

## School Development Plan 2018-19 (Draft)

Aim	Suggested Actions		What success will look like (May 2019)
LXW	Learning and Standards		
1	Improve <b>consistency across classes</b> in relation to our 'Gordano Goals'	Consult staff on Gordano Goals. Make sticker and posters. Launch on Sept INSET. Use SLT SEF processes to measure compliance.	Staff voice shows a good understanding of the Gordano Goals. SEF activities show high compliance rate for the Gordano Goals.
2	Improve <b>line management of HOFs</b> and post holders.	Change meeting schedules for HOFs and Post Holders. Strategic Line Management led by LXW. Compare HOF voice in July 2018 and 2019.	HOF voice indicates improvement.
3	Embed the ' <b>Promoting Progress</b> ' cycle in all faculties.	Deliver training. Refer to cycle throughout 2018-19. INSIGHT focus.	Minutes show that all faculties have taken actions in accordance with the cycle.
4	Promote the <b>Knowledge Agenda</b> across the school, including the explicit teaching of <b>revision strategies</b> .	Launch September INSET and through Twilights. Share good practice and resources. INSIGHT focus.	All faculties will have evidence of using Deliberate Practice and faculty time to embed Knowledge Agenda and revision strategies throughout the Key Stages. Faculty QA indicates positive impact.
5	Develop the <b>CPD offer for Middle Leaders and Aspiring Middle Leaders</b>	Develop and deliver the courses. Engage in OLEVI offer from Challenge Partners. Obtain delegate feedback.	ML and SL 'Interview Day' delivered within the NSTA CPD offer. Engagement and feedback from OLEVI courses
DXB	Achievement		
1	Improve the consistency and accuracy of <b>Progress Check data</b> .	Create department assessment spreadsheets for skills/key areas. Improve accuracy of data through moderation / quality assurance exercises. Share best practice.	Reduced gap between projected and actual results (exam yeargroups). Staff feedback on consistency of use of data.
2	Develop <b>use of data</b> to more effectively support actions to improve outcomes.	Create working party on the effective use of data analysis. Provide staff training on the use of data to inform teaching.	Staff voice on use of data.
3	Reduce the <b>in school variation</b> of attainment and progress	Increase the capacity for HOFs and HOHs to act on concerns raised by Progress Checks and Snapshots by reducing the time they spend handling data. Improve the accuracy and consistency of departmental data monitoring / intervention. Improve quality assurance procedures through deliberate practice.	Departmental tracking and data captures highlight variation, best practice and underperformance. In school variation is reduced across subject areas and between vulnerable groups.

4	Refine and improve <b>impact of the Year 11 Strategy</b> .	Effective identification of underperforming groups and individuals leading to more effective intervention. Develop more effective communication (SLT, teachers, postholders, tutors / HoHs, students, parents). Review of Level system and exam season.	Departmental tracking and data captures identify positive trends Challenge questions (LM minutes) lead to improved overall outcomes. Significant reduction in students with negative P8 scores. Parental feedback regarding communication. Staff feedback on Level System.
5	Improve the <b>clarity of reporting</b> to parents	Create a clear template for reporting that explains the current attainment and future pathway of the student. Improved communication with parents, with feedback from a focus group. Clear and effective templates that identify the needs of the individual students.	Parental feedback indicates improved communication and value of reporting.
<b>DDM</b>	<b>Pastoral and Behaviour</b>		
1	Improve consistency in use of the <b>behaviour system</b> across the school.	Implement changes to behaviour system. Provide further training as needed (including new staff). Develop use of SIMS to support more effective use of the system. Develop the use of SIMS Discover for analysis / intervention. Regular staff and student voice. Encourage the awarding of merits more consistently.	SIMS data indicates a more consistent use of SIMS behaviour. Student voice demonstrates this. Staff Survey indicates a more consistent and positive view around the behaviour system.
2	Enhance the consistency of purpose in the <b>tutor period</b> across the fortnight.	More emphasis on tutor time learning walks - planned and carried out systematically. More time given to developing the role of the tutor: sharing best practice, training, peer observation. Reflection Journals become part of 'book looks'. Regular staff / student voice. Routines/expectations embedded via HoH and SLT links. Friday tutor activities planned and programme for the year made available in September. Resources always ready one week in advance. Introduce a tutor of the fortnight to be announced in briefing.	Learning walks demonstrate value / purpose of tutor time. Student voice indicates more positive views about quality of tutor time. QA shows reflection journals used consistently with clear value. Tutor meeting minutes show evidence of sharing best practice. Tutor of the fortnight introduced each fortnight in staff briefing.
3	Improve <b>attendance</b> for key vulnerable groups	Ensure reporting on attendance of vulnerable groups becomes part of regular attendance reviews. Develop strategies to ensure improved attendance of our vulnerable students through multi-agency approach. Develop more praise and rewards for students with good/full attendance.	Vulnerable groups' attendance improves by at least 1.5%. Parent voice for vulnerable groups demonstrates increased engagement.
4	Create a more effective <b>approach for lesson withdrawal</b> involving the restorative approach.	Move Isolation to MR2, re-model and rename. Ensure appropriate subject work available in the room. Develop re-integration strategy where a Behaviour mentor uses the Exit time to discuss behaviour with the student before returning to their next lesson. Centralise afterschool	Isolation/Exit room relocated and re-modelled. Appropriate work provided. Analysis shows 15% reduction in lesson exits, use of 'isolation'. Staff Survey indicating more positive views on revised

