



**CITY OF BIRMINGHAM EDUCATION DEPARTMENT**

**BASKERVILLE SCHOOL**

**SCHOOL DEVELOPMENT PLAN**

**2016 – 2018**

**Issued September 2016**

## 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 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 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. and produce a report for the School Improvement Monitoring 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 if necessary 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 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 document only if necessary

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/ BEP, 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.

**OBJECTIVE 1 (OUTCOMES for STUDENTS): Improve the personal, social and academic outcomes for all students by setting realistic but challenging targets and closely tracking their progress.**

**Success Target: Over 60% of students make above expected progress, become confident to contribute to their community, and are able to make decisions about their future.**

Task to be undertaken	Success criteria	Resource implications	Lead person	Time-scale	Monitoring arrangements	Funding arrangements
1.1 Increase the rate of progress in English across Key Stages 3 & 4 so that the vast majority of students achieve their targets.	Over 90% of students achieve expected and 40% exceed expected progress.	In house coaching by the Literacy Faculty Leader	English and Maths Faculty Leaders	Embedded by July 2017	School Improvement (SI) Monitoring Governor	Nil additional cost
1.2. Continue to accelerate the progress of students in Post 16 by improving target setting, monitoring of progress and reporting of progress and achievement.	90% achieve expected and 20% exceed expected progress.	Allocation of time termly in teacher meetings, faculty meetings and Faculty Leaders meeting	Assistant Head Teacher Achievement & Progress	Reviewed Oct 2015 & in July 2017	Monitored by SI Monitoring Governor	Nil Additional cost
1.3 Continue to accelerate the progress by further developing the annotation of students' work at P levels to provide a secure basis for moderation and accurate assessment records.	Over 90% students achieve and 20% exceed expected rates of progress.	Staff training time and SLT & Faculty Leaders time	Assistant Head Teacher Achievement & Progress	Reviewed Sep 2016 and secure by July 2017	Monitored by SI Monitoring Governor	Nil additional cost
1.4 Improve analysis and reporting of data for Pupil Premium and vulnerable student groups to maximise the progress of those students.	There is clear evidence that Pupil Premium students make relatively more progress than non-Pupils Premium students.	Assistant HT Achievement & Progress plus En and Ma Faculty Leaders time	Assistant HT Achievement and Progress	Commence November 2015 in place by July 2016	Monitored by SI Monitoring Governor	Nil additional Cost
1.5 Report the progress of students in all subjects by key stages and learning pathways to improve the analysis of different groups.	Progress is analysed in key stages and learning pathways and the analysis produces clear evaluations of students' progress and achievements.	Faculty Leaders, Assistant HT Achievement & Progress and Assistant HT Curriculum time	As above	Commenced Sep 2016 reviewed in July 2017	As above	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>
1.6 Continue developing the use of Classroom Monitor so that Faculty Leaders can monitor and report the strands for En, Ma and Sc,. This is to aid the analysis of outcomes in order to identify where additional teaching strategies are needed are to be targeted.	Annual and termly progress reports identify and analyse En Ma & Sc in detail to identify interventions to sustain good or better progress.	Faculty Leaders time	Faculty Leaders for En, Ma & Sc	In place by October 2016	Monitored by SI Monitoring Governor	Nil additional cost
1.7 Further embed high quality assessment for learning, marking and feedback so that students know what to do to improve their work.	Assessment is accurate and provides appropriate information so that students can improve their work.	Time for Faculty Leaders to monitor and give feedback to teachers	Assistant HT for Curriculum and Faculty Leaders	Start June 2016 and review & revised by Dec 2016	Monitored by SI Monitoring Governor	Nil additional cost

**OBJECTIVE 2 (QUALITY OF TEACHING LEARNING & ASSESSMENT): Maintain continuous improvements in learning, teaching the curriculum including the 24-hour and extended curriculum & assessment so that students are well prepared for adult life. Success Target: Learning, teaching and the curriculum is outstanding as judged by the OFSTED criteria. The curriculum, including the 24-hour and extended curriculum, is well matched to meet the learning needs of the full range of students' abilities and interests.**

