



School Development Plan 2018-19

Whole school priorities for improvement	<ul style="list-style-type: none"> • All students make progress significantly above the national average for boys • Disadvantaged and SEND students make the same progress as all other students • Teaching and Learning is characterised by the SBS Half-Dozen • Impeccable Behaviour for Learning • The values and ethos of the school are strong and understood by all
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Section:	Achievement			
Strategic Priority	Key Objectives & Performance Indicators	Strategy	Actions	SLT Lead
1. Achievement	<p>Key Stage 5: Students make sustained and substantial progress in all aspects of their study programme. At A2: 30% entries graded at A*-A grades and 10% A*; average grade will be B-; VA for Level 3 qualifications to be sig+ versus national average and for both girls and boys. ALPS T-Score of 4</p> <p>No significant difference in VA or achievement between groups of students (SEN; Bursary)</p>	<p>Improve quality of KS5 T & L across DSF</p> <p>Rigorous quality assurance of KS5 T & L using T & L teams and whole school systems</p> <p>Improve ethos across DSF and impact on individual student of independent learning</p>	<ul style="list-style-type: none"> • RSL KS5 ensures swift post-snapshot intervention from HODs and teachers to reverse predictions of underachievement with particular emphasis on students vulnerable at A*-B. • Co-ordinated focus on quality of T & L across DSF with particular focus on planning for progress, differentiation, pitch, challenge and support involving Lead Practitioner for KS5 T & L (DGS) • Co-ordinated focus on planning for and implementation of independent learning to support student progress involving Lead Practitioner for KS5 independent learning • DSF - opportunities for: across-site peer lesson observation, CPD with sixth form focus, DSF T & L meetings; collaborative planning; peer review. 	PW
	<p>Key Stage 4: Progress 8 target of 0.2; reduction in ISV; 80% of all students make at least 3 levels of progress in English, English Lit,</p>	<p>Ensure that robust Raising Standards systems are in place, adhered to and rigorously monitored to maximise the success of every student in</p>	<ul style="list-style-type: none"> • Ensure up to date and accurate whole school picture of year 10 & 11 data, with specific reference to P8 and student groups. 	GI



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	<p>Maths and Science (Core, Additional and Triple); 45% of all students make more than expected progress in English, Maths and Science.</p>	<p>every classroom. Interventions are timely, measured for impact and designed to address identified areas for development.</p>	<ul style="list-style-type: none"> • Regular sharing of information with staff to identify whole cohort areas of need and the students with whom we will be focussing. • RSL meetings after each data-drop leading to responsive interventions and support for students. • RAP meetings to focus on progress of PP & SEND students. • Ensure RSL remains high profile within the culture of the school • RSL is a visible presence across the school and embedded into daily practices of students. 	
	<p>Key Stage 3: 80% of all students make expected progress in English, Maths and Science. All SEND & PP students are working at expected levels in English & Maths by the end of Year 8</p>	<p>Continue to develop the role of Key Stage 3 RSL across English, Maths and Science via KS3 RAP meetings (focus primarily on Disadvantaged and SEND students)</p>	<ul style="list-style-type: none"> • Ensure SLT data lead and Key Stage 3 RSL work closely together to produce RAP data sheets to ensure up to date and accurate picture of student progress across the core subjects at Key Stage 3 	GI/ZHG
<p>2. Progress of groups of students</p>	<p>Pupil Premium: Reduce the gap in Progress 8 measure between PP students and the rest of the cohort in 2019 to below national gap (use 2018 figure). PP students make positive progress.</p> <p>SEND: Reduce the gap in Progress 8 measures between SEND and the rest of the cohort to within national gap.</p>	<p>To deliver a seamless, dynamic and responsive provision for PP and SEND students across SBS from 10 to 18 which prioritises attendance, attitude to school and academic achievement to support excellent outcomes for all of our PP and SEND students</p> <p>To provide a meets the needs of all students, thus raising attendance, reducing exclusions and allowing for individual success.</p>	<ul style="list-style-type: none"> • Implementation of RET PP/SEND strategy – risk rating of students at least 3 times a year • Ensure RET PP/SEND SOP is utilised by teaching staff. • Work alongside Aspiration Champion to prioritise the aspirations of PP/SEND students • Tilt systems to prioritise PP/SEND students through teaching and learning and within the wider culture and ethos of the school. • Provide bespoke information advice and guidance to enthuse and support PP/SEND students, enabling them to make the most appropriate choice for post 16. 	GI/BJB/MT



