



Development Plan 2015 -2016

Summary:

1. Ethos, Behaviour and Attitudes

- Develop Behaviour for Learning system, raising the bar on basics; minimizing lesson disruption; securing 'impeccable behaviour' in corridors and classrooms.
- Develop a stronger focus on positive messages with more incentives and rewards.
- Establish strong Year Leadership teams with SLT, HOY and DoS leading to shared practice, tight routine and early intervention
- Deliver new PSHE programme and embed equalities work further and develop Student Leadership with links to Houses and School Council

2. Curriculum and Learning

- Implement HGS Teaching and Learning Framework including development of Assessment and Feedback Policy and Literacy Policy, linked to student outcomes.
- Introduce Assignments in every subject and year with associated completion requirements, follow-up and intervention
- Embed New Curriculum Structure with associated logistical arrangements; Introduce new Enrichment Programme and Study Support Centre

3. Staff Development

- Implement systematic Behaviour for Learning Training ; Introduce Fortnightly CPD programme with Departmental and Specialist strands
- Develop Leadership Development Programme alongside further development of ITT Programme and preparation for Schools Direct
- Further develop Professional Review system supported by development of BlueSky system.

4. Development of Sixth Form Provision

- Develop the new Sixth Form Team, Study Centre with clear Sixth Form identity and student leadership profile.
- Introduce National Baccalaureate structure with Personal Development Programme and EPQ
- Improve delivery of courses building on information from 2015 outcomes.
- Develop long-term plans for a new Sixth Form Building in partnership with Samuel Rhodes.

5. Partnerships

- Develop partnerships focusing on Teacher Development and Research; Develop Local Schools Partnerships
- Continue to develop partnership with governors, parents and the HGSF; Establish long-term relationship with the National Baccalaureate Trust

6. Systems

- Strengthen Financial Management Systems for all Budget Holders including Trips and Visits; Continue development of IT Infrastructure
- Develop systems and facilities for the Sixth Form Centre; Embed SchoolComms, ParentPay, ShowMyHomework and BlueSky systems with further development of SIMS

7. Music

- Raise attainment of specific demographics and increase the overall outcomes and engagement in orchestras/extra-curricular activities.
- Develop the Saturday Music School (SMS) provision; Develop our KS4 provision; Introduce a Student Music Council
- Set up a financial monitoring system for the effectiveness and access to free tuition.

Priority 1: Ethos, Behaviour and Attitudes	
Tasks	Review Criteria
<p>1.1 Develop Behaviour for Learning system, raising the bar on basics; minimizing lesson disruption; securing 'impeccable behaviour' in corridors and classrooms.</p>	<p>a. Do teacher and student perception surveys demonstrate high expectations through all keys stages leading to excellent behaviour in the classroom? b. Have standards improved around students punctuality to school and lessons? c. Are the C3, C4 and BSC systems working to securing improvement? Do we have more students re-integrating successfully?</p>
<p>1.2 Develop a stronger focus on positive messages with more incentives and rewards.</p>	<p>a. Do we have a stronger culture of celebrating achievement through rewards, assemblies, and SIMS reports. Have we analysed the distribution of rewards across sub-groups? b. Do we have a plan for formal Prize Giving events in each Key Stage?</p>
<p>1.3 Establish Year Leadership Teams with SLT, HOY and DoS leading to share practice, tighten routine and secure early intervention.</p>	<p>a. Are team Year Leadership Teams established and working effectively across all year groups? b. Is there a consistent approach to behaviour and attendance across all years, all curriculum areas and corridors with systems being adhered to, with evidence of improvement and plans to tackle Persistent Absence?</p>
<p>1.4 Deliver new PSHE programme</p>	<p>a. Have specialist teams been established with a comprehensive overview of lesson objectives (Assignments). b. Is there a programme of ongoing training that equips staff with specialist knowledge In order to deliver PSHE and Citizenship effectively c. Is the quality of delivery, training and student progress/outcomes monitored by review, assignments and student/staff questionnaires</p>
<p>1.5 Embed Equalities work further building on success of Stonewall Champion launch</p>	<p>a. Are we a Silver Stonewall School? Are ideas and initiatives brought back from The Diversity Advisory Board and implemented by Equality Ambassadors and all Staff? b. Is there a strong school message making explicit reference to Sexism in assemblies and through policy? Is there a reduction in the amount of Homophobic/Transphobic, Racist and Sexist incidents</p>
<p>1.6 Develop Student Leadership with new team structure and links to Houses and School Council</p>	<p>a. Are Student Leaders clearly identifiable through uniform and have a strong presence in assemblies and in the school on a day to day basis b. Is the Student Leadership Development Plan being implemented effectively</p>

