



PITTVILLE SCHOOL, CHELTENHAM

SCHOOL DEVELOPMENT PLAN

2022-2023

OVERVIEW OF GENERAL SUCCESS MEASURES**Current floor targets: P8****Key Stage 4**

1. Whole school Progress 8 score to be $P8 > 0$ and $P8 DA > -0.2$
2. In each Curriculum Area - a minimum of 75% of all students achieve or exceed 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 2022: National 2022**)
4. EBacc APS to continue to improve towards national average (**School 2022: National 2022:**)
5. % of students achieve a grade 9 – 5 and % a grade 9 – 4 in both English and Maths in Summer 2023 (**School 2022: Nat 2022:**)
6. Whole school attendance to be at or above national average
7. Reduced exclusion rates to be at or above national average

September

- Examination results and analysis
- Curriculum area review and planning cycle opens
- Performance appraisal cycle begins

April-July

- On-going line management curriculum area reviews
- On-going quality assurance e.g. lesson observations, deep dives, teaching and learning walks, student and parent barometer groups
- Ongoing SLT impact reports
- Final evaluation of progress towards SDP – Full governors meeting
- Set new targets for SDP/Success criteria
- Revisions made to SDP

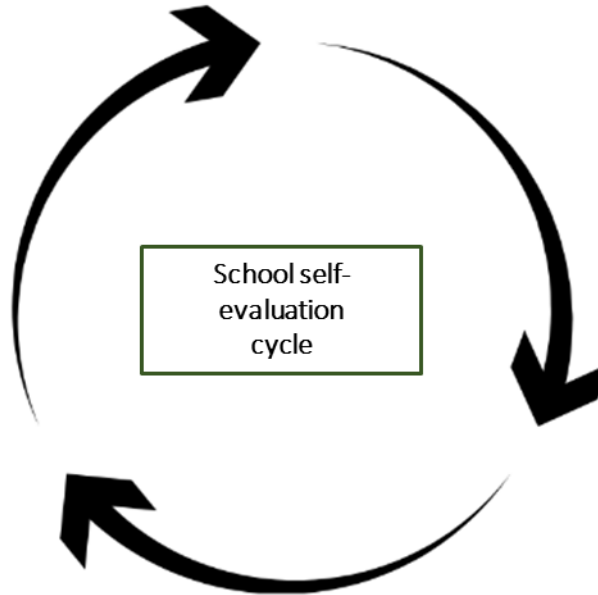
November - December

- On-going line management curriculum area reviews
- On-going quality assurance e.g. lesson observations, deep dives, teaching and learning walks, student and parent barometer groups
- Ongoing SLT impact reports
- IDSR analysis and implementation of actions
- First evaluation of progress towards SDP – Full governors meeting

School self-evaluation cycle

January - March

- On-going line management curriculum area reviews
- On-going quality assurance e.g. lesson observations, deep dives, teaching and learning walks, student and parent barometer groups
- Ongoing SLT impact reports
- Second evaluation of progress towards SDP – Full governors meeting
- Mid-year performance appraisal reviews
- SIP visit



On-going evaluation through:

- Governor learning walks with SLT
- Parent/student barometer groups as part of QA cycle
- Link governor meetings

July meeting

- Ratify revised SDP
- Predictions for current cohorts
- Staffing updates
- External visit – SIP

Policy reviews

- Pay policy
- Safeguarding
- Admissions

December meeting

- Analysis of data and evaluation of SDP and targets
- Benchmarking
- Appraisal updates
- Progress on current cohorts
- Reports on external visits
- Safeguarding audit

Policy reviews:

Appraisal policy
SEF

Governing
Body
Monitoring Cycle

April meeting

- Progress of current cohorts
- Staffing updates including teaching and learning updates
- Whole school planning for next year – facilities, budget, student numbers
- External visit reports
- Budget

Policy reviews:

Finance
Charging

Aim 1: Quality of education			
Objective 1: KS4	Actions	Intended impact	How will you know? What evidence will you use to check impact?
Lead: ARA/JAP			
School Targets :P8>0 and P8 DA>- 0.2	<ul style="list-style-type: none"> Refine and develop a KS4 strategy to raise standards at KS4 This will include: <ul style="list-style-type: none"> Introduction of fine grading in KS4 for assessments and estimated grades. Use consistent approach to target setting at FFT20 CPD on estimating grades rather than “expected”. Introduce value added calculations in marksheets and have this underpinning data analysis at SLT and CL level. Develop departmental SEF and DDP frameworks. Develop exam analysis structure and hold September meetings with RG/AR and SLT links Address underachievement in science Introduce formal SLT line management agendas with focus on raising standards and shared ownership of findings across SLT Review SLT line manager allocation, to have clear focus on raising standards Introduce departmental QA expectations Improve teaching practice through CPD relating to cognitive science (knowledge retrieval, deliberate practice, study skills). Improve teaching practice through CPD relating to quality of feedback and assessment for learning to ensure it supports students being able to do, know and remember more. Improve the quality of information for students and parents in the run up to mock exams/external exams relating to study skills. Implement RAG group meetings Utilise funding streams to provide 1-2-afew tutoring opportunities for KS4 students Review assessment and reporting calendar and structures with all stake holders 	<ul style="list-style-type: none"> Improvement in outcomes towards FFT 20 targets Improvement in accuracy of estimated grades Quality of teaching and learning, particularly feedback to students improves. Information shared with students and parents is timely, useful and considerate of staff workload. Reduce in school variation between subjects Acceleration of improvement in outcome measures in science 	<ul style="list-style-type: none"> Exam results and analysis show P8 targets being met. RAG meetings after each year 11 data drop focusing on key groups of students focusing on basics, Ebacc and P8 concerns. Feedback from barometer groups parents and students Staff voice
Review the curriculum model	<ul style="list-style-type: none"> