



**CITY OF BIRMINGHAM EDUCATION DEPARTMENT**

## **BASKERVILLE SCHOOL**

### **SCHOOL DEVELOPMENT PLAN**

**2017 – 2019**

**Issued September 2017**

## School Vision

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, physical, social and emotional development. We will provide choices and challenges in order to maximise potential and build upon strengths and interests. All the members of the school community are valued equally and work in partnership with parents, carers and the wider community. We will work within a supportive school framework to promote and celebrate individual success and prepare students for life after school.

### Strategic Objectives

- To provide a quality educational experience for all students and staff.
- To create a culture of high expectations for all students and staff.
- To raise standards of achievement for all students and staff by creating a learning-focused school.
- To combine the art of teaching and the science of learning.
- To build leadership capacity and capability by creating progression pathways for students and staff.
- To become a learning community, where students, staff and parents have a voice.

The four core objectives have been arranged in line with the core areas of the revised OFSTED Inspection Framework (2016). These core objectives are strategic objectives that describe the outcomes the school is striving to achieve.

The School Development Plan is revised each year in response to the findings of the school's annual monitoring and self-evaluation programme. Governors, senior staff and middle management staff contribute to the process. The annual school review comprises of:

### Autumn Term

- Publish the outline staff development programme and details of the autumn term staff training programme.
- Analyse end of key stage achievements and progress data and present an annual report to Governors.
- Set targets for each student in all subjects including PSHE and the 24-hour curriculum.
- Review outcomes of the Peer Review and present findings and actions to the School Improvement Monitoring Governor.
- Start of the Performance Management Cycle and report the outcomes of previous years' objectives to the Pay Review Committee.
- Analyse the monitoring information of teaching and learning, behaviour and safety and leadership to identify strengths and areas for development. Produce a report for the School Improvement Governor.
- Review outcomes of parental and student consultation questionnaires and implement actions to address areas of concern.
- Review budget monitoring information and the medium to long term financial forecast and report to Finance Monitoring Governor.
- Update the School Development Plan and SEF and present to the School Improvement Monitoring Governor.
- Arrange a Peer Review for Post 16.

## **Spring Term**

- Publish the details of the spring term staff training programme.
- Review and report on the progress data including comparing the progress of different groups and the quality of teaching and learning to the School Improvement Monitoring Governor.
- Arrange a Peer review for Key Stages 3 & 4 to help inform the SEF.
- Review and report on the impact of the curriculum and additional provision and interventions provided by the school to support students' learning and progress and include in report to the School Improvement Monitoring Governor.
- Report on the outcomes of the banded funding moderation and present a provision map to the Finance Monitoring Governor.
- Review staff skills and undertake a staff skills audit for the identification of the training priorities and forecast recruitment needs.
- Review OFSTED Care Inspection Report priorities and progress against OFSTED Care action plan and report to the Residential Monitoring Governor.
- Evaluate the outcomes from the faculty action plans, and identify costed priorities for the new financial year.
- Include the new school and faculty spending priorities including the maintenance programme to set the budget by April 1<sup>st</sup>.
- Revise SEF and SDP.

## **Summer Term**

- Publish the details of the summer term staff training programme.
- Review and report the progress data and analysis of the quality of teaching and learning to the School Improvement Monitoring Governor.
- Review the effectiveness of the strategies and interventions to improve behaviour and safety of students, i.e. BMSs, Risk Assessments, communication profiles etc.
- Review outcomes of staff performance management and the impact of the training programme and report to the School Improvement Monitoring Governor.
- Continue the programme of lesson observations with special attention to priority areas and complete the performance management cycle.
- Consultation with parents and students on the school's strengths and weaknesses (parental and student questionnaires).
- Report progress of implementing the School Development Plan and update the Self Evaluation summary.

The views of parents, students and outside agencies are sought through questionnaires, discussions at annual reviews and in tutorials. In addition, judgements from independent evaluations by the LA/ OAKS, OFSTED and independent consultants are included in the school evaluation process.

The above process ensures that the School Development Plan is a dynamic document that can be used strategically to inform continuous school improvement and facilitates the contribution of all the members of the school community in shaping and achieving the vision for the school.

