



Pittville School, Cheltenham  
School Development Plan  
2021-2022

Revised version ratified by Full Governing Body: September 2021

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## STRATEGIC VISION 2024

In 2024 Pittville School will be a school where students make exceptional progress in their studies, beyond what even they themselves think they are capable of making and are equipped to set off into the world with the personal skills and aptitudes to thrive alongside their excellent qualifications.

In 2024 we will have a challenging, inclusive curriculum, built firmly upon the foundations of reading, writing and arithmetic shaped according to what our students need to know, understand and be able to do to thrive for the rest of their lives.

In 2024 we will have a highly functioning support team, one where our student welfare and academic systems operate seamlessly together as one.

In 2024 our whole approach will be founded upon the highest expectations of students and ourselves, where every student, no matter what their starting point, is expected to work as hard as they can, and behave as well as they can, without qualification.

In 2024 students will experience consistently excellent teaching, which is evidence based and has been developed from collaboration. This will be founded upon research informed practice and will be constantly reviewed and evaluated.

In 2024 our staff will be relaxed and self-confident, supported by the very best training programme for everyone, where every colleague has a high-quality development programme mapped out for them the moment they begin working at our school.

In 2024 Pittville will be a school where we have the unqualified support of our parents, where parents have the highest aspirations for their children, working with us in educating their children.

In 2024 we will respect wellbeing, where every single one of us is wholly committed to our work but has time and energy to enjoy life beyond Pittville School, with family and friends, so that the school/home balance is in true harmony, and we embody a celebratory, sustainable approach to life.

In 2024 we will have a core set of values that we live by, where our core values are: **Respect, Honesty and Kindness.**

In 2022 Pittville students will be confident learners who are creative, resilient, independent and highly ambitious members of our community who demonstrate respect and fairness within a safe, caring and cooperative culture

In 2022 Pittville will have an exceptional reputation, one we genuinely deserve, where our excellence is manifest, meaning that the best teachers and support staff want to come and work here – and students want to come and learn here – because they know they will thrive.

# STRATEGIC VISION 2024

## AIM 1 - QUALITY OF EDUCATION

### ACHIEVEMENT (reviewed annually)

#### Vision:

Achievement is consistently high amongst all cohorts of students and Pittville School is within the middle 40% of schools nationally.  
*(2019 data puts Pittville in the below average band of all schools).*

#### Evidence:

- Progress 8 score is at least in line with the national average.
- There is a minimal difference between the progress of boys and girls from KS2 to KS4.
- The disadvantaged gap is narrowed so that disadvantaged student progress is in line with others nationally. There is a minimal difference between disadvantaged and non-disadvantaged students at the school.
- The progress of SEND students is evidenced through rapid improvement in literacy and numeracy and in line with all students nationally.
- The progress of high, middle, lower attaining students is at least in line with national figures.
- Attainment 8 is at least average when compared to national figures.

### CURRICULUM

#### Vision:

- Pittville School has a coherent, rigorous five-year curriculum which engages the interests and challenges the abilities of all students.
- The curriculum is responsive to the needs and interests of each cohort, and individual students.
- The curriculum is relevant to students whose adult lives will be lived in the second and third quarters of the 21<sup>st</sup> Century and supported by high quality technological resources.
- As an 11-6 school, Pittville students have the advantage of being directed to a wide range of post-16 options without prejudice.

#### Evidence:

- All subject curricula are based on a deep understanding of subject matter coupled with the ability to apply what is learned.
- All subjects have 5 year curricula in place that ensure excellent progress and prepare students for the challenges of KS4 study.
- All subject curricula provide students with the skills they need to succeed in their post-16 choices, including
  - the ability to communicate
  - solve problems in teams;
  - the ability to think critically and to create novel solutions; and
  - flexibility, openness to change and a willingness to learn continually.
- The wider curriculum, including extra-curricular activities, provides all students with opportunities to broaden their cultural capital.
- Pittville School has a KS4 curriculum which is flexible, offering a broad range of appropriate subjects to support students in their post-16 choices considering local market information and training opportunities.

- Options for Year 9 students (following implementation of a three-year KS3) are reviewed annually to ensure we meet the needs and interests of our students on a cohort-by-cohort basis.
- CEIAG (careers education) meets Gatsby benchmarks, including appointing a careers teacher and NEETs are reduced to be at least in line with national levels.
- Personal development is embedded in the whole school curriculum, including through CEIAG, RSHE and extra-curricular provision.
- Trained teams of teachers understand the importance of, and commit to, high quality RSHE teaching.

## QUALITY OF TEACHING

### Vision:

- Teachers have excellent subject knowledge and understanding of curriculum and assessment.
- All lessons are well-planned, taking into account previous learning, misconceptions, pathways through learning and barriers to progress.
- Teachers engage constructively with CPD, lesson observations, reading and research as a basis to on which to build great practice.
- Teachers teach with enthusiasm and engage students' cognitive and metacognitive skills to develop independent learning and continually challenge students to think harder.
- Teachers use assessment before, during and after a lesson to understand student progress and adapt their short-, medium- and long-term planning appropriately.

### Evidence:

- Quality assurance of teaching demonstrates that all teaching is at least secure when evaluated against the Teacher standards and Post Threshold Standards, and much (a high proportion) practice is enhanced.
- Teachers engage constructively with a robust performance appraisal cycle to drive their own professional development.
- Lesson observations and other aspects of quality assurance will evidence strengths and areas for development in relation to the Pittville Learning Principles (PLP's)
- Fully established assessment framework from Years 7 to 11 that tracks the acquisition of knowledge, understanding and skills across Key Stages 3 and 4, allows for effective monitoring and intervention and accurate reporting to parents.
- Evidence based teaching and learning is embedded. Staff evidence practice against what we know works. Teaching is consistently effective as a result.
- The practice of the very best teachers is recognised, celebrated and used to strengthen the teaching of others.
- Effective teachers are retained by ensuring there are appropriate opportunities and support to further develop their practice.
- A highly professional team of teaching assistants is fully embedded within teaching and learning across the school.