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	<p>LPA: LPA students make rapid progress. Students not secure at level 4 in reading, writing and mathematics on entry receive excellent and targeted support so they catch up with their peers quickly.</p> <p>No NEET students in 2018/19 Year 11 cohort.</p>		<ul style="list-style-type: none">• HOYS become key in-school leads for the PP & SEND students in their cohorts.• Develop interventions, our core offer and the 'menu' of support we can offer for students.• Collaboration with DGS counterparts to ensure the best quality of provision is offered.• Ensure clear individualised packages are in place for all students who require this level of support. Ensure the communication around them is clear.	
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Section:	Teaching and Learning			
Strategic Priority	Key Objectives & Performance Indicators	Strategy	Actions	SLT
1. Quality Assurance	<p>Consistent school wide delivery of good teaching and learning with SBS Half Dozen framework and values embedded in every lesson, every day.</p> <p>Progress for PP and SEND students is driven through quality first, responsive T&L, supported by effective and responsive CPD for teachers/TAs and alongside additional individual and small group intervention.</p> <p>Centralised faculty SOLAR containing resources key terms, GSB, planned homework, planned assessments and planned response time enabling professional space for teachers to adapt lessons and differentiate to secure the best possible progress for PP and SEND students.</p> <p>Consistent, school wide use of timely and effective CAR feedback; ongoing</p>	<p>Rigorous and supportive QA scheduled with embedded high quality CPD that informs whole school teaching and learning priorities.</p> <p>Create classroom climates that anticipate the needs and remove the obstacles for PP and SEND students.</p> <p>Create a culture of responsive teaching that grows 'in the moment' differentiation.</p> <p>Develop a supportive accountability for Faculty Leaders around teaching and learning expectations and standards and the profile of PP and SEND students in their departments.</p>	<ul style="list-style-type: none"> • Drive QA through visible whole school QA calendar • Deliver year long, 'Half Dozen' focused CPD creating absolute clarity around what 'it means' and what 'it looks like' • Replace lesson observation system with development focused lesson evaluation cycle supported by personal staff development reflective booklet • Thread the progress of PP and SEND through all CPD sessions and briefings, ensure all staff have a solid understanding of key aspects of SEN and strategies to support students with SEN • Drive momentum of SOLAR re development through creating time for collaborative planning, QA of progress and support as required • Use LMM to build capacity to drive development of teaching and learning and raise the profile of PP and SEND students within faculties through a mixture of coaching/mentoring, accountability and support 	<p>JUH/ BJB</p>



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	<p>focus on disadvantaged and SEND students.</p>			
<p>2. CPD</p>	<p>CPD for all teachers creates an absolutely clear, universal understanding of the SBS Half Dozen framework.</p> <p>CPD for all teachers creates an absolutely clear understanding of how to deliver truly inclusive lessons with disadvantaged and SEND students at the centre.</p> <p>NQTs and new colleagues CPD is a clearly structured programme that supports rapid and personally appropriate professional development with a focus on how everything links to PP and SEND students threaded through.</p> <p>Personalised and meaningful CPD targets are at the heart of each teacher's year-long development focus. With a clear understanding of how T&L development targets benefit and impact on PP and SEND students.</p>	<p>INSET and CPD time consistently focuses on the Half Dozen.</p> <p>Students with SEN and PP students are referenced and discussed as part of all CPD sessions.</p> <p>NQT and new colleague CPD is rigorous and supportive. NQTs are developed to know and understand how to use whole school systems and CPD builds a foundation of high expectations for teaching and learning and an unwavering focus on PP and SEND students.</p> <p>The lesson evaluation and lesson visits are implemented as exciting, personalised and non-judgmental developmental tools and the initial evaluation provides key areas of development for all teachers.</p>	<ul style="list-style-type: none"> • Implement a visible and transparent Teaching and Learning evaluation system with pre evaluation conversations as a requirement • Ensure that all pre-evaluation conversations and feedback sessions consider the PP and SEND students in the lesson • Deliver a well-planned, joined up series of CPD sessions that thread together the Half Dozen, PP and SEND students, DSF and homework. • Deliver well-planned, joined up CPD sessions for Faculty Leaders and Year Leaders that focus on leadership and ownership of departments and year groups and raising the profile of PP and SEND students • Collaborate with DGS to plan and deliver a rigorous and cohesive series of CPD sessions specifically targeted at NQTs/new colleagues covering all SBS/DSF teaching and learning systems and expectations and linking PP and SEND students as often as possible • Implement a standardised, visible, top down led lesson evaluation system that identifies bespoke areas of development for all teachers tied to the Half Dozen and PP and SEND students • Deliver CPD around effective coaching and follow up lesson evaluations with lesson visits leading to coaching conversations 	<p>JUH/ BJB</p>



