The Willink School

School Development Plan 2013-14

Whole School Objectives

The Willink School: School Development Plan 2013-14

Whole School Objective 1. Achievement

Key Outcomes, targets and success criteria

Raise standards of attainment and progress by setting high expectations for both cohorts and student groups (so the school can confidently demonstrate overall achievement as at least "good").

:

a. Raise standards of attainment at KS3, KS4 and Post 16. Attainment targets are for 2014:
   i. KS3 English (L5+ 90%, L6+ 60%, L7 20%); KS3 Mathematics (L5+ 90%, L6+ 70%, L7+ 39%)
   ii. KS4 5+A*-C (including English and Mathematics) 81%; 5+A*-C 93%; Ebacc 33%; A*-A 26%; Capped pts 370
   iii. Year 13 ALPS (overall value added score >0.9, value added grade 3).
   iv. Year 10 target (FFTD 71% 5+A*-C, inc E&M)

b. Raise standards of progress for specific learner groups. Progress targets for 2014:
   i. KS2-4 English (86% expected level of progress, 42% of able students achieving 4 levels of progress); KS2-4 Maths (79% ELP, 52% of able students achieving 4LP) KS2-4 English & Maths (76%ELP, 39% of able students achieving 4LP)
   ii. Student groups (SEND, school action, low, middle and high abilities on entry, pupil premium recipients including looked after children (LAC), those entitled to Free School Meals (FSM) and service families' children, boys/girls) make expected levels of progress (targets set at two sub-levels per year at key stage 3, FFTD / one grade per year key stage 4.
   iii. Ensure the gap in attainment between pupil premium recipients and the rest of the cohort is closing (target <10%), carefully checking the impact of specific initiatives designed to help these groups make accelerated progress.
   iv. Evaluate the impact of CLIL initiatives on achievement and quality of teaching in preparation for the 2014 curriculum model

Action	Lead Staff	Time scale/date
a. i. introduce new "Attitudes to Learning" reports at KS3 and KS4 with RAG colour coding to indicate progress. Review term 5.	DGR	from 10.13
ii. attainment in year 7 to be assessed by 11.13 for science, geography, history, (in addition to English and maths) for inclusion in first report; progress subsequently measured from this baseline judgement. Other subjects by term 3.	HODs	by 11.13
iii. ensure target and progress data is available and accessible to HODs, HOLs and staff i/c student groups in a format ready for analysis, e.g for self-evaluation, using the PiXL fine grading system at KS4 and in the Sixth Form	DGR	9.13
vi. create "Wildly Important Goals" (WIGs) and share with HODs and Sixth Form Subject Leaders (No Alps "blue", no U grades, A*-B target 63% and then monitor progress termly in year 12 & 13	ASI / SPL	9.13

Action	Lead Staff	Time scale/date
v. use "impact reports" with underachieving Sixth Form students to record personal targets and strategies for improvement	ASI	9.13
b. i. engage in the "Achievement for All" programme to address the progress of identified vulnerable students in year 7 and 10. Needs analysis undertaken and core group established (July 2013). Students identified by early Sept. Priorities agreed and	EPA / core group	from 9.13
core group staff coaching (term 1) introduction to staff on 4.11.13 training day.	ASI / SPL	from 9.13
ii. ensure a) all teaching and support staff can identify their Pupil Premium students b) HODs to apply to EPA for additional resources to support students c) termly progress and attendance checks and evaluation of impact of intervention d) regular discussion at department, year team and PDG/CDG meetings e) structured conversations with parents from 10.13	EPA / HODs / HOLs	from 9.11
iii. HODs and HOLs to a) use the new AtL reports, to monitor and analyse the progress of individual students, student groups and cohort b) ensure the nature of underachievement is identified early, that intervention is targeted, appropriate and co-ordinated, and the impact of intervention is assessed: e.g. small group teaching, targeted 121 support, targeted LSA intervention, focused revision programmes, academic mentoring, homework/study club, peer tutoring.	HODs / HOLs / SLT link	from 9.13
iv. continue (3 times a year) review meetings with Head, Raising Standards Leader (KS4:JEV, Sixth Form: ASI) to monitor progress and impact of interventions. In addition Head of English and Head of Mathematics to jointly meet with MSU and EPA to co-ordinate intervention at KS3, using PiXL KS3 PLCs	SLT / HODs / EPA	from 9.13
v. implementation of PLCs across Sixth Form subjects	ASI / SPL	from 9.13
vi. Ensure levels of literacy are tracked and appropriate intervention (e.g 121 tuition, reading recovery, literacy catch up, Sound Training) put in place, monitored and impact evaluated. Termly update.	JEV / NBR	from 9.13