## AIM 2 - BEHAVIOUR AND ATTITUDES

### BEHAVIOUR AND ATTITUDES

#### Vision:

- All students are self-directing, confident, and take responsibility for their own actions.
- All students make a positive and significant contribution to the school community.
- Consistently high standards of behaviour are sustained in the classroom and beyond.
- School rules and systems fully reviewed and embedded to minimise impact of population increase.

#### Evidence:

- Attendance is consistently at 95% and above and persistent absence consistently within 1% of national average *(13.1% national average figure June 2018)*.
- Punctuality is consistently at or above 99% of students arriving to school on time each day.
- Exclusions are at or below national average for each population.
- An increased range of leadership opportunities and strategies exist to build students' confidence and leadership skills.
- Students are positive role models.
- Rewards system kept under constant review and makes a significant positive impact upon students' motivation.
- The culture of restorative practice is embedded across all aspects of the school.
- The school embraces a multi-agency approach.

## AIM 3 - PERSONAL DEVELOPMENT

### ETHOS/PERSONAL DEVELOPMENT

#### Vision:

A culture of very high expectations where the aspirations for every child are high and students are well-supported and nurtured so that all feel confident to succeed.

- Students leave Pittville School confident, independent, eloquent and respectful, ready for the next stage in their lives.
- The school's reputation as a friendly, caring environment remains strong and continues to be built upon positive relationships. 'There is something very special about the culture of this school' Ofsted 2019
- CEIAG meets Gatsby benchmarks, including appointing a careers officer. Career planning makes a strong contribution to students' progress and wellbeing.
- Teams of teachers see the importance of, and commit to, high quality RSHE teaching. They are trained and confident in delivering the RSHE curriculum
- Cultural capital is developed across the school.

#### Evidence:

- Pittville School is the school of choice for students, parents and staff.
- Students achieve excellent outcomes (see Achievement) and display exemplary behaviour (see Behaviour).
- There are very low levels of bullying / discrimination, and all adhere to the school's commitment of mutual respect.
- Student and parent surveys regularly confirm that students feel safe, happy and nurtured/challenged at school.
- The whole school curriculum ensures that key areas of the personal development curriculum are addressed at age-appropriate junctures.

## AIM 4. LEADERSHIP AND MANAGEMENT

### LEADERSHIP & MANAGEMENT

#### Vision:

- Senior and middle leaders are all equipped to embrace the challenge of school leadership and model exemplary professional practice around the school.
- Middle leadership development fully embedded as part of the school's annual CPD programme with evidence of high levels of engagement and professional impact.
- Governors strengthen the leadership of the school because they are highly skilled and knowledgeable about the school's performance. Governors are strategic in their outlook and effectively challenge leaders and drive further improvements.
- SLT given frequent opportunities to visit outstanding providers to shape their practice within school.
- Identification of talent with opportunities provided for leadership development.

#### Evidence:

- The school development plan (and related strategic documentation) is developed, communicated and implemented successfully.
- Feedback from all staff evidences good work-life balance.
- A balanced budget is delivered.
- Parent/student feedback and/or external evaluation evidence excellent safeguarding systems, including a culture which enables students/staff to speak out.
- By 2023 we will have strengthened key educational partnerships through our partnership work with Balcarras and beyond. Our links with schools will support a shared interest in raising the aspirations of all young people in Cheltenham. We will develop further opportunities for volunteering and outreach.

### ENVIRONMENT AND INFRASTRUCTURE

#### Vision:

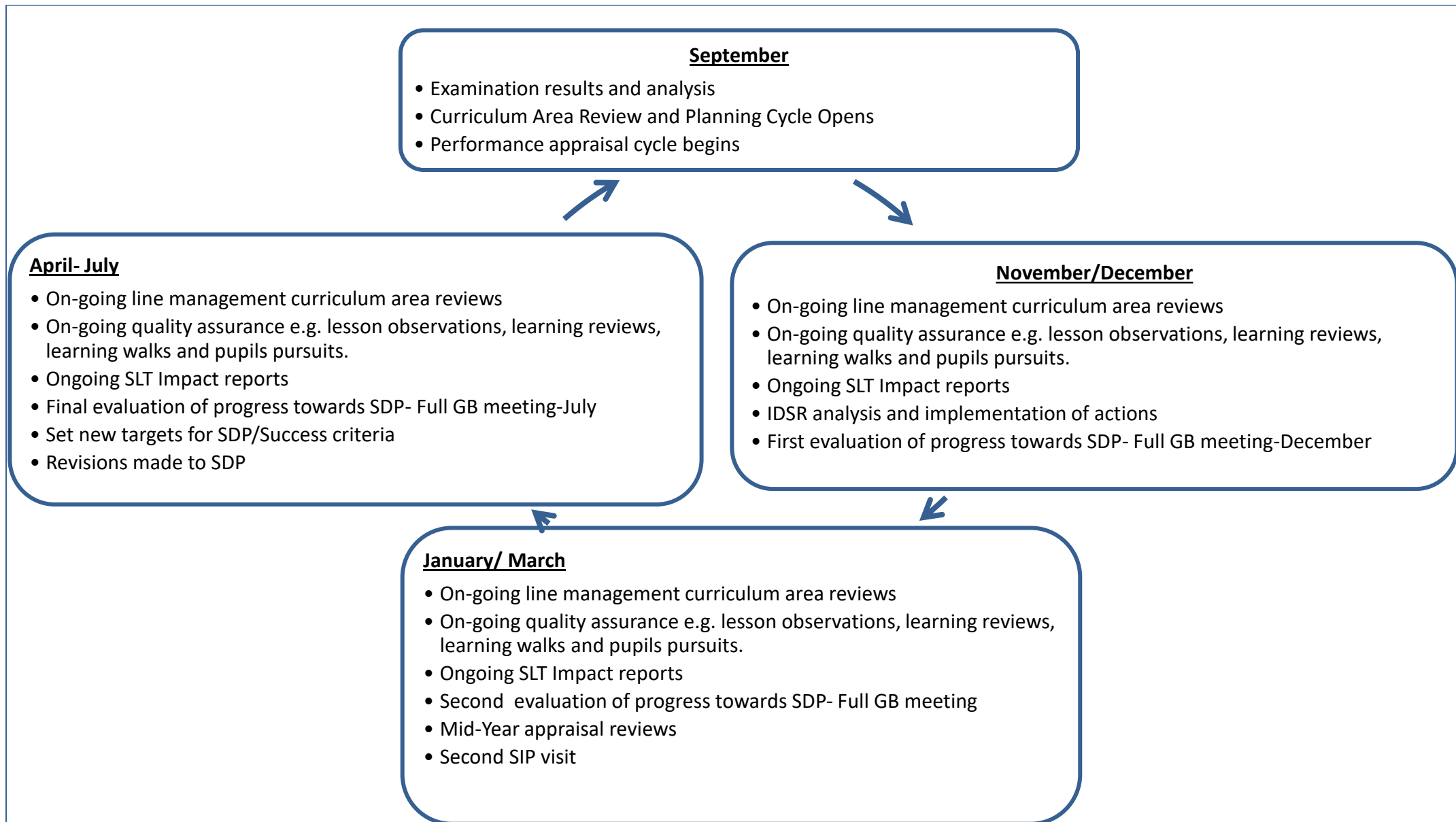
- A school environment of the highest standards that is a pleasure to work in and provides a comfortable and stimulating environment for all.

