



School Development Plan

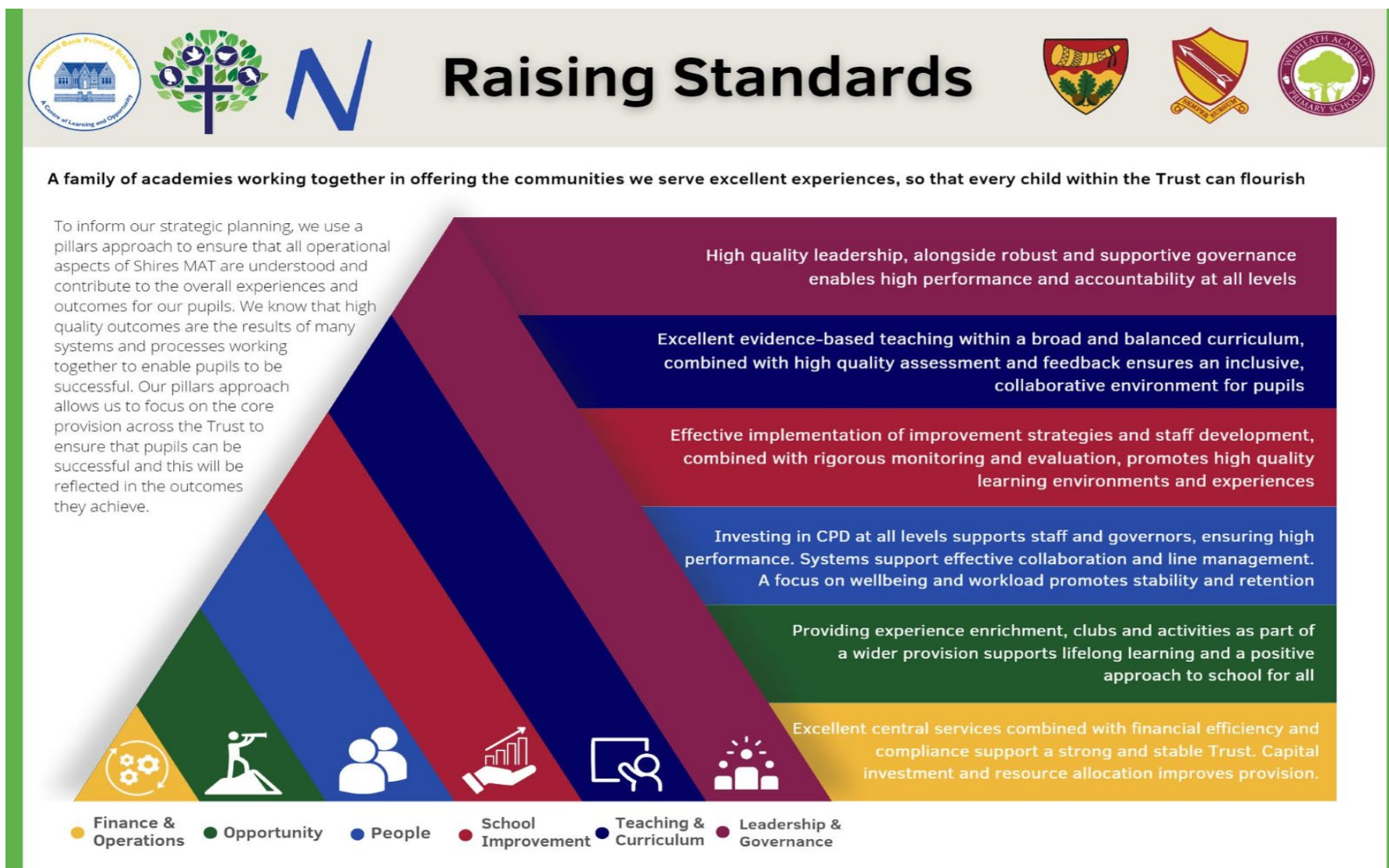
2023 - 2024



Always Aiming Higher

School Development Plan 2023-24 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- Pillar numbers

- 1. 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.
- 2. 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.
- 3. School Improvement:** Implementation of change, combined with monitoring and evaluation supports high quality learning environments across schools.
- 4. People:** Embed high quality CPD to support the development of all staff. Effective collaboration and line management. Actively promote strategies to reduce workload and improve staff wellbeing and retention.
- 5. Opportunity:** Ensure the Shires DNA supports all pupils in gaining a rich experience within and beyond the classroom.
- 6. Finance and Operations:** Increase the number of schools within the MAT to reflect the vision for a strong Trust serving the local area. Develop a 'central' function and compliant provision to support the development of the TRUST, in line with financial efficiency.