Monitoring (in addition to departmental and year group self-evaluation)

- Students surveyed
- Lesson observations
- Monitoring of learner groups and intervention in years 7-10
- Termly update from departments and year groups to EPA on the progress of students (FSM: Pupil Premium)

Budget (to include costs of staff training)

- Pupil Premium (discretionary allowance and impact)
- Achievement for All (£6K for two years) from Pupil Premium funding
- PiXL and PiXL6 (£5K) from School Improvement and Pupil Premium funding

Whole School Objective 2. Quality of Teaching

Key Outcomes, targets and success criteria
Improve teaching in each key stage and each department so that it is consistently good (at least 80% of lessons to be judged "good" or better, and a third of teaching judged to be "outstanding" by January 2014) through a focus on: a. deploying Assessment for Learning strategies as identified in the school's Learning & Teaching Framework, specifically: ▪ the use of assessment information to inform lesson planning so that activities meet the needs of each student and are appropriately challenging ▪ differentiated questioning ▪ setting clear learning objectives and success criteria ▪ marking students' day to day work giving constructive feedback and clear guidance on what students need to do to improve it ▪ providing homework which accurately matches individual needs. b. applying an effective and cohesively planned approach to literacy across the curriculum. c. developing independent, active and creative learners d. the training and development of Learning Support Assistants

Action	Lead Staff	Time scale/date
a. i. Ensure a set of "non-negotiable" expectations for teaching and assessment is undertaken by all staff: ▪ staff to have a seating plan for each class, detailing students' attainment, target grade and specific learner group (e.g. FSM, SEN, more able) and to use data to ensure all needs and learning styles are catered for ▪ students to have a progression chart stuck in their books where attainment levels/grades and targets are recorded ▪ staff to commonly use (at least monthly) "what went well" and "even better if", as prompts for marking and feedback relating to learning objectives, and ensure time is allocated in lessons for students to respond to comments ▪ staff to make use of Personal Learning Checklists in all Sixth Form subjects ▪ staff to use the Literacy Correction Code in day-to-day marking. Students using their Planners to record correct spellings ▪ staff to use a variety of *Af*L strategies in every lesson to evaluate progress ▪ staff to insist that students title and date work and label homework and classwork	SLT / HOD All teaching staff	all from 9.13

Action	Lead Staff	Time scale/date
b. i. Ensure tutor groups have silent "Reading for Pleasure" time scheduled for one morning tutor time per week.	HOL /	from 9.13
ii. All teachers to reinforce key terms and subject specific vocabulary by a) introducing these at the start of each unit b) displaying key words in the classroom c) including a literacy focus in lesson plans	Tutors Teaching	from 9.13
iii. Departments to include a literacy focus in all Schemes of Work at KS3 with a literacy mat to accompany the SOW. Planning terms 1 & 2; implementation from term 3	staff HOD	from 1.14
iv. All teachers will explicitly teach the skills required to develop: reading, writing, speaking and listening. November training on creating opportunities in lessons to address literacy issues. Full implementation from term 3	NBR	from 1.14
c. i. Design departmental "Independent Learning Projects" for Learning Review Days for year groups as per agreed schedule; students to access information and resources prior to LRD. Planning during term 1.	ASI / HOD	by 11.13
ii. Plan and set homework that is differentiated, providing more able students with challenging tasks that extend their understanding and development of skills. Planning from 11.13 for implementation in term 3.	HOD, JSK	from 1.14
iii. Encourage independent research and stipulate opportunities on Schemes of Work e.g students to use a variety of sources and provide information in an imaginative way. Planning term 2 for implementation term 3.	HOD	from 1.14
d. i. LSAs to undergo literacy training to enable generic support in class and for specific intervention	NBR / JEV	9.13
ii. LSAs to be linked to curriculum areas for 9.13. Time is allocated with for LSAs to work in departments attending departmental curriculum/SOW/lesson planning meetings. LSAs to be given appraisal targets to liaise and complete tasks	NBR	from 9.13
iii. New good practice guidance for LSAs and teaching staff to be produced for 9.13 to aid consistency and maximise impact on learning. Further research and evaluation to be undertaken on the effectiveness of LSAs to enhance learning.	NBR & RWI	9.13 from 10.13

Monitoring (in addition to departmental and year group self-evaluation)