#### Evidence:

- Teaching spaces and communal areas accommodate the student body effectively and are appropriately resourced.
- Sports facilities for all students are improved, including providing a new sports hall.
- All areas of the school are accessible for all members of our school community.
- Facilities are developed to maximise potential for wider community use and income generation.
- Students and staff have access to an ICT infrastructure which is fit for purpose and flexible to develop as technology advances.
- Staff and students enjoy a safe and comfortable learning and working environment.



# SCHOOL EVALUATION CYCLE

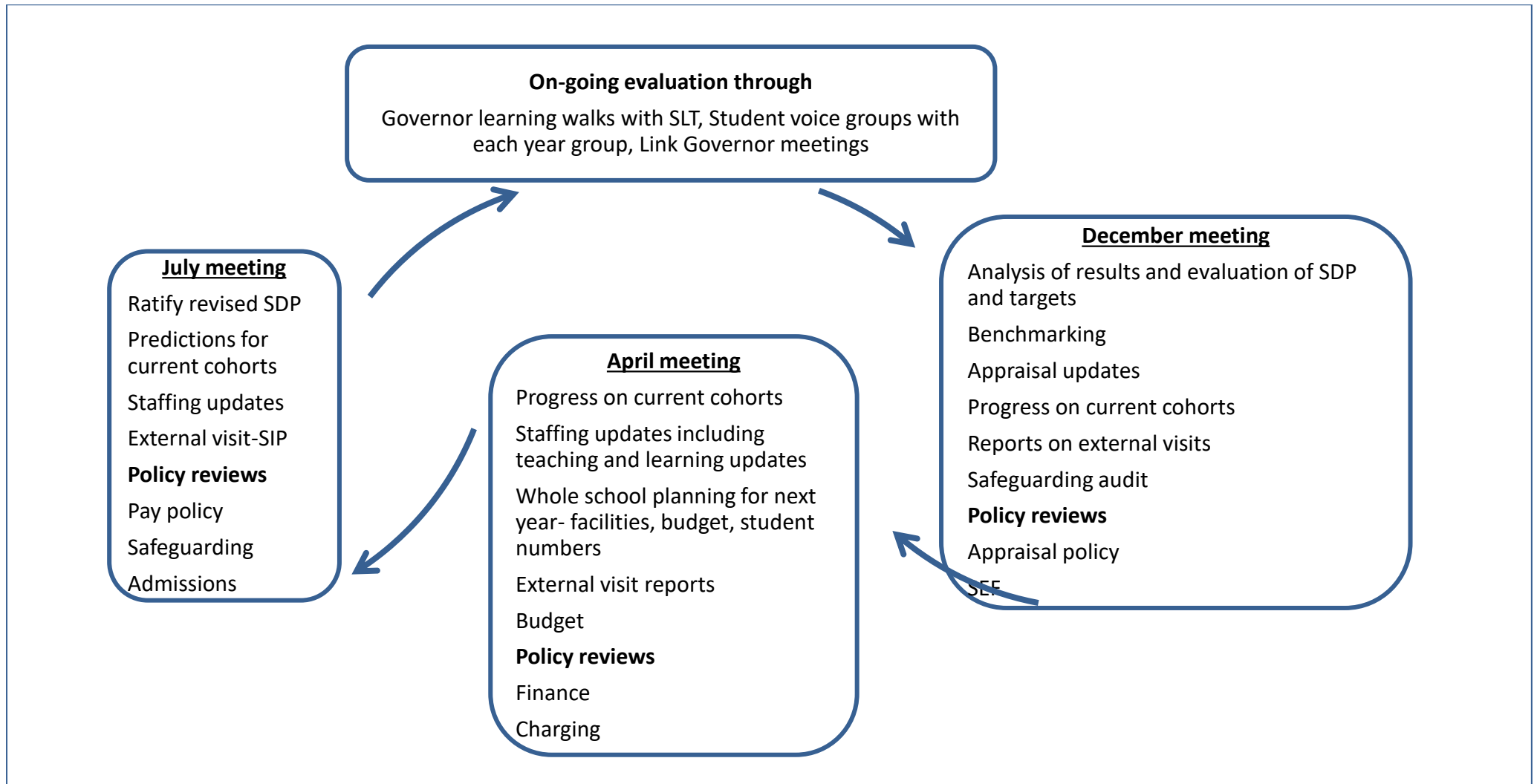


# THE GB MONITORING CYCLE

September

Examination results-headlines

Exam analysis meetings-Governors invited



## OVERVIEW OF GENERAL SUCCESS MEASURES

Current floor targets: P8 -0.5

### Key Stage 4

1. Whole school Progress 8 score to be 0.00 or above (**School 2019:** -0.26 **National 2019:** -0.01)
2. In each Curriculum Area - a minimum of 70% of all students achieve their targets (FFT 20) at the end of KS4.
  - a. Particular emphasis is given to the monitoring of those groups identified as underperforming in 2019 results (Boys, Disadvantaged, SEN (K) and Middle Ability on entry)
3. Attainment 8 to continue to improve towards national average (**School 2019:** 41.46 **National 2019:** 46.7)
4. EBacc APS to continue to improve towards national average (**School 2019:** 3.37 **National 2019:** 4.07)
5. 37% of students achieve a grade 9 – 5 and 58% a grade 9 – 4 in both English and Maths in Summer 2022 (**School 2019:** 35%/49% **Nat 2019:** 43%/64%)

## AIM 1 - QUALITY OF EDUCATION

<b>Achievement :</b> Achievement is consistently high/positive/above average amongst all cohorts of students and Pittville School is within the middle 40% of schools nationally. (2018 data puts Pittville in the average band of all schools). I want us to be in the top part of that middle 40%!					
Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual Impact
Ensure targets are ambitious, precise and seen as having integrity by all stakeholders.  Improve the consistency and accuracy of progress tracking data.	<ol style="list-style-type: none"> <li>1. Establish consistent use of target setting - FFT 20 vs 50. Communicated to all staff.</li> <li>2. Introduce CAT4 Assessment for incoming Year 7 students.</li> <li>3. Embed new assessment and reporting cycle</li> <li>4. Improve accuracy of data through rigorous moderation and quality assurance.</li> <li>5. SLT assigned to track progress / attainment in specified year group.</li> </ol>	DE / JAP	<ul style="list-style-type: none"> <li>• Targets set. Sept / October 2021</li> <li>• Checking of accuracy through SLT meetings - link to line management</li> <li>• SLT data analysis reports</li> <li>• Data shared at appropriate junctures with governors</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum leaders have confidence in the validity of targets set and establish a relentless focus on students achieving target grade within their subject.</li> <li>• Increasingly robust internal assessment data that informs more accurate predictions across departments.</li> <li>• Gaps between actual and predicted outcomes continues to reduce.</li> </ul>	
Refine and improve impact of GCSE strategy.	<ol style="list-style-type: none"> <li>1. Identification of strengths and areas for development linked to exam performance (<i>CDG submissions 2021</i>)</li> <li>2. Establish a 'Minimum Target Grade' culture amongst all key stakeholders.</li> <li>3. Embed revised assessment / reporting calendar to allow for timely identification of</li> </ol>	DE / JAP / PK	<ul style="list-style-type: none"> <li>• CDG and Y10 data reviews identify strengths and areas for development with current year 11</li> <li>• Interventions are both timely and targeted. These serve to address underperformance.</li> <li>• Pastoral QA mechanisms demonstrate that PM registration time is</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for current Year 11 cohort in attainment and progress toward minimum target grade.</li> </ul>	

