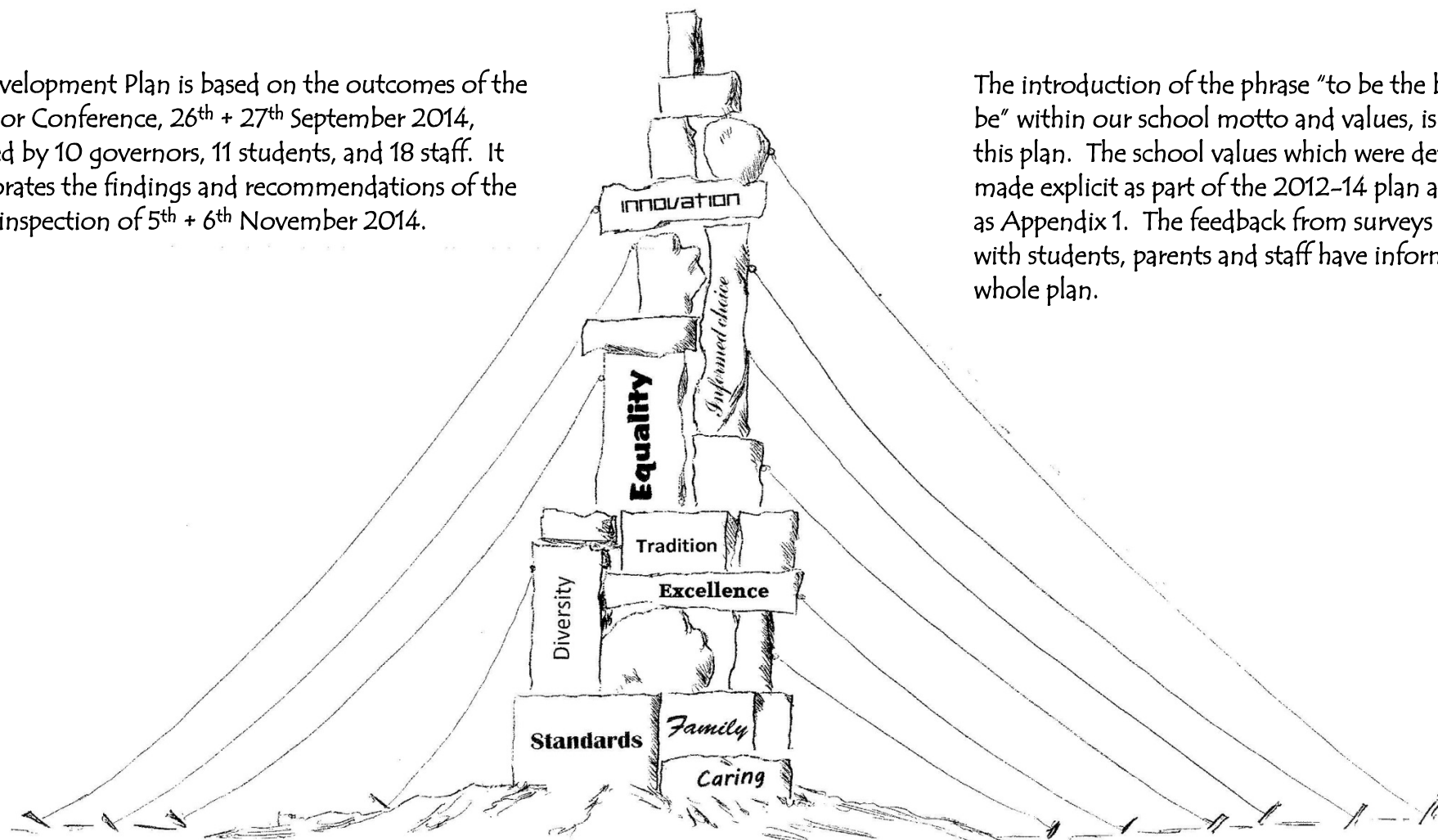


STRATEGIC SCHOOL DEVELOPMENT PLAN

2015 – 2017

This Development Plan is based on the outcomes of the Governor Conference, 26th + 27th September 2014, attended by 10 governors, 11 students, and 18 staff. It incorporates the findings and recommendations of the Ofsted inspection of 5th + 6th November 2014.