Priority 2: Curriculum and Learning	
Tasks	Review Criteria
<p>2.1 Implement HGS Teaching and Learning Framework, linked to student outcomes.</p>	<p>a. Does each Department Development Plan and Dept Review reflect the Framework, ensuring that the elements are under development across the school.</p> <p>b. Have we established clear and ambitious attainment targets for individual students and departments based on prior attainment? Does AP monitoring show the required progress is being made?</p> <p>c. Do Departmental Reviews, lesson observations and feedback from stakeholders suggest that the framework is having an impact on improving students' learning experience? Does this tackle issues raised in our Examination Review?</p>
<p>2.2 Development of Assessment and Feedback Policy and Literacy Policy</p>	<p>a. Has the Assessment and Feedback working party forum led to policies that are embedded into departmental practices, linked to assessment and reporting systems.</p> <p>b. Has the Literacy working party forum led to policies that are embedded into departmental practices?</p> <p>c. Have we developed a range opportunities for structured speech events across key stages? Has it led to recitation, debates and extended verbal answers?</p>
<p>2.3 Introduce Assignments in every subject and year with associated completion requirements, follow-up and intervention</p>	<p>a. Have assignments been developed for each unit of work across the school?</p> <p>b. Are assignments proving valuable in supporting us to keep students on track with our expectations of learning in class and for homework, linked to ShowMyHomeWork?</p> <p>c. Are they proving valuable in informing discussions about progress and achievement?</p>
<p>2.4 Embed New Curriculum Structure with associated logistical arrangements.</p>	<p>a. Does each faculty have Schemes of Work in operation taking account of their new time allocations and structure, tailored to deliver the curriculum content?</p> <p>b. Do setting and grouping arrangements support teaching and learning and student outcomes?</p> <p>c. Are the new arrangements in MFL, Music, Humanities, ADT and all the Y9 options courses securing strong outcomes as evidenced by lesson observations and AP data?</p>
<p>2.5 Introduce new Enrichment Programme and Study Support Centre</p>	<p>a. Is there a wide range of activities and clubs on offer for students in all years with good take-up and positive feedback from students, staff and parents?</p> <p>b. Does the study center have a good, consistent uptake? Has this been cross-referenced with progress in subjects? Has this led to more specific and targeted intervention?</p>

Priority 3: Staff Development and Retention		GB Committee: Personnel
Tasks	Review Criteria	
<p>3.1 Implement systematic Behaviour for Learning Training</p>	<p>a. Do we have a coherent and planned CPD programme for all staff (including new arrivals) to reinforce BfL and its consistent high expectations.</p> <p>b. Have we established the consistency required throughout the school so that the dialogue with students shows uniformity and is perceived as fair.</p> <p>c. Have we run BfL teacher and parent forums to receive feedback? Have we acted on it?</p>	
<p>3.2 Introduce Fortnightly CPD programme with Departmental and Specialist strands</p>	<p>a. Has the whole staff fortnightly structured CPD programme been implemented? Does the condensed day structure provide sufficient, effective time for CPD within departments and in the Specialist CPD strands?</p> <p>b. Are all staff engaged with the CPD on offer as evidenced by Blue Sky including induction training on key systems and procedures (SIMS, safeguarding, Health and Safety etc)?</p> <p>c. Does the Evaluation Report for the programme indicate positive outcomes and clear areas for further development?</p> <p>d. Has the extended CPD in week A led to the school meeting the Silver criteria in the NTEN Framework?</p> <p>e. Have we established the fortnightly CPD pattern in terms of logistics and routines for staff and students?</p>	
<p>3.3 Develop Leadership Development Programme alongside further development of ITT Programme and preparation for Schools Direct</p>	<p>a. Do we have an effective, coherent structured CPD programme planned for staff aspiring to Middle Leadership and Senior Leadership including Associate SLT membership.</p> <p>b. Is the ITT programme progressing well? Is the school ready to support participation in Schools Direct from September 2016?</p>	
<p>3.4 Further develop Professional Review system supported by development of BlueSky system.</p>	<p>a. Are all Professional Review components fully logged on the Blue Sky system including lesson observations, self evaluation reports, targets and line manager reviews?</p> <p>b. Have we extracted information to support individual and whole-staff CPD planning?</p> <p>c. Do staff report strongly positive feedback about the process and the extent to which they feel supported, challenged and guided in their professional learning and career planning?</p>	