SDPs do not need to have targets linked to each pillar. The number of targets set is a matter for the Headteacher and the Governing body but as an indicative guide, small primary schools might set 3 key priorities, large primaries 4-5 and secondary schools 5-8.

Monitoring of this plan:

- reviewed on a 4 weekly cycle at SLT meetings (report to CEO)
- updates/presentations on progress presented to governors at each LGB meeting.
- Link governors will have at least two meetings with key staff linked to each strand across the year.
- Individual strands will also be discussed/managed through SLT line management meetings
- Termly RAG rating against all priorities.

Summary of SDP 2023-24 Studley High School

Why?	Key Priority	Links to pillars	Lead
Ensure that key elements of teaching and learning are embedded across the school. New SENCO has key strategies to support SEND students embedded across the school.	1. To ensure that our outstanding implementation of the curriculum is further strengthened by a specific focus on adaptive teaching and sequencing which have both been informed by meaningful assessment.	2,3 and 4	REM, GES, LM

Excellent attendance leads to excellent outcomes for all students. Excellent attendance is an important part of safeguarding.	2. To ensure excellent attendance by all students at Studley High School	1, 2 and 3	MR, MM, GS, DY, HOY and Tutors
Ensuring excellent outcomes for all learners at Studley High School means that students will be able to have high aspiration about their next educational steps. Excellent outcomes are the impact of our curriculum model. A key focus on MFL and English grades to ensure they are in line with excellent outcomes across all other subjects.	3. To ensure that academic achievement and attainment 2023-2024 is excellent across all GCSE courses and level 2 qualifications	1,2,4&5	RE, REM, GES, CALS, Teachers
Reading is fundamental in supporting a student in all subject areas. Exams have age-appropriate content/questions and it is important that students can access the question. We also want to support all students in developing a love of reading.	4. To ensure that Studley High has embedded the whole school approach to reading	2 and 3	CE, MR, EJ and REM
A well-researched, structured and manageable approach to coaching will support all staff. Excellent coaching is investing in the development of all staff and supports their development into greater roles of responsibilities across the MAT.	5. To adopt and embed the MAT approach to coaching	1,2,3 and 4	GS, REM and RE
As the school has grown, we need more outside space, not only for the continual development of the PE curriculum provision and extracurricular programme, but to support break and lunch time activities. We also need more classroom space and a new pastoral area	6. To secure funding and apply for planning permission for a 3/4G pitch at Studley High and a new pastoral hub to create classroom space in the main building	1,3 &6	RE RH

Priority 1 To ensure that our outstanding implementation of the curriculum is further strengthened by a specific focus on adaptive teaching and sequencing which have both been informed by meaningful assessment.

<p>Actions</p> <p>Regular whole school CPD on supporting SEND students</p> <p>Bespoke CPD to upskill the teaching assistants in specific areas</p> <p>Launch the MAT Coaching model across the school so that staff reflect on their practice and develop their own coaching skills.</p> <p>T&L working party used to focus on using AFL to support adaptive teaching so that all staff can ensure they have successfully sequenced the curriculum</p> <p>Ensure that the assessment process is consistent across all subjects, including a knowledge check at the start of each scheme.</p> <p>Weekly T&L briefing</p> <p>Continue to monitor the consistency of the non-negotiables</p> <p>Track and monitor the progress of all students, in collaboration with the pastoral team</p> <p>Parent information sessions (curriculum and assessment).</p> <p>Work with the MAT T&L group to share and disseminate best practice on adaptive teaching.</p> <p>Further development of SHINE to ensure our most able students are being stretched and challenged</p> <p>Explore how natural links across the curriculum can enhance the sequencing of the curriculum and enable students to transfer their knowledge and skills.</p> <p>Whole school Trauma and Attachment training</p> <p>QA - book looks, learning walks to ensure the quality of Adaptive Teaching in lessons, specific focus on the provision on Disadvantaged and SENS students</p>	<p>Monitoring activity/Evaluation</p> <p>HOY data analysis.</p> <p>SEND data analysis – LM</p> <p>Disadvantaged data analysis – GES</p> <p>Book look.</p> <p>Learning walks</p>	<p>Key Outcomes</p> <ul style="list-style-type: none"> • Clear strategies and interventions that support teaching and learning for SEND students. • Reduction of passive learning. • A clear and consistent approach in supporting disadvantaged students. • Further embed the teaching and learning non negotiables. • Further embed the science of learning. • Further embed assessment for all year groups. • Embedded whole school approach to the presentation of work. • A Shine programme that engages learners in and outside of the classroom. 	<p>Time/Monitor point</p> <p>Regular review</p>	<p>Resourcing</p> <p>GS – time</p> <p>REM – time</p> <p>CPD budget.</p> <p>Shine budget</p>
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Priority 2. To ensure excellent attendance by all students at Studley High School