The introduction of the phrase “to be the best we can be” within our school motto and values, is echoed in this plan. The school values which were developed and made explicit as part of the 2012-14 plan are included as Appendix 1. The feedback from surveys conducted with students, parents and staff have informed the whole plan.



“HAPPY, HARDWORKING & COURTEOUS”



“TO BE THE BEST WE CAN BE”

CHRISTLETON HIGH SCHOOL

Background

The School is successful and deemed Outstanding by Ofsted. In order to further improve we need to retain and build on all that is good, but challenge to make it better, eradicate poor practice, wastage, and seek further opportunity. Whilst some forthcoming initiatives have been incorporated, political change may require the plan's modification in term. Many of the changes are incremental and derived from:

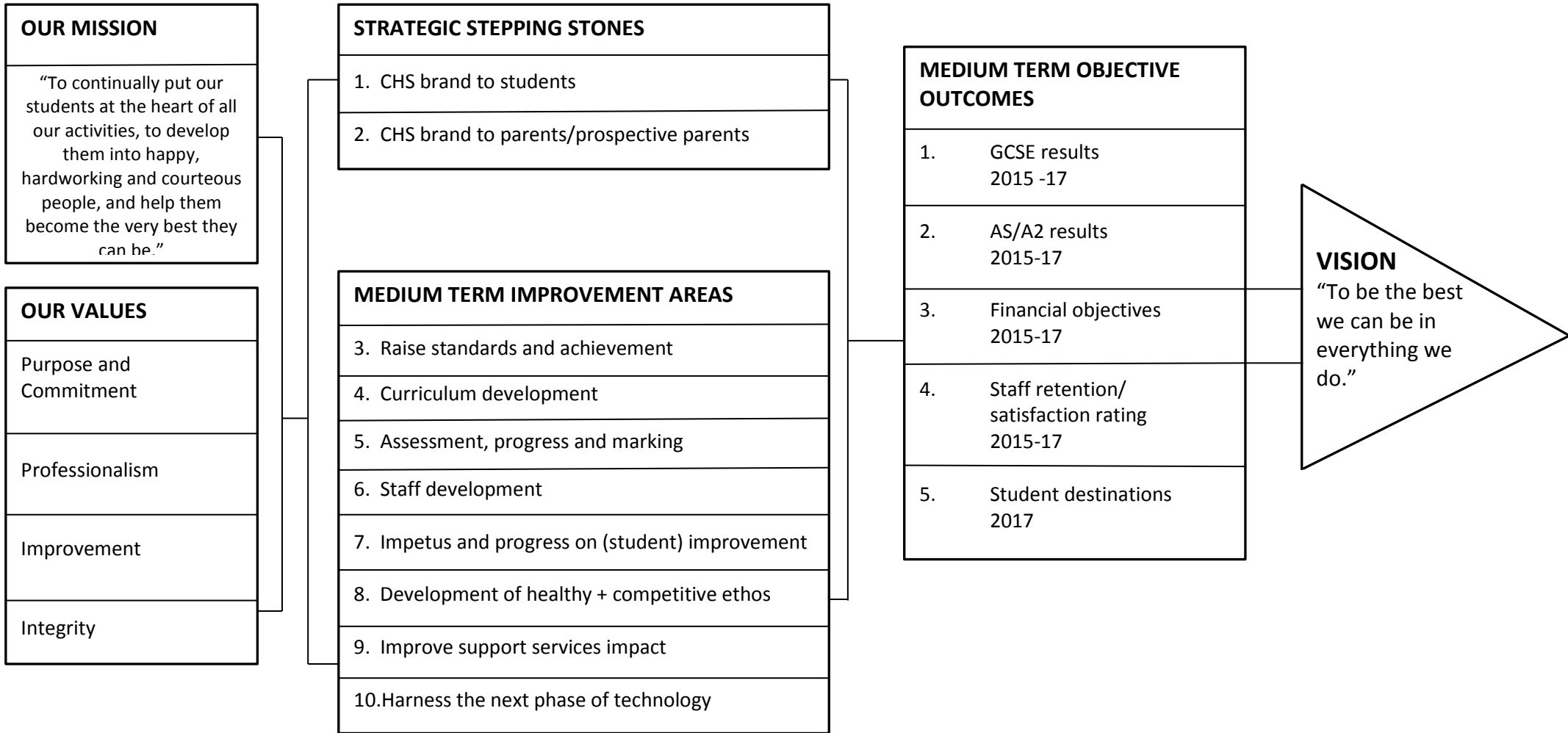
- (i) the School Development Planning Conference**
- (ii) self-evaluation processes and surveys**
- (iii) leadership and management input**
- (iv) staff and student suggestions**
- (v) changes in Government policy/DfE changes**
- (vi) Ofsted recommendations/actions**

All key areas of the school are subject to self-evaluation and many are subject to inspection audit or performance management report. An aggregation of these have been graded to expose opportunity for sharing good practice and need for improvement.