	<p>underachieving students / groups.</p> <p>4. Effective use of curriculum time to implement targeted interventions.</p> <p>5. Review of parental engagement in academic / progress focused school initiatives.</p> <p>6. More effectively equip students to monitor and evaluate their own learning.</p>		<p>being used to equip students with learning strategies.</p>		
<p>Reduce in school variation of attainment and progress. See also L and M</p>	<ol style="list-style-type: none"> <li>Increase capacity of both SLT and Curriculum leaders to act on concerns raised by assessment data and QA processes.</li> <li>Tracking captures / highlights variation, best practice and underperformance.</li> <li>Ensure that middle leaders make use of internal and external evaluation to identify areas for development.</li> </ol>	<p>DE / SLT</p>	<ul style="list-style-type: none"> <li>Scheduled review of minutes of SLT / CL line management to ensure consistency of provision.</li> <li>SLT Impact reports for elements of QoE (<i>DE, JP and KLF</i>)</li> <li>Effective use of Academic Board meetings to develop CL capacity.</li> <li>Scheduled review of 'Curriculum Area Review and Planning' documentation</li> </ul>	<ul style="list-style-type: none"> <li>Interventions are deployed strategically to address underperformance in key curriculum areas.</li> <li>Curriculum leaders are more able to identify and challenge inconsistent teaching practice that may be leading to student underperformance.</li> </ul>	
<p>Ensure that a robust system of internal standardised assessment is in place across all KS4 examination groups that can be utilised as</p>	<ol style="list-style-type: none"> <li></li> </ol>		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

supporting evidence in the event of unanticipated cancelation of public examinations.					
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**Curriculum:**  
 A rigorous curriculum which engages the interests and challenges the abilities of all students, including the very brightest and is responsive to the needs and interests of each cohort and individual students. It will be relevant to needs of students whose adult lives will be lived in the second and third quarters of the 21st century and will be supported by high quality technological resources. As an 11-16 school Pittville students will have the advantage of being directed to a wide range of post 16 options without prejudice.

Objectives	Actions, including costs	Responsible	Milestones	Expected impact	Actual impact
Embed restructured five-year curriculum and teaching programme.  <i>Curriculum leaders have reviewed their curriculums in 2019 – 21 to ensure that these are coherently sequenced, exploit cross curricular links and effectively prepare students to transition to the next key stage via appropriately challenging end points.</i>	1. Move to 5-year curriculum model. Student will make options choices in Y9. 2. Ongoing review to ensure that intent of whole school curriculum is reflected in departmental curriculum planning. 3. Quality Assurance systems amended to facilitate ongoing review of curriculum provision across all year groups.	SLT / Curriculum Leaders	<ul style="list-style-type: none"> <li>Scheduled review of 'Curriculum Area Review and Planning' documentation</li> <li>Scheduled Curriculum Area 'Deep Dives' to be presented at SSE and I Governing body portfolio meeting.</li> <li>Ongoing monitoring of Curriculum area's use of Wednesday afternoon CPD</li> </ul>	<ul style="list-style-type: none"> <li>Establish a consistent approach to a 5-year curriculum that reflects whole school intent.</li> <li>Increase the opportunities for staff to discuss and review their curriculum and share good practice.</li> <li>Time for joint planning to identify what curriculum areas want students to know and be able to do, thinking about how the curriculum is sequenced</li> <li>Develop subject content CPD opportunities.</li> </ul>	
Developing cultural capital through curriculum and enrichment opportunities	1. Identify opportunities for CC through both the academic	Curriculum Leaders / HOH	<ul style="list-style-type: none"> <li>Department heads and HOH identify CC opportunities as part of</li> </ul>	<ul style="list-style-type: none"> <li>Empirical evidence of student participation in CC events.</li> </ul>	