## 1 Achievement and Progress - Performance Indicator: 90% students achieve or exceed their targets in core subjects (English, Maths and Science)

Task to be undertaken	Success criteria	Resource implications	Lead person	Time-scale	Monitoring arrangements	Funding arrangements
1.1 Increase the rate of progress in writing by focusing on writing across the curriculum and developing talk for writing.	Over 90% of students achieve expected and 30% exceed expected progress.	In house coaching by English department	Lorraine Parks	2017 review July 2018	School Improvement Governors and Head Teacher	Cost of training course met by Oaks membership
1.2. Link target setting more closely to assessment, tracking progress, annotation and feedback to students and parents.	Exercise book monitoring shows clear informative annotation and comments. Students understand what they need to do to improve their work.	Management time for monitoring.	Chris Owen	2016 – 2018	As above	Nil additional cost
1.3 Find ways of improving teaching and learning in lessons for students with specific learning difficulties (e.g. Dyslexia, language difficulties).	Students meet or exceed expectations and are more confident when deploying their literacy skills, as shown by the student tracker.	Learning mentor and SLT team's time	Rosemary Adams	2017-19	School Improvement and Head of English Faculty	Cost of BDA Courses £420 Staff Training Budget
1.4 Identify and introduce appropriate qualifications for students who are unable to access GCSE exams but who are not sufficiently challenged by Entry Level 3 courses, e.g. explore Btec courses etc.	Students achieve qualifications that reflect their ability and are recognised when applying for college courses.	Faculty Leaders and subject teachers – time to work with school that use Btec courses	Bev Ffrench	2017-18	School Improvement Governors and Head Teacher	Cost met by Oaks membership £10,000 Staff Training Budget
1.5 Continue developing the use of Classroom Monitor so that Faculty Leaders can monitor and report progress over time for GCSE and Entry Level Courses.	Reports to GB and parents and the information is used by Faculty Leaders to identify students who are at risk of failing to meet expectations.	SLT monitoring time	Chris Owen	2017-2018	School Improvement Governors and Head Teacher	Nil additional cost

**2 Teaching, Learning, Curriculum and Assessment - Performance Indicators: Teaching and learning is never less than good and 30% is better than good by the Summer Term 2018.**

Task to be undertaken	Success criteria	Resource implications	Lead person	Time-scale	Monitoring arrangements	Funding arrangements
2.1. Further develop students' engagement in lessons and paired work by establishing 'Talking Partners' throughout the school to facilitate an increase in paired work.	The majority of lessons have a 'talking to partner' element and most students increase their confidence talking in lessons.	Training and monitoring time and support from the Oaks Collegiate	Rosemary Adams	2017-9	Faculty Leaders and School Improvement Governor	Cost met by Oaks membership £10,000 Staff Training Budget
2.2 Continue to involve students in tracking their own engagement and progress through the consistent use of the information in the student tracker in tutorial periods.	The vast majority of students increase their engagement and archive their learning targets during the course of the year.	Maintenance for the student tracker programme and Matt and Richard's time to monitor student outcomes	Matt O'Neill	2016-18	Matt O'Neill to report to HT and the School Improvement	Annual subscription £1500 Assessment Budget
2.3 Continue to develop work related curriculum into the vocational subjects so that work experience, travel training and work related learning is embedded into the vocational courses.	All students have a career plan from Year 10 onwards that is shared with their parents and used to inform their work related learning and work experience.	Time of the independent careers adviser to meet with class, tutors and parents	Bev Ffrench	2016 – 18??	Bev to report termly to Governors	Cost of independent careers advisor Jainn-Anne £6840 Professional Fees Budget
2.4. Ensure that the marking policy is implemented consistently and students are regularly provided with opportunities to improve their work.	Most students understand what they need to do to improve their work.	Monitoring and training time to give feedback to staff	Chris Owen	2016-18	Chris to report to the School Improvement Governor	Nil additional cost
2.5 Implement the findings from the curriculum questionnaire.	The curriculum offers accredited course in Work Related learning and Independence and life skills.	Cost of Travel training and travelling to work experience	Bev Ffrench	2016-18	Bev Ffrench to report to Governors	Student travel Budget £8000 allocated

### 3 Personal Development, Behaviour and Welfare - Performance Indicators: Evidence from the Behaviour database, student tracker and exclusion record show an improvement in the behaviour and engagement in learning compared to the last 2 years.

Task to be undertaken	Success criteria	Resource implications	Lead person	Time-scale	Monitoring arrangements	Funding arrangements
3.1 Find ways of recording and tracking progress in students' personal development skills and wellbeing.	Parents of students with poor attendance involved in implementing a plan to improve their child's attendance.	Monitor and staff meeting time, cost of software	Richard O'Shea	Sept 2017 review by July 2018	Monitored by HT and Wellbeing Monitoring Governor	Cost of Software from the Assessment Budget
3.2 Enable parents to support students' progress and learning by introducing a simple termly reporting process.	Parents receive end of term report generated by SIMS.	Tutor time to produce reports	Rosemary Adams	Sep 2017 fully set up July 2018 and operational by Jan 2019	HT report to Wellbeing Governor	Included in cost of SIMS Software package Link2ICT subscription budget
3.3 Find ways of engaging parents of students with poor attendance to improve their child's attendance.	Spotlight Programme in place and all parents contacted on the first day of absences and monthly reports kept of frequent absences.	Training and Time to follow up on unauthorised absences and make home visits	Matt O'Neill	Sep 2017 in place by Jan 2018	Report to Wellbeing Governor	Nil additional cost, training free
3.4 Establish a system to monitor serious restrained behavioural incidents weekly so that timely action can be taken and the information used to inform policy or refine procedures.	Weekly reports kept made of physical intervention incidents and action is taken where physical interventions can be improved.	Time to analyse and report on incidents	Matt O'Neill	Sept 2017 in place by Oct 2017	Report to Wellbeing Governor	Nil additional cost