The SSDP will be monitored through Leadership and Management processes reporting to the Governor committees in accordance with their terms of reference. Individuals will be held accountable and recognised via performance management targets. Improvements are grouped into the following themes:

1. Further raise standards and achievement in all key areas and subjects.
2. Extend our impact on young people utilising the Christleton brand.
3. Create more development opportunities for our staff to raise standards and recruit and retain the very best.
4. Provide greater impetus and progress on known paths of improvement, including:
 - (a) further develop pedagogy and its impact on learning outcomes
 - (b) review and develop the curriculum content for life skills and employability
 - (c) independent learning
 - (d) informed choice
 - (e) strengthening relationships with further education and business
 - (f) extend the No Child Fails programme into primary education and beyond Key Stage 3
 - (g) provide greater development for the most gifted

Schematic : How it all fits together



Christleton High School Values

Shared with all students, staff and Governors, Autumn 2014

Purpose and Commitment

We:

1. *Are unselfish and put students first ... always*
2. *Plan ahead, share ideas and resources*
3. *Are healthy, punctual and smart*
4. *Approach our work with energy, fun and curiosity*
5. *Treat people fairly & honestly*
6. *Inspire trust in others*
7. *Generate enthusiasm in self and others*
8. *Are competitive to be the best*
9. *Are self-assured, but never arrogant*
10. *Nurture the "Christleton Spirit" in ourselves and others*

Professionalism

We:

1. *Look to overcome problems and provide solutions*
2. *Are focused on results and quality*
3. *Take ownership, accept mistakes and learn from them*
4. *Plan work to meet objectives*
5. *Actively look for ways to improve*
6. *Demonstrate positive body language*
7. *Possess and use good listening skills*
8. *Reflect and consciously use our communication skills*
9. *Anticipate to avoid problems developing*

Improvement

We:

1. *Expect, welcome and embrace change*
2. *Strive to continuously improve everything we do*
3. *Treat challenge and criticism as an opportunity to improve*
4. *Aren't afraid to fail because we openly admit our mistakes and learn from them*
5. *Never give up on ourselves, our students or our colleagues*

Integrity

We:

1. *Act with integrity and honesty at all times, in all dealings, with all people*
2. *Constantly apply the highest personal and professional standards, providing example to colleagues and students*
3. *Are positive team members*
4. *Share expertise and knowledge*
5. *Inspire extra efforts from the rest of our team*
6. *Maintain positive relationships*
7. *Value the opinions of others*

"HAPPY, HARDWORKING & COURTEOUS"

"TO BE THE BEST WE CAN BE"

Strategic Developments

Initiative	By when	By whom	KPI/Significant Cost Heading/Notes
<p>1. Extend our impact on young people utilising the Christleton identity and approach</p> <p>(a) Seek and secure opportunity to provide additional educational provision in the 16-19 sector or in the 14-19 sector.</p> <p>i. Produce a comprehensive, costed, and risk-assessed proposal.</p> <p>ii. Secure opportunity, premises and finance to implement this.</p>	2016 2016	AJL AJL	Plan produced, tested and approved. New and viable provision secured and set up.
<p>2. Further raise standards and achievement</p> <p><i>Ofsted 2014 - increase the proportion of students that make outstanding progress in the Sixth Form.</i></p> <p>Post-16</p> <p>(a) To ensure every child succeeds in the Sixth Form.</p> <p>(b) Raise standards of overall attainment in AS results.</p> <p>(c) Raise standards of attainment in A2 results.</p> <p>(d) Further reduce the number of U grades achieved at AS and A2 level. Increase retention AS to A2.</p> <p>(e) Conduct a fact based study into the correlation between entry level grades and final grades. Act upon it.</p> <p>(f) Study national trends of subject choice and university entrance to ensure that students are best informed about future academic pathways.</p> <p>(g) Develop a systematic peer coaching and mentoring programme Y13-Y11 to ensure successful transition to Sixth Form.</p>	9/15 9/15 9/15 9/16-(15) 9/16	DG? KS? KS? KS JHU	Retention and results. } Examination statistics presented to Governors' Curriculum & Achievement Committee. } LG performance management targets.