<i>(N.B: this links to aim 3)</i>	<p>curriculum and the house system.</p> <p>2. Use of curriculum area capitation and PP funding to ensure equity of access to opportunities.</p>		<p>Review and Planning cycle.</p> <ul style="list-style-type: none"> <li>• Ongoing robust tracking of student participation in relation to identified key groups.</li> </ul>	<ul style="list-style-type: none"> <li>○ Especially in relation to disadvantaged students.</li> </ul>	
<p>Make increasingly effective use of home learning to ensure it forms an integral part of student learning</p>	<ol style="list-style-type: none"> <li>1. Transition to the use of Teams for the setting of home learning for all Year Groups.</li> <li>2. Review the use of ShowMyHomework / Teams platform to QA the quantity / quality of home learning tasks set within subject areas.</li> <li>3. Review the use of home learning related sanction systems to support students' academic progress</li> </ol>	DE / KLF / SL's	<ul style="list-style-type: none"> <li>• Curriculum review process embeds a consistent (intra curriculum area) approach to the setting of home learning.</li> <li>• QA mechanisms identify where home learning is being used effectively to consolidate / extend student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased parental engagement in students' academic progress via SMHW / Teams platform.</li> <li>• Improved outcomes for current cohorts both in attainment and progress toward minimum target grade.</li> </ul>	
<p>Implement / sustain improvements to online / remote learning:</p>	<ol style="list-style-type: none"> <li>1. Continue to embed the use of 365 functionality and TEAMS.</li> <li>2. Effectively integrate online / remote learning capacity to enhance 5-year curriculum provision</li> </ol>	KLF / DE	<ul style="list-style-type: none"> <li>• Plan for full implementation of 365 and TEAMS ready by <b>TBC</b></li> <li>• Wider discussion about IT in the 5-year curriculum completed (in response to ICT strategy document) by <b>TBC</b></li> </ul>	<ul style="list-style-type: none"> <li>• Enable students to access more online learning to support progress, promote more independent learning and prepare students for IT in the world of work.</li> </ul>	

**Quality of Teaching:**

Teaching is of a consistently high quality throughout all curriculum areas with all teachers being inspired and challenged to develop further.

Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual Impact
Embed 'Pittville Learning Principles' as a whole school approach to sustained improvement to T&L.	<ol style="list-style-type: none"> <li>1. Dedicated INSET time on the 'Pittville Learning Principles'</li> <li>2. School-wide focus on challenge and explanations for 2021-2022</li> <li>3. Use of curriculum time to establish what challenge looks like within individual curriculum areas</li> </ol>	SLT / PK	<ul style="list-style-type: none"> <li>• Evaluation of targeted Inset sessions.</li> <li>• Directed use of faculty time per half term on 'PLP' foci</li> <li>• Staff voice in relation to CPD</li> <li>• Teaching and learning position statements (twice within academic year)</li> <li>• SLT Impact report (<i>DE PK</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• More lessons and schemes of learning are planned with challenge in mind</li> <li>• Quality Assurance processes highlight consistent use of appropriately challenging curriculum end points for all students</li> <li>• Shared language in relation to teaching and learning (and PA) is developed</li> </ul>	
Embed new quality assurance calendar to in order to establish quality of teaching across the school including the introduction of a revised observation cycle	<ol style="list-style-type: none"> <li>1. New quality assurance calendar to include learning reviews, student voice, parental engagement, data entry and new PA cycle.</li> <li>2. Teaching and learning position statements to be informed by QA cycle and to inform subsequent whole school CPD.</li> <li>3. New observation cycle to be established</li> </ol>	PK / JAP / DE	<ul style="list-style-type: none"> <li>• Completed observation cycle</li> <li>• Amendments made to T&amp;L / Assessment policies in advance of September 2022</li> <li>• Teaching and learning position statements (twice within academic year)</li> <li>• Dissemination of best practice with staff throughout year following completion of QA cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Broader evidence base gained at intervals throughout the year to inform decision making around teaching and learning (position statements).</li> <li>• Staff are more engaged in a developmental observation cycle which is of benefit to all involved.</li> <li>• Future CPD informed by information gathered from all stakeholders</li> </ul>	
Strengthen the role of SLT in supporting the development of teaching and learning.	<ol style="list-style-type: none"> <li>1. Comprehensive feedback from QA cycle in relation to teaching and learning to SLT.</li> </ol>	SLT (PK to lead on return from maternity)	<ul style="list-style-type: none"> <li>• Two teaching and learning positions reported to</li> </ul>	<ul style="list-style-type: none"> <li>• Common language around teaching and learning is embedded.</li> </ul>	