<b>Task to be undertaken</b>	<b>Success criteria</b>	<b>Resource implications</b>	<b>Lead person</b>	<b>Time-scale</b>	<b>Monitoring arrangements</b>	<b>Funding arrangements</b>
3.5 Develop the use of the Kabin to set up an alternative learning environment using a therapeutic approach for students who experience difficulties engaging in the classroom.	Students with behavioural difficulties that disrupt lessons are successfully taught to moderate their behaviour. There is an identifiable reduction in fixed term exclusions.	Equipment for the Kabin; Play equipment for grounds	Matt O'Neill	Sept 2017 set up by July 2018	Matt to report to Safeguarding monitoring Governor	School Fund available to fund resources as appropriate
3.6. Review and revise the Sex & Relationship Policy and extend the Schemes of Work to include Sex & Relationship and CPR on an annual basis.	All staff are clear about the policies and procedures relating to Sex and Relationship and are confident to respond and deal with questions and incidents of a sexual nature.	Further training for staff and the Sex and Relationship champions	Bev Ffrench	Sep 2017 in place by Dec 2018	Bev to report to Wellbeing Governor	2-day course £800 - Cost met by Oaks membership £10,000 Staff Training Budget

**4 Leadership & Management - Performance Indicators: School systems and procedures are highly effective and support the staff, with all staff successfully completing the professional development identified in the Appraisal to secure continuous school improvement and successful appraisal outcomes.**

Task to be undertaken	Success criteria	Resource implications	Lead person	Time-scale	Monitoring arrangements	Funding arrangements
4.1 Establish a system to link appraisal and CPD with school improvement planning so that senior and middle managers actively contribute to the process and staff skills are developed in order to secure succession planning.	Appraisal outcomes, observation line management conversations and training recorded on SIMS Appraisal module so that all staff can track and manage their own professional development.	Cost of SIMS Appraisal Module and time to populate the information	Rosemary Adams	Sep 2017 in place for all staff Jan 2019	Report progress to School Improvement Monitoring Governor	Cost of module £550
4.2 Continue to develop the governance of the school by fully implementing the new GB structure.	All GB posts in place. All Governors are active participants and have appropriate training.	Cost of GB training courses	Rosemary Adams	Sep 2016 full GB with training by April 2018	Monitored by BEP representative in 1k visit	Cost of Governors' training Governing Body Expenses Budget
4.3 Further develop leadership skills by ensuring a rigorous strategic approach to analysing and evaluating school data by the increased use of integrated ICT programmes for recording and monitoring outcomes and monitoring the implementation of school policies and procedures.	All senior leaders and Faculty Leaders are confident in using FFT Aspire, My Concern, SIMS and Student tracker to analyse and evaluate school outcomes	Cost of maintaining software programmes	Rosemary Adams	Sept 2017 fully operational by July 2018	Report to GB each term	Cost met by Oaks membership £10,000 Staff Training Budget
4.4 Continue the review and propose revised staff structure that meets the needs of students and is financially sustainable.	Revised structure in place that meets the needs of students and the curriculum; enhances opportunities for students and establishes economic sustainability.	Advice and time for meeting and consultation	Rosemary Adams	Jan 2017 in place by July 2018	Restructure Committee??	Nil additional cost

<b>Task to be undertaken</b>	<b>Success criteria</b>	<b>Resource implications</b>	<b>Lead person</b>	<b>Time-scale</b>	<b>Monitoring arrangements</b>	<b>Funding arrangements</b>
4.5 Investigate systems to reduce the number of assaults on staff.	Explore ways that staff skills and understanding of students with complex and challenging needs can be enhanced with further training.	Advice and guidance from the Educational Psychology Service	Matt O'Neill	Sep 2017 reduction noticeable July 2018	HT to report to GB each term	Cost of Ed Psychologist £4454 Professional Fees budget
4.6 Seek ways of working collaboratively with groups of schools to strengthen school improvement and enrich learning opportunities for students and staff.	Explore and advise Governors of formal ways of collaborating with school to enhance the provision for staff and students at Baskerville School.	Time for information gathering and consultation	Rosemary Adams	Sept 2016 decision made by July 2018	HT to report to GB each meeting	£10000 OAKS Membership & Membership of the Special Schools Management Association £250. Staff Training Budget