

School Development Plan

2018 – 2019

Personal Excellence and Collective Responsibility

Excellent Achievement and Outcomes for all

GOALS

1. KS3:

- All students make more than a year's progress on average in terms of their reading age during the academic year as measured by our Accelerated Reader Programme at KS3
- In KS3 students will make at least 2 stages of progress
- KS3 assessments are rigorous (testing the knowledge and skills in the curriculum) and allow for appropriate intervention
- Embed the new assessment system so progress flightpaths are understood by students and parents and feedback supports further progress.

2. KS4:

- Progress 8 of all students is +0.5
- Progress of PP students is at least in line with their non PP counterparts
- SEND students continue to make excellent progress at least in line with non SEND students
- Progress 8 scores for girls and boys are within 0.1 of each other.
- Attainment Targets (FFT50)- English/Maths 4+ 60%, English/Maths 5+ 38%.
- For each prior attainment group Attainment 8 is at least at the national average

3. KS5

- A Level ALPS Score of 3
- Attainment Targets – A level – A*/A=>30%, A*-B=>60%, A*-C=>85%
- PP students are tracked through KS5 and achieve progress in line with their non PP counterparts
- Students who receive a bursary achieve in line with their counterparts
- Retention rate is 70% or above KS4 into KS5
- Retention rate is 90% or above Yr12 into Yr13
- Students have a 'Seven Years at Trinity' Outlook
- All students improve their grades in English and Maths resits.
- Closing the gender gap to address girls' underachievement

4. Career Guidance:

- NEETS 0% (September 2019)
- At KS5 all students who wish to go to university or undertake level 4 apprenticeships are supported to do so

	Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Costs	Monitoring	Date for Monitoring	Govs. Review
A1	<p>KS3 New assessment and reporting procedures across KS3 & KS4 to ensure progress and targets are clear to students, parents and staff</p> <p><i>Links to Stu4/Sa2/Sa3</i></p>	Sept 3 rd	<p>-All students, parents and staff can identify progress paths and targets based upon effective use of prior and current data. -The procedures will allow the new progress meetings to identify key interventions to ensure gaps are closed for targeted groups.</p>	<p>SLT</p> <p>HOCAs</p> <p>Progress Managers</p> <p>Tutors</p>	<p>Reporting costs</p> <p>Subscriptions to 4Matrix</p>	<p>Student progress reports</p> <p>Parents evenings</p> <p>Progress review meetings – faculty and Mgt.</p>	Every data collection	
A2	<p>KS4 Roll out Accelerated Reader for year 9 AR termly updates to whole school</p> <p>AR data to be added to student assessment profiles and reports</p>	<p>Sept 3rd</p> <p>Termly</p>	<p>-Improved literacy and reading ages for students in year 9.</p> <p>-Continue to develop a 'reading is fundamental to success' ethos.</p> <p>-Use the data to support KS4 progress and identify focused interventions.</p>	CPT	AR subscription	<p>Termly updates</p> <p>Student progress reports</p> <p>Lesson observations</p> <p>English progress review meetings</p>	<p>Termly</p> <p>Every data collection</p> <p>Calendared progress meetings</p>	
A3	<p>KS4 Continue to apply Raising Achievement Plans for year 11 and key curriculum areas based on exam performance</p>	Sept 3 rd	<p>-Tracking will be forensic and focused upon providing effective interventions for key student groups.</p> <p>-Students will make progress reaching at least their annual TMG.</p>	<p>SLT</p> <p>MPR</p> <p>HOCAs</p>	<p>FFT analysis</p> <p>Meeting time</p> <p>Intervention resources</p>	<p>Weekly SLT review with HoY</p> <p>Student progress reports</p> <p>Lesson observations</p> <p>Progress review meetings</p> <p>Weekly HoCA Meetings for key curriculum areas</p>	<p>Weekly</p> <p>Every data collection</p> <p>Calendared progress meetings</p>	