<p>Actions</p> <p>Use Arbor effectively to track attendance</p> <p>AHT to have attendance as an agenda item at all pastoral meetings</p> <p>Ensure the attendance trackers lead to 1:1 conversations with tutees and parents where appropriate.</p> <p>Patterns and trends of attendance data analysed on a fortnightly basis.</p> <p>Fortnightly alignment meetings (LOL, DY, MR, MMA, GS) to track and review attendance concerns</p> <p>Interventions planned and the impact analysed. (PP, SEND, Houses, Class Teachers, Tutors, Pastoral Managers)</p> <p>Regular attendance meetings - year/tutor/LT/Governors.</p> <p>Increase in home visits for attendance to address PA</p> <p>Regular dialogue with parents - every phone call home regardless of reason - update on attendance given.</p> <p>Embed the role of the tutor with tracking attendance.</p> <p>Regular year leader meetings and training given to tutors to identify trends etc.</p> <p>Further embed the system in place that supports reducing lates and excellent attendance.</p> <p>Work closely with external agencies to support with students falling into the threshold of persistent absence</p> <p>To develop internal programmes (Aspire, UP etc) to support with key students (especially those classified as PP) in increasing and maintaining high levels of attendance.</p>	<p>Monitoring activity/Evaluation</p> <ul style="list-style-type: none"> • Weekly pastoral meetings • Tutor meetings to discuss attendance. • MR and DY to meet weekly/fortnightly and action plan. • GS to monitor DA/PP attendance weekly. • LT monitoring. • Governor monitoring 	<p>Key Outcomes</p> <p>Whole school attendance to be at least 97%+</p> <p>PA below 8%</p> <p>Year 7 97%</p> <p>Year 8 97%</p> <p>Year 9 97%</p> <p>Year 10 97%</p> <p>Year 11 97%</p> <p>Attendance for DA students at least 94%.</p> <p>Students are punctual to school and lessons</p>	<p>Time/Monitor point</p> <p>Daily</p> <p>Weekly</p> <p>LGB</p> <p>Tutor</p> <p>PMs</p> <p>MR</p>	<p>Resourcing</p> <p>Arbor</p> <p>Di Yapp – time</p> <p>MR - time</p>
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Priority 3. To ensure that academic achievement and attainment 2023-2024 is excellent across all GCSE courses and level 2 qualifications				
Actions <ul style="list-style-type: none"> • Audit of year 11 subjects. Where are they from a teaching and learning, curriculum, content behaviour perspective and groups? • Review of the Year 10 summer exams. • Creation of a year 11 action plan from the audit. • Review all subject areas and performance from 2023 making appropriate recommendations for further developments. • Review curriculum based on student feedback and outcomes • Calendar QA process to enable all staff to demonstrate students' efforts and understanding through appropriate methods. • Focus intervention to specific students to ensure high engagement and relevance of material, particularly during tutor sessions and after school. • Create specific action plans for English and MFL to address development areas with this year's cohort • Ensure that disadvantaged students' experience of school and achievement are in line with those of their peers at Studley High School. • Mock exam process from previous year evaluated and a new mock exam process designed (with 2023 exams in mind). English completing full mock papers. 	Monitoring activity/Evaluation <ul style="list-style-type: none"> • Learning walks • Book looks • Data drops, evaluation and Year 11 action plan • Deep dives • Daryl Rose and Matt Maudsley monitoring behavior and standards 	Key Outcomes <ul style="list-style-type: none"> • Year 11 to achieve at least 85% 4+ GCSE grade in Maths and 70% grade 5 and above • Year 11 to achieve at least 88% 4+ GCSE grade in an English qualification and 70% grade 5 and above • 77% 4+EM, 55% 5+EM • Average Total Attainment 8 score of 50. • Overall VA (Progress 8) scores for school to be at least per pupil 0.35 • SPI scores for each subject area to be positive. Science VA 0.2+, Hums VA 0.4+, Lang 0.2+ overall. • Data tracking and intervention systems refined to allow all students in the academy to be assessed accurately. • 100% of students moving on to sustained education or employment • A positive P8 score for all groups including DA, SEND, Boys, Girls, LA, MA and HA. • Overall attendance - 97% 	Time/Monitor point <p>Data drops Learning walks Temperature checks</p>	Resourcing <p>Staff - time DR - time Jim Roberson</p>