	<ol style="list-style-type: none"> <li>2. SLT &amp; Governors to promote the Pittville learning principles, focus on challenge, explanation and cross-curricular learning teams</li> <li>3. SLT monitor the number of initiatives in T&amp;L and implications for workload.</li> </ol>		SLT and governors within the year	<ul style="list-style-type: none"> <li>• Staff talk about and are enthused by teaching and learning.</li> <li>• SLT are up to date and confident talking about and modelling excellent pedagogy.</li> <li>• Teachers are confident that they are meeting school expectations and can take risks with SLT and governor support.</li> </ul>	
Ensure target cohorts (inclusive of key influencers) participate more actively in their learning.	<ol style="list-style-type: none"> <li>1. Ensure all staff have access to relevant materials that support their teaching of target cohorts.</li> <li>2. Establish a working group to develop strategies for teaching target cohorts.</li> <li>3. Work to develop personal development within teaching to support the learning of target cohorts.</li> </ol>	MWA / DE / KLF	<ul style="list-style-type: none"> <li>• Use of staff meetings / CPD time to disseminate best practice.</li> <li>• Establish a toolkit of ideas.</li> <li>• Use of learning walks, pupil pursuits, lesson observations to inform thinking</li> <li>• Resources available to staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are aware of what strategies can have impact with target cohort students at Pittville and are actively using them in lessons.</li> <li>• Staff use strategies to proactively address / confidently tackle passivity / disruption to learning.</li> <li>• Linking of target cohorts' strategy to performance appraisal</li> <li>• Target cohort students increasingly engaged in learning leading to expected progress across their curriculum provision.</li> </ul>	
Review of current feedback systems to establish:	<ol style="list-style-type: none"> <li>1. Utilise curriculum meetings for peer moderation of books and formal assessments.</li> </ol>	JAP / CL's	<ul style="list-style-type: none"> <li>• Be able to share best practice during AB board meetings that take place from term 2 onward.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT / CL's are more able to identify and challenge inconsistent teaching practice that</li> </ul>	

<ul style="list-style-type: none"> <li>In class feedback mechanisms designed to facilitate student progress are used effectively consistently</li> </ul>	<p>2. QA activities to record findings on quality of feedback.</p>		<ul style="list-style-type: none"> <li>Amendments made to T&amp;L / Assessment policies in advance of September 2021</li> <li>Scheduled review of 'Curriculum Area Review and Planning' documentation</li> <li>Scheduled Curriculum Area 'Deep Dives' to be presented at SSE and I Governing body portfolio meeting.</li> <li>SLT Impact report (<i>JP</i>)</li> </ul>	<p>may be leading to student underperformance.</p> <ul style="list-style-type: none"> <li>Dissemination of best practice facilitates increasingly effective use of formative feedback as a T&amp;L strategy that underpins student progress.</li> </ul>	
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**Continuing professional development:**

Develop a professional learning community in which teachers actively engage in CPD to improve and progress their teaching. This will increase staff's professional skills and ensure that staff take a professional approach in all they do.

Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
Establish clarity for all stakeholders regarding whole school and individually targeted CPD provision.	1. Publish revised staff development policy highlighting distinction between 'CPD pillars' provision.	RG / KLF	<ul style="list-style-type: none"> <li>Staff Development policy ratified by FGB.</li> <li>Log of CPD completed across the 5 'pillars'</li> <li>Staff voice in relation to CPD</li> <li>Scheduled review of 'Curriculum Area Review and Planning' documentation</li> <li>Scheduled Curriculum Area 'Deep Dives' to</li> </ul>	<ul style="list-style-type: none"> <li>Clarity amongst staff body regarding the sourcing of appropriate ongoing CPD.</li> </ul>	

			be presented at SSE and I Governing body portfolio meeting.		
<p>Use PA target 2 to drive sustained improvement in the progress of key student groups:</p> <ul style="list-style-type: none"> <li>Disadvantaged</li> <li>SEN (K)</li> <li>Boys</li> <li>MA on entry</li> </ul> <p>Improve link between PA and staff ownership of CPD requirements</p>	<ol style="list-style-type: none"> <li>SLT review T&amp;L targets.</li> <li>SIMS package used to record evidence.</li> <li>Establish mechanism to disseminate key findings / best practice to wider staff body.</li> </ol>	KLF / SLT / CL's	<ul style="list-style-type: none"> <li>Targets to be submitted to SLT by <b>TBC</b>.</li> <li>Feedback to staff completed by <b>TBC</b>.</li> </ul>	<ul style="list-style-type: none"> <li>PA becomes a more focused vehicle for driving whole school improvement</li> <li>Staff have time to reflect on their practice and choose targets that will improve/enhance their practice.</li> <li>New systems will enable staff to develop their practice, gather evidence and reflect on their development.</li> </ul>	
<p>Establish two-year cross-curricular learning teams</p> <p>(From summer term 2022 moving into September 2022)</p>	<ol style="list-style-type: none"> <li>Create cross-curricular staff teams</li> <li>CPD on focus of project and how evidence and impact should be recorded and measured</li> </ol>	PK	<ul style="list-style-type: none"> <li>INSET on structure of cross-curricular learning team projects</li> <li>Evidence of progress at the end of 2022-2023 academic year</li> <li>Evidence and impact of projects at the end of 2022-2023 academic year</li> </ul>	<ul style="list-style-type: none"> <li>Staff establish positive working relationships with teachers from other curriculum areas.</li> <li>Students strengthen their cross-curricular understanding and make meaningful connections between areas of study</li> <li>Opportunity for greater exposure to the 'hinterland' with considered cross-curricular planning</li> </ul>	

## AIM 2 - BEHAVIOUR AND ATTITUDES

<b>Behaviour and attitudes:</b> To achieve a position where all students are self-directing, confident, take responsibility for their own actions and make a positive and significant contribution to the school community. Consistently high standards of behaviour are sustained.					
Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
More effective analysis of and subsequent use of behaviour data.	1. Forensic analysis of behaviour incidents to identify patterns, trends to see where early intervention could have impact. 2. More effective use of time in 'referral' provision. Room 48/49 to be permanently staffed with enhanced T&L focus. 3. Use of RP leads to work with targeted individuals-reducing time in Room 48/49 for key students. 4. 'Pastoral' data used more effectively by all stakeholders (importantly curriculum teams) to establish culture of responsibility for whole school culture / behavior is the hands of "the many rather than the isolated few".	MW Heads of House EB	<ul style="list-style-type: none"> <li>● Key behaviour milestones: For baselines see MWA</li> <li>● Scheduled review of 'Head of House Review and Planning' documentation</li> <li>● Scheduled Pastoral Area 'Deep Dives' to be presented at SSE and I Governing body portfolio meeting.</li> <li>● SLT Impact report (MW)</li> </ul>	<ul style="list-style-type: none"> <li>● Reduced number of exclusions.</li> <li>● Reduced number of incidents in referral.</li> <li>● Reduced time spent in referral for target cohort / key influencer students.</li> <li>● Reduced number of detentions</li> </ul>	