- LA Supported review of teaching and learning, January 2014

Budget

- New Leaders Development Programme

Whole School Objective 3. Behaviour & Safety

Key Outcomes, targets and success criteria
Strengthening behaviour and safety across the school (so that the behaviour and safety in each year group, department or key stage is judged to be "good/outstanding" and the school can confidently demonstrate overall behaviour and safety as outstanding) through a focus on: a. Improving the attitude to learning and behaviour, specifically the small number of students that can disrupt learning, reducing exclusions further b. Ensure the new behaviour management policy, amended in light of the new arrangements for rewards and praise, is implemented consistently. c. Ensure incidents of bullying remain rare and our response to incidents when they occur is judged as "outstanding". d. Improve the attendance of specific learner groups so that their attendance is similar to that of the cohort as a whole

Action	Lead Staff	Time scale/date
a. i. implement the new "Attitudes to Learning" Reports. Scrutinise data by student groups.	DGR / HOL	from 10.13
ii. Arrange CPD for staff in Student Support on behaviour / anger management (D Glare), motivating students (R Gibb)	NBR /SKE	term 1
iii. develop the Year 11 prefect system (so that it works alongside the House system and feeds into the senior student system) to encourage and acknowledge achievement and contribution to wider school community	JEV / RGL	from 9.13
b. i. re-visit the Behaviour Management Policy, ensuring consistent implementation of the policy	PFR	9.13
ii. implement and evaluate the new system of rewards. Feedback to Student Council & Governors 11.13.	EPA	term 1
iii. monitor exclusions and detentions half-termly by student group	ASI / HOL	term 1
c. i. record types, rates, and patterns of bullying by student groups.	ASI	from 9.13
ii. present a Parent Information Evening on inclusion and anti-bullying (anti-bullying week)	SLT	11.13
iii. work towards national recognition for the anti-bullying work of the school through assessment for the Anti-Bullying Quality Mark UK (or equivalent)	SKE / NBR	from term 1
d. i. Monitor attendance (and persistent absence) half termly by student groups, specifically**,** FSM, SEN School Action, Pupil Premium, low attainers.	ASI / HOL	from 9.13

Action	Lead Staff	Time scale/date
ii. Utilise "Achievement for All" strategies to engage hard to reach parents to improve attendance for these groups	EPA / ASI	from 9.13

Monitoring
▪ Parent feedback and student feedback via School Council on a) new reports and b) anti-bullying strategies

Budget
▪ Behaviour Quality Mark accreditation c £500 ▪ New AtL coloured reports ▪ Achievement for All: staff time allocated for structured conversations

Whole School Objective 4. Leadership and Management

Key Outcomes, targets and success criteria
Strengthen leadership and management across the school (so that the leadership of each department, year group or key stage is judged to be "good" or better and the school can confidently demonstrate overall leadership and management as good/outstanding) through a focus on: a. creating a more overtly achievement focused culture by celebrating academic success b. improving the quality of teaching (such that the quality of teaching in each department is consistently "good" or better, and the proportion of outstanding teaching >33%) by providing a comprehensive CPD programme that encourages a whole school discourse about teaching and learning and is tailored to school priorities and individual training needs c. regularly monitoring the impact of whole school initiatives on students' learning and progress and make changes as necessary to accelerate students' progress d. ensuring our staff appraisal system encourages, challenges and supports improvements in teaching. e. developing the curriculum to provide well-organised and effective opportunities for all student groups f. making sure that whole school policies, particularly relating to teaching and learning (e.g. literacy, homework) are consistently applied by all teachers g. accurate monitoring and robust self-evaluation h. engaging with parents who might find working with the school difficult, achieving positive benefits for students.

Action	Lead Staff	Time scale/date
a. i. implement a new system of rewards. Implementation 9.13. Feedback to Student Council & Governors 11.13.	EPA	terms 1 & 2
ii. implement new "Attitudes to Learning" Reports. Success celebrated following first reports 11.13	DGR	from 11. 13
iii. develop the House System to celebrate achievement across the curriculum, creating House Captains by 9.13	ASI / MBI	from 9.13
b. i. provide CPD on lesson observation feedback, questioning, marking and feedback, literacy, addressing "non-negotiable" aspects of teaching and learning	ASI	from 9.13
ii. create a "Learning & Teaching Group", a voluntary group of teaching staff whose remit is to discuss with the aim to share and disseminate outstanding practice across the school. Group to meet termly, dissemination through department meetings, staff meetings, peer observations and training sessions	JEV	from 9.13
iii. instigate a weekly "Learning & Teaching Briefing" where creative and effective teaching strategies are shared	JEV / JWI	from 9.13
iv. schedule calendared "Take a Risk" weeks where staff are expected to (and report back on) use a strategy or	ASI	from term 1

