updates/new ideas shared
Production of a CPD programme that supports the development of staff, knowledge and understanding of the science of learning and offers bespoke training where needed.	Does the CPD programme support staff development? Does the programme support all staff including support staff?	
Ensure that PP/SEND have an excellent learning experience in and out of the classroom	Does classroom practice prioritise disadvantaged pupils? Is this evident in QA?	
ICT		
Microsoft 365 and new IT equipment to enhance teaching and learning	How does the new technology support teaching and learning? Do staff feel confident in using the new technology?	

Priority 3. Behaviour, Standards and Experience – Studley DNA		
Key Outcomes	Success questions	Actions
Key Outcomes	Success questions	Actions

A house system that promotes excellent behaviour and relationships	Have tweaks been made to the behaviour system from the review at the end of the 20/21 academic year?	Action the tweaks from the review.
		Set out and communicate the role of the SSC, SSO and SEND department to all stakeholders.
	Is the house system the best it can be?	
A house system that gives pupils and staff an identity, supports individuality and difference.	Is the House Coordinator role integral to the house system?	Refine the expectations of the tutor – consistency is key.
		Ensure the house coordinator is clear on expectation around role and then hold to account.
	Has the House Coordinator added the element of competition?	
A house system where the tutor is at the heart of pastoral care along with pastoral managers and HOH.	Is there a visual way of seeing a daily update to house totals?	Keep competition live.
	Has the tutor role developed from the pandemic?	Identify the key pupils in each year group where there are behaviour concerns.
A house system that promotes healthy competition led by the house coordinator.	Have pupils been identified with behaviour issues and a programme in place to support?	Programme of support to behavioural concerned actioned
Key pupils support with pastoral support programme.	Are all stakeholders clear on the role of the SSC, SSO and SEND department? Do they support each other?	
A clear definition of the role of the SSC, SSO and SEND departments.		
	Are rewards and sanctions used fairly across year groups/groups/PP/SEND etc	Monthly updates in Leadership meetings.
Regular update on trends/patterns of rewards and sanctions		Updates in Governor meetings
Experience		
A revamp of the Studley offer for 2021/22 that sets out our extracurricular, experience and trip offer.	Does the experience offer support excellent relationships?	Action the extracurricular, experience and trip offer.
	Is the offer varied? Does it motivate and inspire all pupils? Is there something for everyone?	

Priority 4. 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% Attendance for DA pupils at least 93.5%. Pupils arrive to school on time?	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 Arbor on monitoring attendance? Has the school supported families appropriately who were affected by COVID. Is attendance excellent? Has the monitoring of lates been effective?	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 - update on attendance given. Review the role of the tutor responsibilities with tracking attendance. Regular house meetings and training given to tutors to identify trends etc. A clear system in place that supports lates and excellent attendance.

Priority 5. Year 9 Experience

Key Outcomes	Success questions	Actions

A year 9 curriculum that excites and embraces the changes made – two year KS3 to a three year KS3. An options process that supports informed choices. A summer term curriculum that supports KS4 options choices. Year 9 schemes of learning in place across all subjects that engage learners. Year 9 experience that develops relationships and supports behaviour.	Have all departments adjusted their curriculum and schemes of learning to reflect the new KS3 changes? Does the curriculum motivate and inspire leaners? Is the options process informative for pupils and parents and allows for excellent options choices at KS4? Does the Year 9 experience support relationships and fosters excellent behaviour?	Review of Year 9 schemes of learning for the autumn term. Time given to staff for spring and summer schemes of learning. Year 9 – priority on the focus rota. Year 9 – action plan shared with LT and staff. Experience fits into the Studley offer Experienced audited

Priority 6. Catch up		
Key Outcomes	Success questions	Actions
A catch up programme in place to ensure the learning (reading), experience and social development missed over the previous 18 months is supported	Is there a depth of understanding on what has been missed over the last 18 months? Has the programme supported catch up? Has the catch up been through QA and evaluation? How will the findings lead into 2022/2023	Audit the following: Content/curriculum, skill and knowledge Experience. Social development Reading Paper produced on conclusions Plan created to support the four strands Evaluation of the plan