<p>Further develop Key Influencers strategy to improve engagement of key student groups so that they are more confident and actively involved in their learning.</p>	<ol style="list-style-type: none"> <li>1. Publish Key influencers strategy to all staff. Calendar key activities.</li> <li>2. Analysis of referral room data and day sheet to identify issues early.</li> <li>3. Develop a clear toolkit menu of interventions to reduce impact of low-level behavior.</li> <li>4. Establish effective mentoring that is evaluated for impact</li> <li>5. Increasingly effective use of RP and rewards system as key drivers to tackle lack of engagement.</li> </ol>	<p>Lead by MWA / DK</p>	<ul style="list-style-type: none"> <li>● Key Behaviour milestones: For baselines see MWA</li> <li>● Scheduled review of 'Head of House Review and Planning' documentation</li> <li>● Scheduled Pastoral Area 'Deep Dives' to be presented at SSE and I Governing body portfolio meeting.</li> <li>● SLT Impact report (MW)</li> </ul>	<ul style="list-style-type: none"> <li>● Reducing incidents of low-level disruption (<i>with particular reference to boys</i>)</li> <li>● Reduced number of exclusions.</li> <li>● Reduced number of incidents in referral.</li> <li>● Reduced time spent in referral for key players.</li> <li>● Reduced number of detentions</li> <li>● ATL grades improving for identified key groups</li> </ul>	
<p>Sustain attendance and exclusion rates so that they remain better than national average.</p>	<ol style="list-style-type: none"> <li>1. To embed attendance action plan and assess impact of each intervention</li> <li>2. Embed restorative practice fully into Pittville.</li> <li>3. Develop the role of Team Around the School as an early intervention tool</li> </ol>	<p>MW / CBB / SB / HOH</p>	<ul style="list-style-type: none"> <li>● Attendance baselines see CBB</li> <li>● Scheduled review of 'Head of House Review and Planning' documentation</li> <li>● Scheduled Pastoral Area 'Deep Dives' to be presented at SSE and I Governing body portfolio meeting.</li> <li>● SLT Impact report (MW)</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance and exclusions in line or better than national average</li> <li>● TAS becomes tool driving early intervention</li> <li>● RP identifying and working with key pupils and staff to reduce incidents of poor behaviour</li> </ul>	
<p>Develop an increasingly effective inclusion provision that supports students in making sustained progress</p>	<ol style="list-style-type: none"> <li>1. Develop the use of Room 48 via review of staffing model and expected learning activities.</li> </ol>		<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	

RESPECT

HONESTY

KINDNESS

	2. Carefully monitor the impact of alternative provision placements				
Continue to monitor and refine operational systems and risk assessments that have been put in place in response to Covid 19	1.		•	•	

### AIM 3 - PERSONAL DEVELOPMENT

**Personal development:** A culture of very high expectations where the aspirations for every child are high and students are well-supported and nurtured so that all feel confident to succeed.

Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
<ul style="list-style-type: none"> <li>Raise student aspiration in relation to the post 16 destinations.</li> <li>Increasingly these should correlate with students MTGs for academic progress.</li> <li>Continue to reduce the number of students at risk of NEET status at the end of KS4.</li> </ul>	1. Review IAG lessons in Years 10 and 11 to move some teaching down to Year 10. <ul style="list-style-type: none"> <li>Look at WEX preparation in Year 10 to see what can be done earlier.</li> <li>Use of SW careers meetings with Year 10 students.</li> <li>Increase links with careers information within lessons in individual subject areas.</li> </ul>	KLF / SW	<ul style="list-style-type: none"> <li>Post 16 applications analysis</li> <li>SLT Impact report (KLF)</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in the number of NEET status students following publication of results in August 2020.</li> <li>Destination report evidences that an increasing proportion of students are progressing to post 16 routes appropriate to their MTG.</li> </ul>	
Embed whole school Personal Development strategy	<b>Communication:</b> 1. SI to coordinate Personal development meetings (PD) once every six weeks. Core attendance MWA/EB/KF and then CL as and when required.		Termly feedback to SLT	<ul style="list-style-type: none"> <li>Allows for clarity and understanding so Assistant Head pastoral/Mental health lead/Careers lead can work collaboratively</li> </ul>	

	<ol style="list-style-type: none"> <li>2. SI to meet with HOH, termly to allow the RSHE/PD curriculum to be proactive and reactive</li> <li>3. SI to add key PD/RSHE dates to calendar and coordinate the key dates from MHL and Careers lead and Change Ambassadors</li> <li>4. SI to work with EB and create a Personal development newsletter for staff and parents.</li> <li>5. SI to trail a 'Let's talk about' session with Year 9 parents regarding RSE policy and lessons.</li> <li>6. SI to meet with Pittville Parliament once a term to record Pupil voice</li> </ol> <p><b>RSHE curriculum implementation:</b></p> <ol style="list-style-type: none"> <li>1. Establish RSHE teams that are distinct / separate from tutor teams.</li> <li>2. Schedule RSHE planning time in school calendar to ensure whole school focus.</li> <li>3. SLT / HOH's to support PD curriculum in conducting robust</li> </ol>			<p>with the PD coordinator.</p> <ul style="list-style-type: none"> <li>• An agreed foci for the year / term set clear objectives and respond effectively / efficiently to issues that have arisen</li> </ul> <p>Enable the consistent implementation of the RSHE curriculum.</p>	
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	<p>quality assurance of PD provision.</p> <p><b>PD Curriculum Audit / implementation:</b></p> <ol style="list-style-type: none"> <li>1. SI to work with CL's to establish where effective teaching of citizenship is in place / can be developed.</li> <li>2. Establish a termly focus for teaching of citizenship (Curriculum teams exploit opportunities where appropriate)</li> </ol>				
Develop cultural capital across the school alongside broadening the range of students engaging with leadership opportunities across the school for all students	See aim 1 curriculum	Curriculum Leaders / Heads of House	SLT to determine agreed milestones in response to Covid restrictions	Identification of opportunities for CC across academic and pastoral curriculums. Plan for how opportunities can be offered and delivered established for January 2022. Student uptake is tracked.	