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<p>3. Homework</p>	<p>All teachers consistently set, high quality, purposeful homework and guided independent learning on Show My Homework that is accessible and appropriately challenging for all including PP and SEND students.</p> <p>All re development of SOLAR include planned homework and independent guided study that is purposeful, clear and accessible for all including PP and SEND students.</p> <p>Families and students engage with Show My Homework and all students successfully complete homework and independent guided study.</p> <p>PP and SEND students are supported to find the time and environments to be successful with homework and guided independent study.</p> <p>Heads of Faculty are monitoring Faculty use of Show My Homework and Heads of Year are monitoring student and family engagement with Show My Homework.</p>	<p>Make Show My Homework a priority through re training/training all teachers how to use the system.</p> <p>Thread references to homework and guided independent study through all CPD sessions with explicit references to accessibility for PP and SEND students.</p> <p>Re development of curriculum includes planning for homework and independent guided study that is part of the learning for the SOLAR and considers the specific needs of PP and SEND students.</p> <p>Raise accountability around homework/independent guided study with Faculty Leaders and Year Leaders.</p>	<ul style="list-style-type: none"> • Protect Friday 5 collaborative planning time and expect homework and guided independent study that considers the specific learning needs of PP and SEND students to be planned into SOLAR • Raise the profile of homework and independent guided study with students, families and teachers through home-school communication; particularly target families of SEND and PP students ensuring they can access and complete homework • Ensure universal understanding of how to use Show My Homework • Plan teaching and learning INSET/CPD sessions to reference homework and independent guided study • Use LMM to support and develop middle leaders to be accountable for quality, regularity, reviewing and monitoring completion/outcomes of homework and independent guided study for all students especially PP and SEND students 	<p>JUH/ BJB</p>
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Section:	Personal development, behaviour and welfare			
Strategic Priority	Key Objectives & Performance Indicators	Strategy	Actions	SLT
1 Attendance	<p>Attendance for all students is 95%+ and attendance for all groups of students is high and where this is not the case it is rapidly moving towards national averages. Attendance is above 94% for both Years 12 and 13</p> <p style="color: blue;">Attendance of PP and SEND students exceeds national average.</p>	<p>Ensure that attendance remains high profile for both students and staff- The most important factor in effecting student outcomes.</p> <p>Continued implementation of SOL system to ensure success</p> <p style="color: blue;">Strategic focus on PP and SEN attendance to bring in line with national averages.</p>	<ul style="list-style-type: none"> • Briefings, Assemblies, emails to continue to deliver the message about a unified approach to attendance- Celebration of successes. • HOY Wednesday meeting ring fenced, time to implement SOL tracker actions. • HOY QA form tutors use of Thursday Tracker session to ensure high attendance is a student priority. • MT, HOY, SSM AND SEND team to identify key PP, SEN attendance students and target these with appropriate actions. • Continued support and liaison with county attendance team/outside agencies. • Continued home visits, initially focused on PP/SEND students • Continued communication with home, whether specifically or through email, PIEs. 	MT
2. Behaviour for Learning	<p>Behaviour is excellent and students choose to behave well. Behaviour for Learning is consistently exceptional across the curriculum, in all year groups, and outside lessons creating an outstanding climate for learning.</p> <p style="color: blue;">Fixed term exclusion and lesson removal of disadvantaged and SEND students reduced from 2017/18.</p>	<p>Students are rewarded visibly for doing the right things.</p> <p>Celebration of student success is imbedded in the culture of the school.</p> <p>Systems for Behaviour Management are clearly communicated and consistently followed.</p>	<ul style="list-style-type: none"> • Systematise the use of existing rewards- weekly briefings, emails continue to deliver the message about the need to reward- weekly actions email. • HOY/HOF champion success in their year group/faculty area- Assemblies, Saint, Twitter, home/school communication. • SOPS are clearly communicated and revisited to ensure consistency amongst staff. • Systems and structures reviewed regularly by key stakeholders to ensure they are working- OCS and IR 	MT/ WJM