A3	<p>KS5</p> <p>-Develop sixth form specific attendance interventions to ensure all student groups access increased curriculum time. –</p> <p>Create a girls focused mentoring group to close the current performance gap</p> <p>-embed the new academic tutoring system to equip students with stronger independent study and thinking skills</p>	Sept 3rd	<p>-Increased attendance for all student groups leading to an increase in academic performance.</p> <p>-Close the gap between gender performance</p> <p>-students are equipped with better study skills to achieve their target grades.</p>	<p>Head of 6th Form</p> <p>SLT</p>	<p>Meeting time</p> <p>Intervention resources</p>	<p>Sixth form pastoral reports</p> <p>Student progress reports</p> <p>Lesson observations</p> <p>Daily absences report</p> <p>Progress review meetings</p>	<p>Daily attendance</p> <p>Every 6th form data collection</p> <p>Calendared progress meetings</p>	
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High Performing Students

GOALS

- 1. Ensure all students embody our ethos of 'Personal Excellence and Collective Responsibility'.**
- 2. Develop a mastery approach for numeracy within the maths curriculum**
- 3. Students will display excellent literacy skills and knowledge in all subjects**
- 4. Develop student voice and increase the opportunities for student responsibility and leadership across all areas of the school**
- 5. Embed the new assessment process at KS3 and develop target setting**
- 6. Ensure all students have opportunities to be inspired and advised about career/future pathways**

	Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Costs	Monitoring	Date for Monitoring	Govs. Review
Stu1	<p>Personal Excellence and Collective Responsibility</p> <p>Re-establish the school ethos through our school motto in all that we do:</p> <ul style="list-style-type: none"> -Students are held accountable to the motto in all aspects of their work and conduct across the school. -All assessment data and assessment profiles carry the motto and targets are set against this ethos. -All opportunities to challenge the students against the ethos are embraced throughout the year within assemblies, PSHE, tutor slots and timetabled lessons 	Sept 18	<ul style="list-style-type: none"> -Students are clear about expectations across the school and this is reflected within pastoral data. -Students continually embody the ethos. -Students have clear personal targets against their progress data and focus on their own personal excellence. -Lesson observations reflect the school ethos and challenge expectations of student performance. -Student progress benefits from the focus upon the ethos. 	All staff	<ul style="list-style-type: none"> Meeting and Training time Assemblies and PSHE time Data collections Lesson observations 	<ul style="list-style-type: none"> Pastoral reports Student progress reports Pastoral observations e.g. assemblies, PSHE sessions Lesson observations Faculty and pastoral meetings External audits Book audits 	<ul style="list-style-type: none"> Termly Pastoral Reports Progress checks Autumn PM/Spring M&E/Summer M&E lesson observations. Behaviour Audit –T4 	
Stu2	<p>Maths Mastery approach is adopted across the maths curriculum through:</p> <ul style="list-style-type: none"> -Joining the Maths Mastery association -Receive Maths Mastery training across the faculty -Develop a comprehensive Maths Mastery curriculum including a Trust calculation policy 	May 18	<ul style="list-style-type: none"> -Student progress and confidence increases within Maths based upon the Mastery approach. -New SoL supporting the philosophy. -Lesson observation feedback reflect the performance of the class based upon the Mastery approach. -Staff training delivered throughout the faculty to ensure approach is embedded across the Maths curriculum. -Closer working relationship with Trust Primary Schools. 	Ass't Head Maths	<ul style="list-style-type: none"> Subscription Training time 	<ul style="list-style-type: none"> Lessons observations Training evaluations Faculty meetings Student progress reports Pastoral reports Book audits 	<ul style="list-style-type: none"> Autumn PM/Spring M&E/Summer M&E lesson observations. 	