Task to be undertaken	Success criteria	Resource implications	Lead person	Time-scale	Monitoring arrangements	Funding arrangements
2.1 Further enhance the skills of teachers so that 'they become even better than they already are.'	Mentors use the TEEP and other approaches to enhance teachers' skills.	Workshop and mentoring time	Head Teacher	Sept 2016 review July 2017	Monitored by School Improvement (SI) Governor	Cost included in the OAKS membership of £20,000
2.2. Use the summaries of individual learning needs and teaching strategies to ensure that all individual learning needs are met.	Teaching is focused on individual learning needs and appropriate teaching strategies are used.	Planning time for class teams & monitoring time for Senior Leaders	Assistant HT Achievement & Progress	September 2016 review July 2017	Monitored by Head Teacher and SI Monitoring Governor	Nil additional cost
2.3 Continue to develop the tracking facility on the CPD data base so that developments identified are addressed promptly.	Evidence from lesson observations that teaching is steadily improving and teachers' developmental needs are addressed.	CPD time to provide feedback to teachers	Head Teacher	Start Jan 2016, embedded by July 2017	Monitored by Head Teacher & SI Monitoring Governor	Cost of CPD tracker software £500
2.4 Develop a coordinated approach for training and monitoring literacy across the curriculum.	Students confidently develop literacy skills progressively over time and improve their written and spoken communication.	Faculty Leaders time for monitoring and to meet	English Faculty	Start Sep 2016 review 2017	Monitored by Head Teacher and SI Monitoring Governor	Nil additional cost
2.5 Find ways of making the learning environment in Post 16 more adult with a more flexible approach to learning.	The atmosphere and experiences are more grown-up.	Assistant HT Curriculum & Post 16 teachers	Assistant HT Curriculum	Start Jan 2016 Review July 2017	Monitored by Head Teacher & SI Monitoring Governor	Nil additional cost
2.6 Faculty Leaders to continue to monitor the procedures for interventions for students who are failing to make expected progress.	All students make at least good progress and are not allowed to fall behind similar peers.	Faculty Leaders monitoring & planning time	Assistant HT Achievement & Progress	Start Sep 2015 embedded by Jan 2017	Monitored by Head Teacher & SI Monitoring Governor	Nil additional cost.

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2.7 Continue to involve all students in tracking their own progress – by consistently providing target information at front of books/ folders.	Students understand what they have achieved and have high realistic aspirations of what they can achieve.	Faculty Leaders monitoring time	Assistant HT Curriculum & Faculty Leaders	Start April 2016, review July 2017	Monitored by Assistant HT Curriculum & SI Monitoring Governor	Nil additional cost
2.8 Embed the work related curriculum into the vocational subjects so that work experience and work related learning provides a practical element to the courses.	Students have greater understanding of the world of work.	Assistant HT Curriculum and Work Experience Assistant planning	Assistant HT Curriculum	July 2016 embedded by Spring 2018	Monitored by Assistant HT Curriculum & SI Monitoring Governor	Nil additional cost
2.9 Ensure that the Marking Policy is implemented consistently and students are regularly provided with opportunities to improve their work as identified by the teacher.	Marking clearly informs staff and students of their achievements and opportunities are provided for students to improve their work.	Faculty Leaders monitoring and meeting time	Faculty Leaders	Embedded by July 2017	Monitored by SI Monitoring Governor	Nil additional cost
2.10 Develop the moderation process at Key Stage 3 in line with that at Key Stages 4 -5 so that there is a record in students' exercise books.	Governors, staff, students and parents are confident that the marking and assessment information is clear and accurate.	Planning & moderation time in faculties	Faculty Leaders & Assistant HT Curriculum	Commenced Sept 2016, complete by July 2017	Monitored by SI Monitoring Governor	Nil additional costs

**OBJECTIVE 3 (PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE): Promote the safety and wellbeing of students by promoting safe, healthy, orderly and sustainable living habits.**

**Success Targets – Students are able to make informed choices about how to live a safe, healthy and happy life. They know how to keep safe. The school’s provision is judged to be outstanding against the OFSTED Criteria.**

Task to be undertaken	Success criteria	Resource implications	Lead person	Time-scale	Monitoring arrangements	Funding arrangements
3.1 Find ways of engaging parents of students with poor attendance to enable them to work with the school to improve their child’s attendance and progress.	Parents of students with poor attendance involved in implementing a plan to improve their child’s attendance.	Monitor and meeting time	Assistant HT Pastoral	Sept 2016 review by July 2017	Monitored by HT and Pastoral Monitoring Governor	Nil additional cost
3.2 Continue to develop teaching strategies and learning activities that engage students in learning and encourage them to work in pairs and small groups.	Teachers & non-teaching staff develop a range of learning activities that engage students and students engage in learning and comfortably work in pairs and small groups.	Training time for coaching and CPD sessions	Head Teacher	Reviewed July 2016 Continue to July 2017	Monitored by HT and SI Monitoring Governor	Nil additional cost as it is included in OAKS Registration fees
3.3. Utilise the Rights Respecting Schools Award and Global Learning initiatives to give students opportunities to engage in school, local and national concerns to give them experiences of being an active part of the community and thereby improve their mental wellbeing.	There are a greater number of structured opportunities for all students to engage in school, local and national activities to become active members of society and improve their mental wellbeing.	CPD Training time	Assistant HT Pastoral assisted by Faculty Leader Rural Dimension	Sept 2015 review July 2017	Monitored by HT and Pastoral Monitoring Governor	Nil additional cost, covered by Global Learning grant