Priority 4: Review and Development of Sixth Form Provision

Tasks	Review Criteria
<p>4.1 Develop the new Sixth Form Team, Study Centre with clear Sixth Form identity and student leadership profile.</p>	<ul style="list-style-type: none">a. Have we established effective patterns of working and communication between post-holders within the team and other staff members, with clarity of roles ?b. Has a full timetable of effective supervised study been introduced for the Study centre?c. Do Sixth Form students have a stronger presence and profile as leaders across the school? Are there more opportunities for students to undertake leadership roles? (Newspaper, MUN, prefects, mentor, House officials, Delivering Enrichment)d. Has a pastoral programme been introduced which includes daily tutoring, weekly assemblies and weekly PSHE?
<p>4.2 Introduce National Baccalaureate structure with Personal Development Programme and EPQ</p>	<ul style="list-style-type: none">a. Have we communicated the National Baccalaureate model effectively to students, staff and parents?b. Do we have a PDP structure that can be delivered within the school's resource and timetabling constraints? Do we have an effective logging system? Are we making good progress with students completing the required components?c. Do we have a good range of PDP opportunities within the school across the different strands?d. Have we run a successful Outward Bound weekend with a sustainable plan in place for future years?e. Do we have a EPQ Programme up and running? Do we have an EPQ leader and mentors in place to meet demand?
<p>4.3 Improve delivery of courses building on information from 2015 outcomes.</p>	<ul style="list-style-type: none">a. Have areas of strength and relative weakness in course delivery been identified with clear plans in place to address areas of concern?b. Are assessment points and assignments being used to identify students making poor progress or with a poor attitude to learning and does this lead to strong interventions and support for these students?
<p>4.4 Develop long-term plans for a new Sixth Form Building in partnership with Samuel Rhodes.</p>	<ul style="list-style-type: none">a. Has the fund-raising process been launched?b. Has the design and build process been initiated to enable us to aim at a target date of September 2017 or 2018 at the latest?

Priority 5: Partnerships	
Tasks	Review Criteria
<p>5.1 Develop partnerships focusing on Teacher Development and Research</p>	<p>a. Do we have a plan for accepting Schools Direct trainees from September 2016? Is the Schools Direct partnership fully established with the IoE and DfE?</p> <p>b. Have the IoE delivered the planned research programme as part of the CPD cycle? Do participants report strongly positive outcomes and experiences from the process?</p> <p>c. Have we established strong links with NTEN, Evidence for the Frontline (E4F), Wellington, Eton delivering research-engagement opportunities for staff and/or students?</p>
<p>5.2 Develop Local Schools Partnerships</p>	<p>a. Have we established strong working links with Samuel Rhodes with half-termly operational meetings between SLT members, routine joint CPD and events including the Art Exhibition, concerts and the Festival of Learning? Have we made steps towards long-term integration with more overlap at break and lunchtime?</p> <p>b. Do we have a sustained programme of termly Transition Forum meetings for Maths and English with regular attendance from key primaries? Have we organized systems for transferring student books and work samples from Y6 to Y7?</p>
<p>5.3 Continue to develop partnership with governors, parents and the HGSF</p>	<p>a. Has the newly constituted governing body been well supported during its first year? Have we implemented an effective programme of link-governor partnerships and visits? Do we have strong governor presence at key events?</p> <p>b. Have we established processes to governor sub-groups to engage in the detail of performance outcomes, financial planning and staffing, outside the main meetings?</p> <p>c. Have the termly Parents' Forum meetings been well attended? Are we getting a broader cross-section of the parent body attending key events? Have we secured 90%+ attendance at parents' evenings and followed up with 100% of parents who don't attend?</p> <p>d. Have we communicated changes to examinations and assessment effectively?</p> <p>e. Have we held a programme of HGSF events well-supported by staff, parents and governors?</p>
<p>5.4 Establish long-term relationship with the National Baccalaureate Trust</p>	<p>a. Have we secured an effective hand-over of the administrative functions of the National Baccalaureate Trust?</p>