Stu3	<p>Use the new literacy criteria to mark and assess all student work</p> <p>Lead on staff training to ensure staff are consistent and skilled in applying literacy strategies across the school</p> <p>Develop a reading culture throughout the school using a variety of reading activities</p>	Sept 18	<p>-New mark slips developed and used with student work</p> <p>-Students consistently applying literacy skills in all subjects</p> <p>-Increased profile focused upon reading across the school</p> <p>-Reading events across the academic year</p>	<p>Literacy coordinator</p> <p>Assistant HT T&L</p>	<p>INSET days</p> <p>Subscriptions to literacy resources and events</p>	<p>Book audits</p> <p>Student feedback and evaluations</p> <p>Inset evaluations</p>	<p>Termly</p> <p>Termly</p> <p>Post INSET sessions</p>	
Stu4	<p>Relaunch student voice in conjunction with Head Student Team:</p> <p>-Develop a new SV management structure</p> <p>-Identify key projects for the academic year</p> <p>-Recruit new members for the organisation across the whole cohort to ensure a full representation</p> <p>-Invest in national schemes to further develop SV e.g. YHC, ABA, SSAT -Leadership awards</p> <p>-Raise in excess of £4000 for Charities</p> <p>-Increase SV marketing across the school to ensure visibility</p> <p>-Develop a programme of peer learning across all year groups to further develop and embed the school motto.</p>	Sept 18	<p>-A new SV team in place that are visual, accessible and regularly updating the whole school about progress and events with clear methods of information sharing.</p> <p>-Student training for the key schemes will be in place and effective.</p> <p>-Well organised events take place across the school that reflect our ethos.</p> <p>- Charity funds are raised – target of £4000.</p> <p>-Existing responsibilities revitalised.</p>	Head Student Team	<p>Subscription to National Bodies</p> <p>Meeting time</p> <p>Marketing material</p>	<p>Student feedback and evaluations of events</p> <p>SV Meetings</p> <p>Fund raising totals</p> <p>Recruitment analysis</p>	<p>Set up by the end of term 1</p> <p>Ongoing half termly reviews with SLT</p>	

Stu5	<p>Ensure all students are clear about:</p> <ol style="list-style-type: none"> 1/ Their baseline data 2/ Their Targets 3/ The pathway to achieve their targets 4/ Establish a whole school individual assessment profile to start the academic year with <ul style="list-style-type: none"> -Develop the target setting procedures within school with a profile document for parents and students to manage -SMART target training for staff and students -Create 'Target Time' sessions within the curriculum 	Sept 18	<ul style="list-style-type: none"> -There is clarity between students, parents and staff about expectations and progress. -Student progress improves through effective target setting and data clarity. -Key student groups e.g. PP and boys improve their progress performance -Staff and students can provide effective targets 	SLT	New reporting resources	<p>Report data scrutinies</p> <p>Student, parent and staff feedback</p>	Data collections	SDP feedback
Stu6	<p>Students receive comprehensive and impartial careers guidance in line with the Gatsby Benchmark criteria. The new guidance criteria:</p> <ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance <p>-A whole school review of careers provision.</p>	Sept 18	<ul style="list-style-type: none"> - All students receive personal guidance about their future pathways across the academic year. -0% NEETS -Year 10 to receive work shadow experiences within the course of the year. -Retain our Investors in Careers 	RCY SLT	<p>Investors in Careers accreditation</p> <p>Careers subscriptions</p>	<p>Student and parent feedback from SDP reviews</p> <p>NEET Calculations</p>	Termly reviews	

Stu7	Embed the Talent programme so that talented students receive every opportunity to challenge themselves in their specialist areas.	May 18	<ul style="list-style-type: none"> -All identified Talent students receive regular experiences within their specialist field. -Talented student's recognition events occur throughout the year -Increase in participation in Talent events across the whole school 	RWS FNN	<ul style="list-style-type: none"> Talent programme resources Reward material 	<ul style="list-style-type: none"> Student and parent feedback from SDP reviews Talent event evaluations 	<ul style="list-style-type: none"> Termly Reviews Line management meetings 	
Stu8	STEM and Innovation links are embedded across the school allowing students to receive experiences which put them at the forefront of modern culture and open new career pathways.	Sept 18	<ul style="list-style-type: none"> -All students receive a STEM experience over the course of the academic year -A selected cohort of Talented Students receive nationally accredited STEM awards -Students have greater insight into career paths linked to STEM subjects 	SKY JFH	<ul style="list-style-type: none"> STEM resources STEM organisation subscriptions Curriculum time 	<ul style="list-style-type: none"> Experience/event evaluations Achievement of accredited STEM awards Termly report updates Line management meetings 	<ul style="list-style-type: none"> Termly Reviews Calendared events 	

High Performing Staff

GOALS

1. Staff continually develop their practice to deliver High Performing Lessons by:

- Using Faculty time to share and continually develop best practice.
- Recognising their strengths and weaknesses and developing their own performance plan.
- Staff regularly self-assess and actively manage their own performance management.
- Staff work collaboratively to develop and strengthen practice within faculties, across the school and wider Trust.
- Staff actively review and enhance curriculum.
- Develop and embed the new assessment process for KS3.