Initiative	By when	By whom	KPI/Significant Cost Heading/Notes
<p><u>GCSE</u></p> <p>(a) Maintain and further increase GCSE achievement taking into account increasing difficulty, Progress 8 and single entry rules.</p> <p>(b) Increase the weight of No Child Fails initiative and supplement this with a programme which builds on the successes of NCF and ensures continued momentum through Key Stage 4. Every Child Succeeds.</p> <p>3. Extend our impact with parents/prospective parents</p> <p>(a) Enhance communication and opportunity for feedback and improvement amongst parents/prospective parents and wider community.</p> <p> i. Website development</p> <p> ii. Prospectus and information sharing</p> <p> iii. Media</p> <p> iv. Magazines and journals</p> <p><u>Feedback</u></p> <p>(a) Ensure that the views of students and parents are sought and integrated within changes to</p> <p> i. Learning</p> <p> ii. Enrichment</p> <p> iii. Home support</p>	<p>6/16</p> <p>1/16</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Termly</p>	<p>DS</p> <p>AF/DS</p> <p>NF</p> <p>NF</p> <p>NF</p> <p>NF</p> <p>DS</p> <p>AJL</p> <p>DS/NF</p>	<p>Examination statistics presented to Governors' Curriculum & Achievement Committee.</p> <p>Data submitted to Governors' Pastoral Committee.</p> <p>Customer satisfaction data.</p> <p>Usage statistics.</p> <p>Statistical evidence and sharing of communication and ideas informing developments.</p>

Themes of Improvement

Initiative	By when	By whom	KPI/Significant Cost Heading/Notes
<p>4. To develop the curriculum ensuring fitness for purpose to allow students to achieve their potential</p> <p>(a) Produce a strategic plan for the successful delivery of Post-16 education incorporating national reforms.</p> <p>(b) Develop and implement new schemes of learning, to take into account new terminal exams and greater level of difficulty at GCSE.</p> <p>(c) Conduct a full review of non-statutory and non-examinable subjects and produce recommendations for further improvement and rationalisation.</p> <p>(d) Strengthen relationships and understanding with FE sector and apprenticeships.</p>	6/15	DG	Plan produced and costed.
	10/15	DS to commission	KPI – results and league tables.
	10/17	HODs	Student and parent feedback.
	6/16	DS/KS	Better transition for students. More appropriate course pathway. KPI – retention.
	12/15	AF	
<p>5. Assessment, progress and marking regimes within CHS <i>Ofsted 2014 – Improve further by ensuring “teachers always use assessment information to help plan activities to fill gaps in students’ understanding.”</i></p> <p>(a) Conduct a wide-scoping investigation into testing methodology, grade prediction, assessment criteria and the new grading systems being introduced at GCSE.</p> <p>(b) Consult, design, train and implement an effective and sustainable assessment, feedback and marking policy and practice which is substantially better than previous systems.</p> <p>(c) Communicate vision, test systems and launch new project.</p> <p>(d) Seek marketing opportunity for new product.</p> <p>(e) Reviewing best approach to level descriptors, reporting to parents at KS3, and measuring progress.</p>	9/15	PG	Cost of purchasing and administering tests. Research time. KPI – benchmarked and intellectually solid and transparent scheme of testing.
	9/16	PG	Student progress milestones valid and trustworthy, enabling early and targeted intervention leading to higher exam attainment at GCSE and A Level.
	9/16	PG	
	9/16	AJL	Recommendation to Governors – A+C.
	9/15	PG	