Priority 4. To ensure that Studley High has embedded the whole school approach to reading

Actions	Monitoring activity/Evaluation	Key Outcomes	Time/ Monitor point	Resourcing
<p>Analyse the whole school reading approach from last academic year.</p> <p>Analyse the book choices used for tutor reading time.</p> <p>Ensure that accelerated reader is used consistently and with rigor.</p> <p>Ensure there is a well-stocked and relevant library.</p> <p>Judgment of whole school reading as part of the QA calendar.</p> <p>Ensure that the right students are part of the tutor reading sessions (lowest reading age, DA, boys)</p> <p>Information shared with parents re reading/the latest books in the LRC/tutor books.</p> <p>Promote reading across the school.</p> <p>Key assemblies.</p> <p>Promote and maintain the significance of subject specific vocabulary across different curriculum areas to increase the accessibility of examination texts for students</p> <p>To develop suitable and appropriate resources to support tutors in their delivery of an effective tutor time reading programme</p> <p>Continue to develop a range of incentives (reading challenge, ongoing use of the rewards system etc) to foster a love of reading outside of the classroom.</p>	<p>Reading monitored as part of tutor QA.</p> <p>Stocktake of Library.</p> <p>Learning walks</p> <p>Deep dives</p>	<p>Studley High has a clear approach to promoting reading across all year groups.</p> <p>The new reading tutor continues the excellent practice and outcomes from last academic year.</p> <p>Excellent results from the accelerated reader programme.</p> <p>There is a clear structure to reading in tutor time. It is consistent across all tutor groups.</p> <p>All subject areas actively promote reading and reading opportunities are in schemes of learning.</p> <p>Parents understand the importance of their child regularly reading</p>	<p>Weekly</p> <p>Monthly</p> <p>Depending on strand</p>	<p>Key texts for tutor time</p> <p>Key books for LRC</p> <p>Accelerated reader programme.</p> <p>Reading tutor</p>

Priority 5. To adopt and embed the MAT approach to coaching

Actions REM and GS to attend the MAT coaching working party sessions. REM and GS to actively promote the needs of the school as part of the working party Adopt a coaching model Set the school aims and objectives for the school coaching initiative. Train key staff. Roll out the initiative. QA coaching model through the academic year. Evaluate at the end of the year.	Monitoring activity/Evaluation Train QA Evaluation at the start of the year	Key Outcomes Develop a culture of coaching across the school. Successfully adopt the MAT coaching model. Successfully adopt a coaching model that all staff will benefit from, which considers role, experience and staff ambition. Successfully embed a coaching model that supports school recruitment – internally and externally.	Time/ Monitor point Termly	Resourcing REM and GS – time Relevant literature
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Priority 6. To secure funding and apply for planning permission for a 3/4G pitch at Studley High and a new pastoral hub to create classroom space in the main building

Actions	Monitoring activity/Evaluation	Key Outcomes	Time/Monitor point	Resourcing
<p>The Local Planning Authority has asked for the following as part of the planning process:</p> <ol style="list-style-type: none"> 1. Arboricultural Report/Tree Protection measures. 2. A 'lighting assessment' and full details of the luminaries being installed. 3. A 'noise assessment/survey' with proposed supplementary mitigation measures being considered. <p>Submit the planning application.</p> <p>React to any queries that arise from the Local Planning Authority.</p> <p>Write to parents so they can support the application.</p> <p>On being granted planning permission.</p> <p>Design a tender process with the Architect.</p> <p>Set deadline for tender process.</p> <p>Ensure Governors and trustees are regularly updated.</p> <p>Meet regularly with selected company.</p>	<p>Budget monitoring</p> <p>Regular updates at LGB meetings</p> <p>Regular updates at Trust meeting</p>	<p>To have a 3/4G pitch at Studley High school that supports the PE curriculum and extracurricular offer.</p> <p>A 3/4G pitch benefits the local community during the evenings and at the weekends</p> <p>A pastoral and SEND lodge that benefits the school community and is conducive to excellent provision for all students</p>	<p>LGB</p> <p>Trust board meetings</p>	<p>Cost of planning permission</p> <p>Planning partner</p> <p>Architects cost</p> <p>Cost of build</p> <p>Time</p>

<p>Ensure that the site is carefully managed during the build from a health and safety point of view.</p> <p>Keep students up to date in changes of use to the school site</p> <p>Pastoral and Send Lodge</p> <p>Complete the tender process. Present the information to Trustees and Governors Select the preferred contractor. Work with contractor to secure timescale of project. Manage the movement of Students around the school site.</p>				
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