2. The School to continue to establish itself as an effective training provider

- Developing training opportunities for staff at all levels.
- Giving staff opportunities to lead on CPD within and outside of the school.
- Continued growth of the School's Direct programme
- Growing own staff expertise through accredited programmes e.g. Master Teachers, Lead Practitioners, NAML, NLE, SLE.

3. All staff promote the school's motto of PERSONAL EXCELLENCE and COLLECTIVE RESPONSIBILITY within the curriculum and throughout students SMSC development, including the promotion of British Values, to ensure students feel safe and supported through:

- Staff training to the appropriate level in all aspects of safeguarding.
- Embedding the school motto and ethos throughout all aspects of school life and challenge students against the motto.
- Staff confidence in delivering a targeted PSHE curriculum that meets students' needs.
- Using the behaviour system to create a culture where students excel.
- Taking every opportunity to promote the UNICEF RRSA.

Task and Actions	Date	Success Criteria /Expected Impact	Person Resp.	Costs	Monitoring	Date for Monitoring	Govs. Review
Sta1 Develop a new training plan for staff providing <u>Core</u> training in-line with Whole School priorities (listed below) as well as a <u>Personal Development</u> training opportunities to fulfil PM targets, develop classroom-craft and 1/ <u>Closing Gaps</u> – explicit focus upon the school's current PP and Gender gap 2/ <u>Challenge</u> – ensuring all groups (gender gap, PP, LAC etc.) of students are stretched and challenged 3/ <u>Scaffolding/differentiation</u> - ensuring all groups (gender gap, PP, LAC etc) of children are supported and challenged. 4/ <u>Assessment and feedback</u> – ensure clarity across all Key Stages to ensure data is accurate and effective for applying interventions. Staff, students and parents are clear about the progression that the data shows and expectations are clear 5/ <u>Subject expertise/Curriculum Reviews</u> – Integrated plans of staff development within subject areas to ensure curriculum provision is to the highest standards possible.	June 18	-Student progress across all groups improves -Gaps closed for key groups of students. (HABoys, PP students). -Staff develop their expertise and craft leading to high performing lessons -Over 80% of lessons judged to be high performing each term. -Increase in staff subject expertise and knowledge. -students will be aware of their targets and progress towards them. -Meaningful feedback that students have acted upon.	SLT HOCA's	Training event expenses Meeting & INSET time	Training evaluations Student progress data Lesson observations Faculty M&E outcomes	Calendared training events Ongoing termly faculty M&E	

Sta2	Embed new assessment process across KS3 and KS4 to ensure there are clear progress flightpaths and indicators for students, staff and parents	INSET days Faculty Time	-Students, parents and staff are clear about progress targets. -Student progress increases -Communication with parents improves and greater support can be developed through clarity of flightpaths	SLT HOCA's HOHs	New reporting materials Training/ INSET time	Student progress data Parent evenings Parent report feedback	Calendared data checks Termly Parent evenings
Sta3	Launch new KS3 curriculums across the school to provide students with the opportunity to develop student challenge, enjoyment and knowledge of all subject areas	Sept 18	-Student engagement increases -Student progress increases for all groups	SLT HOCA's	Curriculum resources	Lesson observations Student progress data Pastoral reports Faculty M&E	Calendared data checks Termly pastoral reports
Sta4	Launch the Trinity#3 in KS3 to further develop students resilience, independence and coaching ability	Sept 18	-Develop student resilience and independence -Provide students with core life skills Develop student's coaching ability	SKY PE Staff	Curriculum resources	Lesson observations Student evaluations	Timetabled lessons Faculty M&E