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		Staff understand their students and employ both behaviour management and teaching and learning strategies to meet individual needs and enable success.	<p>staff meet termly, HOY wash-up meetings, SAM meetings.</p> <ul style="list-style-type: none"> Weekly climate checks to identify best practice and areas for support- Hot Spots Rota, TLAC, staff training, coaching. ABC Meetings, PLG meetings and staff briefings to discuss key students/identify needs/create strategies/share best practice. 	
3. Student leadership and extra-curricular	<p>Student leadership is a distinctive characteristic of St Birinus and recognised as such by students, staff, parents and the community; student voice is embedded within the school; extra-curricular activities are frequent and enriching.</p> <p>A range of activities will boost aspiration amongst PP students across the key stages.</p>	<p>The Lead Teacher for Leadership and Ethos drives a programme of activities including: the Lead Teacher team across STEM, Literacy, Oracy, and Sport; the Advanced Learner Programme across Years 9, 10 and 11; the broadening of roles of Student Ambassadors; refreshing the School Council; ongoing monitoring of range, depth and variety of extra-curricular activities; target participation of PP/SEND students.</p>	<ul style="list-style-type: none"> The Lead Teacher Team are co-ordinated and their activities are recorded and measured for impact The Advanced Learner Programme (ALP) is a distinctive characteristic of the school School Council meets at least once a term; minutes and feedback shared Raise profile of student ambassadors and School Council members Extra-curricular activities offer is high-profile Review of PiXL Edge provision – possible replacement in place by the end of October 	MFD
4. Personal Development, Careers and IAG	<p>The refreshed Personal Development (PD) curriculum is co-ordinated and delivered effectively so that students have a varied and appropriate experience.</p> <p>Careers provision co-ordinated and embedded to ensure all students have access to high quality advice and guidance that allows them to make informed choices over their career and/or further education</p>	<p>Personal Development is delivered through a weekly one hour lesson for students in Years 7 -10 which is quality assured.</p> <p>PP and SEND students to be actively targeted for additional IAG about careers, high quality work experience and Take Over Day placements.</p>	<ul style="list-style-type: none"> Ensure that the PD curriculum is thoroughly planned and quality assured regularly Careers provision is embedded as part of PD curriculum Gatsby benchmarks and other statutory requirements are met Ensure that students received high quality, independent IAG so that they have an appropriate destination after leaving the school which reflects their aspirations 	CW/SG /JEM



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	options. PP and SEND students to take up high quality work experience placements. No NEETs in any subgroup/cohort.	School Council, Careers, STEM provision continue to reach outwards to business and community.		
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Section:	Leadership			
Strategic Priority	Key Objectives & Performance Indicators	Strategy	Actions	SLT
1. Vision, values and ethos	The vision, values and ethos of SBS are clearly expressed and understood by all; they are weaved throughout everything the school does and are a driving force for improvement and change	Embed "Inspiring Excellence through Care, Courtesy and Commitment" so that these values are understood by all and woven throughout the school experience. Key terms are regularly used in The Saint and marketing materials; everyone involved in the school can articulate and express what is distinctive about SBS	<ul style="list-style-type: none"> • Vision and values reinforced with all stakeholders – Governors, students, staff and parents • Developing shared understanding of culture and climate across the school – what we do and how does it feel • The vision, values and ethos of the school are regularly communicated to the wider community through a range of different media 	JEM
2. Developing Middle Leaders	<p>Middle Leaders are effectively supported and empowered in successfully driving their own priorities with impact, in line with whole school development priorities and with a particular focus on PP/SEND students.</p> <p>Faculty Leaders and Year Leaders specific CPD creates an increased capacity through enabling the development of great leadership skills and qualities.</p>	Rigorous, regular line management and use of SDP/LDPs to model effective practice, maintain focus on key priorities (in particular PP and SEND students) and drive rapid development.	<ul style="list-style-type: none"> • Ongoing focus on developing middle leaders through INSET, coaching and training with particular emphasis on accountability • QA of SLT and ML LMMs • SLT and MLs continue to visit other schools on a rolling programme to identify good practice • Ongoing support from the MAT to develop middle leadership capacity 	JEM/JUH /BJB
3.	Parents are regularly informed as to students' progress and feedback positively on the school's systems for communication and feedback.	Reporting systems are clear and efficient, notably around new specifications and assessment; "The Saint" is main vehicle for weekly	<ul style="list-style-type: none"> • Reporting and assessment calendar is embedded within QA calendar and is understood and adhered to • The Saint is published weekly and the website accurate and up to date 	GI/MT/ JEM



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Communication with Parents		communication; website is updated weekly, school calendar is at its heart; Parent Champions Group (PCG) feedback is used constructively and is seen to have been acted upon	<ul style="list-style-type: none">• The PCG meets at least once a term and agenda and outcomes are shared and publicised• Parents of PP and SEND students are targeted for early communication, notably for Parents' Evening appointments and school trips and visits	
4. Effective governance	Governors hold senior leaders to account for all aspects of the school's performance; they have a clear understanding of the school's strengths and its areas for development and ensure financial stability and sustainability	Ensure that Governors are well-trained and fully-informed about the school and the wider educational context	<ul style="list-style-type: none">• Governors involved in comprehensive examination analysis through SQA Committee• Governors produce review of Exit interviews and action points• Governor Days in October and June	JEM/SW

Red – at risk of not being achieved

Amber – on track to be achieved

Green – already achieved