Action	Lead Staff	Time scale/date
resource unfamiliar to them to develop their teaching		
v. participate in the West London Teaching & Learning Collaborative providing CPD opportunities for observation and review of practices elsewhere and whole day review at Willink (date tbc). Dissemination of outcomes via the L&T Group to CDG and through training sessions	ASI	from 9.13
vi. develop the "Teaching Library" by compiling examples of outstanding lesson practices, plans and resources. Staff to be made aware through email and staff surveyed as to usefulness of this resource	JWI	from 9.13
vii. develop the Student Voice by providing training and guidance for students (Head Boy/Girl & Deputy Head Boy/Girl) to contribute to the evaluation of the impact of teaching strategies. Pilot initiative with volunteer staff and departments. Development and training term 1; implementation term 2; evaluation term 3	EPA	from 9.13
viii. tackle inadequate teaching promptly. In addition ensure staff whose teaching is consistently judged as less than good are supported to improve practice by, a) completing a professional skills audit b) identifying focus c) engage individualised professional development including coaching / observations / joint planning d) monitoring for improvement e) half termly meeting with Appraiser and Head	PFR	On-going
c. i. Ensure teachers and teaching support staff are familiar with the achievement data of individuals and specific groups of learners taught by them. LSAs to have access to SIMS SEN classes to improve reporting	DGR / MSU / NBR	from 9.13
ii. Ensure HODs and HOLs are a) track progress being made by specific groups of learners in their areas of responsibility b) oversee interventions, and c) evaluate and account for impact	DGR / HODs /HOLs	from 9.13
iii. That the SLT link for each area has an overview of each specific group (EPA: Pupil Premium / Achievement for All; JEV/HLA: more able students; JEV: KS4; ASI: Sixth Form; NBR: SEN), directs whole school interventions and hold line managed colleagues accountable	SLT	from 9.13
d. i. Ensure all staff are aware of the a) renewed Appraisal Policy b) Teachers' Pay Policy	PFR / ASI	9.13
ii. CPD for middle managers on Appraisal and support staff on the new arrangements for support staff appraisal during 9.13	ASI / JC	9.13
e. i. review our curriculum opportunities, including CLIL, a CLIL tutor group and alternative qualifications for (and measure outcomes on) student groups e.g more able students, low attainers, to motivate and maximise achievement	MSU	terms 1 & 2
ii. develop career advice and guidance and support by introducing Y9 option meetings for individual students	DGR / JEV	for term 3
iii. monitor new curriculum developments: BTEC in Perfoming Arts, Travel & Tourism; A level Ethics & Philosophy; IGCSE in Global Perspectives		
f. i. Ensure the implementation of whole school teaching and learning policies, and the agreed set of "non-negotiable"	SLT / HODs /	from 9.13

Action	Lead Staff	Time scale/date
expectations for teaching and assessment are systematically and rigorously monitored by middle and senior managers	HOLs	
ii. Carry out scheduled and ad hoc Learning Walks to monitor themes and the implementation of "non-negotiables" and policy across the school	SLT	from 10.13
g. i. Implement new self-evaluation guidance and templates linked with the current Ofsted framework, ensuring evidence for department and year group evaluation is systematically gathered, evaluated and the impact of actions are assessed.	PFR / SLT	from 9.13
ii. Plan CPD for middle leaders on high quality self-evaluation	ASI	tbc
iii. Revise the programme of learning walks by	PFR / SLT	
a) aligning criteria for learning walks to self-evaluation audit		9.13
b) instigating SLT / HOL learning walks, (in addition to SLT/HOD learning walks) to assist in assessing the quality of teaching and monitoring the consistent application of teaching and learning policies		from 10.13
c) instigating Governor learning walks with linked areas and department		by 12.13
iv Strengthen middle leadership in subjects where teaching requires improvement or where achievement lags behind other subjects through a) identifying areas of concern b) in-depth review / external review and action planning b) peer coaching	PFR / SLT	from 9.11
h. i. Engage with parents of vulnerable students through structured conversations by a) identify students in years 7 and 10, b) select key worker, c) provide training, arranged through Achievement for All d) arrange first meetings by 10.13.	EPA	from 10.13

Monitoring (in addition to departmental and year group self-evaluation)

- LA supported Teaching and Learning review in January 2014
- Regular monitoring of "non-negotiables" through lesson observations, lesson "drop-ins", learning walks (SLT, HOD, HOL), work scrutiny, student meetings, insisting on compliance and subsequent follow up with staff as necessary
- Revisit and progress report on Business & ICT, term 2
- External support for English, terms 1 & 2
- SEN Review – term 1 or 2 (tbc)
- Giving Feedback training – Paul O'Shea

Budget

- Achievement for All (£3K per year for two years) from Pupil Premium funding
- TLC (£3K) from training budget
- School Improvement (£10K) e.g additional LA external support, consultant costs