		detentions with SLT rota. Ensure staff complete and record RJ meetings. Alternative provision/approach for high tariff students developed.	approach. Evidence of RJ meetings for each Exit. 10% reduction in exclusions.
5	Raise the profile and impact of work on <b>Mental Health and Anti-Bullying</b> across the school	Continue developing work of the Sixth Form Council with the lower school Council (events and assemblies). Explicit focus on promotion of kind and caring behaviour. More regular communication with parents, including monthly update, parent forum (T1) and evening events. Map provision for Mental Health (with Exeter Uni). Develop links with other LSP secondaries & old a Student Conference on Mental Health. Increase in provision for Mental Health support.	Increased profile recognised by students and parents. Student/Parent voice indicates a more positive view on school support for Mental Health. Reduction in bullying-related incidents. Anti-Bullying student group set up. Enhanced reporting through LGB.
<b>JMF</b>	<b>Sixth Form and Careers</b>		
1	Embed <b>independent learning</b> across new Sixth Form physical environment	Learning skills induction for Year 12 by external provider. Implement effective study arrangements for new configuration of study environments. Regular review of study zone effectiveness. Develop use of tutor time for independent learning. Review role of Firefly in KS5 T&L.	Positive reviews of induction by students, and impact by staff. Positive reviews of study zone effectiveness and tutor time. Audit of Firefly resources shows improved quality / engagement.
3	Develop the <b>prefect system</b> to support improved lower school transition	Link prefect teams to roles in lower school, including through tutor time. Develop Peer Mentor programme. Prefects attending and leading on house assemblies.	Rota of prefect involvement successfully adhered to, including in tutor time/ assemblies. Successful launch of mentoring room. Positive HoH feedback re. role Sixth Form students.
4	Develop <b>use of Unifrog</b> to raise knowledge and aspiration in future pathways	Revisit Unifrog in each year group through year. Report on use to staff / SLT / LGB / and use to inform invitation/career programme. Gordano Guarantee clearly linked to Unifrog (student planner, tutor resources). Parent workshops/stand at Progress Evenings. Unifrog training for staff (in house and external).	Increased use of unifrog by students across yeargroups. Positive student feedback. Destination data shows increased engagement rate. Staff / SLT/Governor feedback indicates value gained from membership. Positive self-evaluation from training.
5	Improve exposure of students to <b>careers-related information</b> and events.	Increase use of social media to publicise information / events. Increase publicity in-school using Firefly, LCD screens, tutors.	Student feedback shows improved awareness of careers events. Increased numbers of students attending events. Evidence of increased social media presence through analytical statistics. Published careers offer to all year groups
<b>SJR</b>	<b>Curriculum Delivery</b>		
1	Improve <b>effectiveness of resource use</b> (staffing and rooming)	Re-mapping of curriculum (September 2018). Investigate Edval timetabling tool. Re-work the demographic projections across the year to best available figures.	Improved deployment of staff to timetable. Fewer split classes. More efficient Year 9 /12 options allocation. Occupancy rates for rooms increased.