Priority 6: Premises, Systems and Finance	
Tasks	Review Criteria
<p>6.1 Strengthen Financial Management Systems for all Budget Holders including Trips and Visits.</p>	<p>a. Have we maintained a balanced budget across the year? Have all individual budget areas been managed closely so that they are not exceeded?</p> <p>b. Do we have effective monitoring processes for spending on Music, Trips and Cover such that each area's budget is kept within the agreed limits?</p> <p>c. Have we established a workable system for providing financial support for trips and visits in line with the new charging policy?</p>
<p>6.2 Continue development of IT Infrastructure</p>	<p>a. Do we have a published plan for upgrading our network over the next two years?</p> <p>b. Are we satisfied with the quality and cost-effectiveness of the Marsworth support contract?</p> <p>c. Do we have a plan for the upgrade to 1GB broadband?</p>
<p>6.3 Develop systems and facilities for the Sixth Form Centre</p>	<p>a. Have we resolved issues with the doors, alarm systems and communications between the Sixth Form and main building?</p> <p>b. Do we have the furniture and fittings needed to provide students with what they need including catering, computers, desks, lockers, sofas.</p>
<p>6.4 Embed SchoolComms, ParentPay, ShowMyHomework and BlueSky systems with further development of SIMS</p>	<p>a. Do we systems in place for monitoring and evaluating the take-up and effectiveness of each of these systems? Do we have a plan in place for the long-term roll-out and development of each system?</p>

Priority 7: Music Specialism	
Tasks	Review Criteria
<p>7.1 Raise attainment of specific demographics and increase the overall outcomes and engagement in orchestras/extra-curricular activities.</p>	<p>a. Is the Engage orchestra made up of 50% + FSM? Have we targeted specific under-represented groups within school orchestras (as per recent MiSST analysis). Are all KS3 events made up of students that reflect the demographic of the school?</p> <p>b. Have we engaged the Bengali and Somali community further into extra-curricular activities in the school through focused events and information/community sessions?</p>
<p>7.2 Develop the Saturday Music School (SMS) provision</p>	<p>a. Have we increased the number of students benefitting from the provision and to greater reflect the demographic of the school. ?</p> <p>b. Do we have a primary school SMS staffed with key peris for each activity supported by students from the SMC?</p>
<p>7.3 Develop our KS4 provision</p>	<p>a. Have we trialled alternative contemporary courses and pathways for KS4 lessons and SMS in line with the funding provision from the Brewers?</p>
<p>7.4 Introduce a Student Music Council</p>	<p>a. Have we established a Student Music council to operate within the 6th form.</p> <p>b. Have we constructed a musical mentoring programme for the SMC students to be able to work within local primary schools? Is it having an impact?</p> <p>c. Does the SMC-lead music review process feed back into the development of music and the school itself?</p>
<p>7.5 Set up a financial monitoring system for the effectiveness and access to free tuition.</p>	<p>a. Have we established a fair charging models for non-FSM students to contribute termly to instrumental lessons?</p> <p>b. Are student attendance, punctuality and progress within lessons recorded rigorously?</p> <p>c. Do we review student progress annually and provide more transparent communication links with families and communities leading to greater engagement?</p> <p>d. Do we link student success with individual peripatetic teaching staff and reflect this in the allocation of hours?</p>