Initiative	By when	By whom	KPI/Significant Cost Heading/Notes
<p>6. Create more development opportunities for our staff, particularly:</p> <ul style="list-style-type: none"> • Developing middle and senior leadership potential • Enhancing subject expertise, • Empowering our current leaders through the continued development of our Professional Learning Communities 			
<p>(a) Recruit and support professional qualifications including:</p> <ul style="list-style-type: none"> i. National Professional Qualification for Middle Leaders (NPQML) ii. National Professional Qualification for Senior Leaders (NPQSL) iii. Internal Leadership Mentoring Programme - Establish formal leadership programs to heighten awareness of leadership skills. 	8/15	DJ	ML are robust and accurate in their assessment of facilities, processes, strengths and action for development –survey (£4000 per year)
	8/16	DJ	
<p>(b) Further improve and customise CPD programme to raise standards of leadership and professionalism through:</p> <ul style="list-style-type: none"> i. Learning Hub leaders ii. Learning Conversation leaders iii. Co-planning/coaching of lesson observations iv. CPD break-outs v. Enhance the process of self-reflection and peer review 	7/16	DJ	<p>Increased rates of progress and reduction in variability between subjects</p> <p>Lesson observation feedback and outcomes of progress</p> <p>Staff survey outcomes</p>
<p>(c) Be an active strategic partner in Cheshire Teaching Alliance leading on</p> <ul style="list-style-type: none"> i. Teacher training (School Direct) ii. Succession planning iii. School to School support 	8/16	DJ/JHu	<p>Trainees recruited, completing and employed</p> <p>Promoted staff/seconded staff</p> <p>Number of schools linked with</p>
<p>(d) Escalate and broaden the frequency and outcome of exchange and good practice exchange within and beyond REAP Alliance.</p>	12/15	DJ	<p>Number of staff involved</p> <p>Contributions/hits/outcomes–results/observed practice</p>
<p>(e) Seek new, more innovative means of developing our staff.</p> <ul style="list-style-type: none"> i. Seek national alliances ii. Seek international alliances iii. Investigate partnership with new QLP provider (CWAC and Wirral) iv. Each department to lead one outreach activity v. Development and realignment of associate staff to achieve best value - Associate staff review 	9/16	DJ	<p>Number of alliances and number of staff involved</p> <p>Brokerage partnership – courses/staff offered</p> <p>One per term</p> <p>Staff, parents and students are well served and the engagement of associate staff ensures the ethos of the school is palpable – survey outcomes</p> <p>Intelligent use of performance data to identify performance benchmarks and baseline expectations –</p>

Initiative	By when	By whom	KPI/Significant Cost Heading/Notes
vi. Pupil Feedback Survey – design by committee. (f) Continue to develop, extend and innovate recruitment processes to secure the very best staff. (g) Effective induction of new colleagues (h) Effective performance management programme for support staff.		DJ/AJL DJ/BMc NF	(£4000 pa for Blusky or equivalent package). Report to Governors’ Staffing Committee. Retention rates. Recruitment numbers. Performance management and lesson observation data.
7. Create greater impetus and progress on known paths of improvement, including: a love of learning, collaboration in learning and place of learning			Scheme introduced and evaluated.
(a) To ensure every child succeeds. i. Trial university model – lecture, seminar, tutorial ii. Further develop and evaluate the use of technology – assistive technology, mobile, IT and computing iii. Develop the use and effectiveness of 6 th form study periods iv. Raise the standard, quality and consistency of tutor time activity v. Anytime Learning – home/school hub vi. Anywhere Learning... (b) informed choice	9/15 9/15 6/15 6/15 6/15 6/15	DJ/KS DJ/KS DS DJ/HOY DJ/HOD	Student progress and survey –timetable model Type and amount of mobile tech
(c) Establish and develop a Combined Cadet Force.	3/15	AJL	Boots on the ground!
(d) developing the most gifted (possibly through National Extension College) i. Align the work of the Learning Support Department more closely to that of subjects, so that they develop effective partnerships that support pupils in their learning ii. Refine a system of identification and support – department and whole school provision. Implement it.	9/15	DJ/SW DJ/SW	Tracking data to targeted students Lesson observation and performance management data. Data tracking by Heads of Year.