	through the timetabling process	Plan with SXB and site team the program for demographic works.	
2	Ensure suitable curriculum pathways available for <b>vulnerable learners at KS4</b>	Review the suitability of courses and consider value of increasing the vocational offer. Ensure that the current pathways are enhanced (maximising options for students whilst optimising efficiency). Investigate, with other curriculum post holders, new courses.	Improved and more suitable offer for vulnerable learners.
3	Develop the <b>planning for the exam season</b> to reflect the increase in numbers of exams and the demands of access arrangements.	Review demands accommodated during summer 2018 series. Identify the key areas of growth in the exam demand through the survey of intention etc. Plan with Student Support around access arrangements and emergency capacity.	Exam timetable fitting the demand into a minimum number of spaces that are well positioned to deliver optimum conditions for candidates. Staff feedback post exam season.
4	<b>Develop the Y8 options processes</b> in the light of a review of the current academic year and developments implemented.	Review the process and amend timeline accordingly. Develop the model of IAG pre and post options deadline. Review model for 2019-20 (in light of demographic growth) to optimise staffing planning.	Improve the matching of allocations to choices. Feedback on options process (students / parents) shows increased satisfaction.
<b>AMS</b>	<b>Development Stage and Inclusion</b>		
1	Review the effectiveness of <b>Assessment without Levels</b> in the Development Stage and implement any necessary amendments	Implement any proposals from 2018 summer Insight self-evaluation. Compare attainment and progress data for key groups of students for consistency. Assess effectiveness and clarity of achievement grids for teachers and students. Revisit whether the current reporting format gives clear and useful information for parents.	An agreed procedure for collecting assessment data and reporting to parents is in place for September 2019. Improvement in staff confidence in the new system.
2	Fully implement and review the <b>Year 6-7 Transition Action Plan</b>	Each of the twelve steps in the action plan is implemented on time. Review of 2018 transition arrangements with primary schools. Ongoing review of new initiatives at the end of terms 2, 4, and 6.	Review of Action Plan completed and evaluated, with any suggested changes implemented for summer 2018 (if applicable) or planned for summer 2019. Stakeholder voice to show clear approval for new procedures.
3	Fully implement and review the recommendations of the independent <b>EAL review</b>	All recommendations to be in place for the start of the 2018-19 academic year. Consult with MFL Faculty about having a defined role in EAL provision. Review against accepted standards of good practice.	Review completed by Easter. All new procedures in place and reviewed by summer 2019. EAL provision to meet good practice standards in most areas, given budget considerations.
4	<b>Develop school-wide SEND strategy</b> to deliver high-quality support for SEND students	Link to MAT-wide exploration areas for development. Strategy document in liaison with partner schools and governing body to provide clear direction for moving forward.	Strategy document with clear direction for moving forward to be in place by summer 2019. Any agreed MAT-wide developments in place.