## AIM 4 - LEADERSHIP AND MANAGEMENT

### Leadership and management:

The school successfully meets the challenges of expansion in student numbers and reduced education budgets to ensure that students' achievement, their behaviour and the quality of teaching continue to rise.



Senior and middle leaders are all well-equipped to embrace the challenge of school leadership and model exemplary practice around the school. There is a professional spirit where staff are challenged but recognise they are highly valued. All staff are working collectively on behalf of the students and staff.

Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
Curriculum + Pastoral leaders increasingly focused on the actions needed to secure improvements.	<ol style="list-style-type: none"> <li>1. Provide effective induction and support for the new Curriculum Leaders of English and Science</li> <li>2. Ensure that science is more successful in accelerating the rate of progress and attainment.</li> <li>3. The skills of the most effective CL's are shared to develop the professionalism of all.</li> <li>4. More effective use of QA mechanisms.</li> <li>5. Improved quality and accuracy of data tracking leads to a reduction in the variability of subject performance.</li> </ol>	DE / SLT	<ul style="list-style-type: none"> <li>● Use of academic board to disseminate best practice.</li> <li>● Evidence in line management documentation / QA findings of impact.</li> </ul>	<ul style="list-style-type: none"> <li>● Interventions are deployed strategically to address underperformance in key curriculum areas.</li> <li>● CL's are more able to identify and challenge inconsistent teaching practice that may be leading to student underperformance.</li> <li>● Improved outcomes for current Year 11 cohort both in attainment and progress toward minimum target grade.</li> </ul>	
SLT becomes an increasingly effective vehicle for school improvement.	<ol style="list-style-type: none"> <li>1. More precise and effective self-evaluation</li> <li>2. Development of more concise SEF</li> <li>3. Clearer and more effective focus on development planning</li> <li>4. Improved outcomes in underachieving curriculum areas.</li> </ol>	RGI / SLT	<ul style="list-style-type: none"> <li>● Scheduled review of 'Curriculum Area / Head of House Review and Planning' documentation</li> <li>● Scheduled Curriculum / Pastoral Area 'Deep Dives' to be presented at SSE</li> </ul>	<ul style="list-style-type: none"> <li>● SLT feedback identifies skills/knowledge gained</li> <li>● Headteacher appraisal</li> <li>● Reports to portfolios and FGB</li> <li>● Greater challenge from SLT identified through SLT minutes and Line management</li> </ul>	

RESPECT

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	5. All SLT complete one CPD visit linked to their area of focus.		and I Governing body portfolio meeting. <ul style="list-style-type: none"> <li>• SLT Impact reports</li> <li>• Staff voice on Leadership</li> </ul>		
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**Environment and Infrastructure:**  
A school environment of the highest standards that is a pleasure to work in and provides a comfortable and stimulating environment for all.

Objectives	Actions, including costs	Responsible	Milestones	Expected Impact	Actual impact
Building of a sports hall to facilitate effective delivery of PE curriculum / extra-curricular provision	1. Ensure that plans for new sports hall provision have been confirmed. This may involve discussions with LA should Sec 77 be declined	RG/FGB		<ul style="list-style-type: none"> <li>• Sports hall is planned for delivery by September 2023 - if no decision made then alternatives explored with LA</li> </ul>	
Secure ICT infrastructure and development of long-term strategic plan for ICT	1. Ensure that new ICT infrastructure is embedded across the school. 2. Development of ICT strategy linked to T and L.	KLF / SLT	Strategy in place by <b>TBC</b>	<ul style="list-style-type: none"> <li>• Strategy for development of ICT across school is written and costed by <b>TBC</b></li> </ul>	

## SCHOOL ACCESSIBILITY PLAN

Objectives	Actions, including costs	Impact	Responsible	Milestones
1. To ensure that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and opportunities provided by Pittville School.	<ul style="list-style-type: none"> <li>a. All students with additional needs have access to improved IT facilities in class and exams where required</li> <li>b. Explore/review alarms/bells in school</li> <li>c. Investigate sensory room and therapy space in PLC</li> <li>d. Investigate use of therapy dog</li> </ul>	<p>The physical environment of the school is accessible to all.</p> <p>Students with a disability can take full advantage of the education and opportunities provided by the school.</p>	EB/APK	Ongoing.
2. Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for adulthood as our students who do not have disabilities.		Students with a disability are as equally prepared for adulthood as our students who do not have disabilities.	EB/SI/KF	Ongoing.
3. To ensure that all stakeholders are consulted in contributing to this plan.		All stakeholders are effectively represented through this plan.	EB/APK	Ongoing.
4. To ensure that the site is reviewed annually using the Local Authority accessibility framework.		The school are aware of recommendations, and these are encompassed within this plan.	EB/APK	Ongoing.
5. To address any concerns arising from the annual site inspection.		The school are aware of recommendations, and these are encompassed within this plan.	EB/APK	In response to next site inspection in July 2018.
6. To investigate transportation for students with a disability		Students with a disability can access the local area successfully in line with their peers	EB/ APK	Investigate and action by Summer 2020

10. Investigate therapy space in PLC including use of a therapy dog		The school has an appropriate therapy space.	EB	Ongoing work through 2019-2020 in collaboration with LA occupational therapist
11. Investigate installation of power doors across the ground floor of the site (potentially phased with external doors initially)		Students with a disability can access the ground floor independently	EB/APK	Ongoing