Initiative	By when	By whom	KPI/Significant Cost Heading /Notes
(d) strengthening relationships with further & higher education + business (e) review the curriculum content for life skills and employability		AF	Lists of partners and audit of scale and scope of activity reports to Governors' Community & Partnership Committee
(f) further develop pedagogy and its impact on learning outcomes i. links with national/international excellence ii. on-line platform for ideas, resources, discussion iii. utilise experience of new staff	9/15	DJ	Observed Practice Audit of activity and outcomes backed by performance management, results and achievement data.
(g) extend the No Child Fails programme into primary education and beyond Key Stage 3	12/15	AF	Achievement data showing progress levels specific to PP students.
(h) Every Child Succeeds – clarify year groups 9, 10 and 11	12/15	DS	Students identified and outcomes of action reported to Governors' Curriculum Committee.
(i) Governors' Mark – to develop and train governors to provide the best possible levels of governance.	12/16	SL	Mark achieved.
8. Development of healthy and competitive ethos		AJL	
(a) To increase capacity to ensure every child is healthy, and has a love of sport and exercise in which they can be successful and fulfilled.	12/15	AJL	Participation data. Student Survey.
(b) To compete at high levels and be winners.	12/15	AJL	Regular reporting to community and Governors.
i. To develop elite sports participants creating coherence and opportunity in school and out.	3/16	AJL	
ii. To provide the chance to play, compete, develop and represent for all students.	12/15	AJL	Listing of achievements by individuals and team.
iii. To implement in full the "Vision for Sport 2014" plan			

Initiative	By when	By whom	KP/Significant Cost Heading/Notes
<p>9. To deliver the support that allows teachers to optimise face-to-face teaching time, whilst continuing to develop the Academy Trust.</p> <p>(a) Establish, understand and measure key KPIs.</p> <ul style="list-style-type: none"> i. Define key KPIs by area ii. Understand and implement best practice learning iii. Develop optimum structure iv. Match people to roles 		NF	Metrics produced and owned by teams.
<p>(b) Identify and eliminate wastage within current processes including, but not limited to:</p> <ul style="list-style-type: none"> i. Absence cover and trips management ii. Examination entry, supervision and administration iii. Procurement process iv. Monitoring and celebration systems v. Transport vi. Communication 	6/15 6/15 ongoing 9/15 9/15 12/15	NF NF	Review of current position. Metrics to be established, reported and systematically improved.
<p>(c) Drive efficiency and effectiveness across key areas:</p> <ul style="list-style-type: none"> i. Secure a better cleaning contract/option ii. Review and implement catering contract options and improve provision, service and cost benefit iii. Policy Handbook documentation – review, revise and simplify to make more effective, eg. Finance Manual, Staff Handbook/Induction, Supply Teachers’ Handbook, Parents’ A-Z iv. Improve payroll management v. Enhance HR policies and procedures vi. Evaluate and design a succession plan for ICT and learning technology vii. Evaluate and enhance the iResearch Centre viii. Evaluate and enhance the roles of Departmental Technicians ix. Improve Admissions process for parents and students 	9/15 4/16 Ongoing 12/15 12/15 12/15 12/15 12/16	NF/PH NF NF NF NF/DS NF/KC NF NF/KV	New contract/cost savings New contract/cost savings Simplified process New roles, responsibilities and reporting structures Simplified process with improved parental experience

Initiative	By when	By whom	KPI/Significant Cost Heading/Notes	
(d) Maximise income for the Academy Trust i. Optimise student funding opportunities ii. Secure additional funding through bid, grant, earning and saving iii. Increase building and facility lettings by 20% iv. Increase lettings of AWP by 20%	Ongoing	NF	Income values publicly reported.	
(e) Add value to allow teachers to optimise student results i. Enhance data provision and insightfully use to raise standards	Ongoing	NF/JM NF NF		
10. Strategically plan the next phase of harnessing technology to assist learning and preparation for work	3/16	DS		Vision produced.
(a) Vision for learning.		DJ		
(b) Direction of curriculum.		DS		
(c) Equipment needs and sustainability.		DJ		
(d) Using technology to increase depth, meaning and frequency of student-teacher interactivity.		DS		
(e) Continuously develop teachers so they are adept at finding and using the latest technological developments to increase effective learning and teaching.		DJ	Observed Practice, student and staff perceptions survey, achievement data	
(f) Create champions of IT through staff and students to drive initiatives forward.				
(g) Break down barriers that prevent access to the school's IT system to give student access 24/7.				
(h) Research, test and provide software that accommodates various learning and teaching styles in order to enhance personalised learning.				
(i) Ensure through research and delivery that student competencies in IT meet employers need.				
(j) Flipped learning model.		DJ	Observed Practice, student and staff perceptions survey and achievement data	
(k) Extend the scope and reach of Lesson Monitor and SIMS systems.				
(l) Utilise "app" and smartphone technology to assist with planning, organisation and research.				
i. Phase 1 pilot/select/modify/implement/embed/evaluate				