5	Continue to develop <b>provision for disadvantaged students</b> to improve their educational outcomes, with a particular focus on Years 8 and 9	New model of PP intervention in English to be trialled and evaluated. Participation in the local SSIF Disadvantaged Project, with focus on KS3 literacy. New Year 8 and Year 9 projects to be planned and delivered by MJD. MAT-wide Pupil Premium Co-ordination group to be established.	Improved literacy scores among disadvantaged students in the Development Stage. Positive stakeholder voice regarding new PP projects and their impact on student motivation/ outcomes. Best practice shared among MAT secondary schools, with opportunities for improved provision identified and acted upon.
<b>SXB</b>	<b>Finance, Operations and Estates</b>		
1	Implement <b>changes to the school estate</b> to cater for ongoing demographic need.	Finalise project plans with property consultant (Jun 18). Clear communications to key stakeholders on estate works plan (ongoing). Deliver projects on time and within budget (Ph1 Aug 18, Ph2 Aug 19).	HOFs in DT/Science satisfied refurbishments meet curriculum needs. Projects completed on time and in budget.
2	Implement <b>IT infrastructure upgrades</b> to meet operational needs and management of security risks	Implement hardware changes to support key room moves (Sep 18). Prepare resource plan, procure IT hardware and implement Windows 10 upgrade (Aug 19). Update risk register re security.	Specific room infrastructure changes completed on time. All infrastructure upgraded by 19/20 AY. IT Manager confirms security risk is significantly mitigated. Elimination of security breaches.
3	Improving the <b>efficiency of finance and HR processes</b> through collaborative working with the LSP / other Trust schools.	Trust-wide review of HR/payroll processes (Jun 18) and implementation (throughout 18/19). Implementation of finance process review (Sep 18). Communications to budget holders and HOFs.	10% time-saving for HR staff. 10% time-saving for Finance staff. Positive endorsement of new HR/Finance processes by budget holders and HOFs
4	Co-ordinate the development of a school wide approach to <b>minimise waste and litter</b>	Agree catering contractor's revised procurement supply chain plan (Sep 18). Procure sufficient waste disposal and recycling outlets (Aug 18). Prepare presentation for school assemblies on new approach (July 18). Implement designated eating zones (Sep 18). Hire falconry company to deter seagulls.	20% reduction in overall waste. 20% reduction in waste to landfill and increase in recycled waste Notable visible reduction in litter around the school site. Notable reduction in seagulls.
<b>TWI</b>	<b>Whole School Leadership</b>		
1	Ensure the delivery of greater <b>value of LSP membership</b>	Completion of a VFM review. Review and re-model support staff structures as necessary. Pursue LSP progress in Careers, Post 16 Provision, SEND support, Alternative Provision, CPD (through NSTA).	Demonstrate improved Value For Money (VFM exercise June 18 / June 19). Demonstrable progress in LSP support in identified areas.
2	Embed the <b>Challenge Partners programme</b>	All SLT to complete induction / QA review training. All SLT to complete one QA visit of another school. QA visit of Gordano (Nov 18) completed, actions identified and implemented. Ensure full engagement with other element of Challenge Partners offer.	SLT feedback indicates value gained from Challenge Partner Membership. Fully implemented action plan follow QA review. Benefit of other elements captured.

3	Ensure complete <b>readiness for OFSTED</b> inspection at any time.	Review actions following OFSTED readiness check (Nov 17). Review SEF format and completion to meet need. Complete staff training as necessary.	OFSTED Action Plan complete and accessible to all. SLT feedback indicates readiness. Staff feedback indicates greater understanding of / confidence in process.
4	Ensure <b>emergency procedures</b> embedded for full range of potential scenarios.	Finalised arrangements for emergency situations (especially communications). Clarification / communication of procedures to all staff. Update Fire evacuation arrangements and trial. Trial lockdown procedure and refine.	Staff feel fully prepared for key emergency scenarios. Draft action plans / documentation complete and accessible on system.
5	Develop a proactive response to <b>workload and wellbeing agendas</b> .	Consider workload review group recommendations. Agree action plan and implement. Review through staff surveys.	Termly staff surveys demonstrates positive impact of workload recommendations/ actions.

### Key Performance Indicators (KPIs) (2018 figures in brackets)

#### Key Stage 4

Student Groups	All	Disadvantaged
Progress 8 Score	+0.30 (+0.18)	-0.25 (-0.61)
Attainment 8 Score *	52.5 (50.9)	38.0 (34.3)
Basics Measure (% students achieving 5+ in English & Maths)	58.0 (49.5)	40.0(16.7)
EBACC % (4+)	40.0 (32.1)	20.0(10.0)

#### School Attendance (Y7-11)

Student Groups	All	Disadvantaged
Overall absence	96.0 (95.5)	94.0 (92.6)
Persistent absence	7.5 (10.9)	20.0 (25.0)

#### Key Stage 5

A Level	All	Female	Male
A*-A grades	(32.1)	(21.2)	(38.6)
A-B grades	(58.9)	(49.3)	(64.6)
A-C grades	(82.4)	(76.7)	(85.8)
Value Added	+0.12 (+0.18)	+0.12 (+0.14)	+0.12(+0.25)
Vocational	All		
Dist* - Dist	95 (95.8)		
Dist* - Merit	100 (100 )		
Dist* - Pass	100 (100)		