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3.4 Develop a research programme to identify the impact of the Global Learning Project on students' mental wellbeing.	The school establishes objective measure of improvement in students' mental wellbeing.	Time for base line and progress testing using mental wellbeing scale	Faculty Leader Rural Dimension	Nov 2016 Review July 2017	Monitored by Assistant HT Pastoral reporting to Pastoral Monitoring Governor	Cost covered by Global Learning research grant
3.5 Use the data in the student tracker to analyse students' engagement in lessons with the students (wherever possible) and to encourage them to set targets to improve their engagement and progress.	Students' engagement improves over time.	Cost of training day & planning time for SLT & Faculty Leaders	Richard Wrigley	April 2015 review in July 2016 & July 2017	Monitored by HT and SI Monitoring Governor each term	Software servicing cost
3.6 Complete a Prevent audit and action plan that includes awareness raising activities in the curriculum.	Prevent awareness activities are embedded into the curriculum as evidenced in the SMSC data base.	Teacher time to identify the Prevent activities in the curriculum	Assistant HT Curriculum	Sep 2015 Embedded by July 2017	Monitored by the Safeguarding Monitoring Governor	Nil additional cost

**OBJECTIVE 4 (EFFECTIVENESS of LEADERSHIP and MANAGEMENT): Create a leadership team that promotes a clear shared vision of high aspirations and are restless in their endeavours to raise standards and create an outstanding school.  
Success Target: The school is judged to be outstanding against the OFSTED Criteria.**

Task to be undertaken	Success criteria	Resource implications	Lead person	Time-scale	Monitoring arrangements	Funding arrangements
4.1 Continue to provide Professional Development opportunities, develop senior teachers' leadership skills and knowledge in support of succession planning.	Senior staff engage in leadership development activates offered by the OAKS Collegiate.	Time to take part in leadership activities in other schools	Head Teacher	April 2014 reviewed in July 2015	Monitored by SI Monitoring Governor	Cost within the OAKS membership fee
4.2 Further develop the governance of the school by implementing governor monitoring and reporting arrangements.	Timely high quality reports produced by named governors and school lead containing clear information that provide relevant information for GB.	Time to produce reports	Head Teacher	Started May 2016 review July 2017	Chair of GB	Nil additional cost
4.3 Further develop middle and senior leaders' skills to ensure a rigorous approach to analysing and evaluating student outcomes to support school self-evaluation.	Effective use is made of school data to inform school self-evaluation and provide factual evidence to support conclusions.	Training time	Head Teacher	Started Jan 2016 Review July 2016 & 2017	Monitored by SI Monitoring Governor	Cost met from OAKS membership fee
4.4 Continue with the staff review and revise the staff structure to identify a structure that meets the needs of the students and is financially sustainable.	Staffing structured agreed by GB that meets the needs of students and is financially sustainable, agreed by February 2017.	Head Teacher and Business Managers time to prepare reports and costs to GB	Head Teacher and Business Manager	April 2015 reviewed in July 2016	Chair of GB and Finance Monitoring Governor	Nil additional cost

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4.5 Link the CPD / Appraisal data base to our school data management system in April 2017 to support the appraisal process and school efficiency.	Teachers CPD and Appraisal are linked and incorporated into the school information management system to make the monitoring and evaluation of the process more efficient.	Time to review current system and transfer information onto the new system.	Head Teacher	July 2015 reviewed in Sep 2016	Monitored by SI Monitoring Governor	£500.00
4.6 Develop a coaching working group that includes the TEEP coaches to continue to enhance the skills of teachers.	The school has a sustainable method to enhance teaching and learning throughout the school. The quality of teaching continues to steadily improve so that every teacher can be even better.	Time for coaches to implement the action plan.	Head Teacher	Sept 2015 review July 2016 & July 2017	Monitored by SI Monitoring Governor	Cost met from the OAKS membership fee
4.7 Seek ways of working collaboratively with groups of schools to strengthen school improvement and enrich learning opportunities for students and staff.	The school is working collaboratively to provide a richer CPD and school improvement programme.	Time to attend OAKS HT meetings	Head Teacher	October 2016 Review April 2017	Monitored by SI Monitoring Governor	Cost met from the OAKS membership fee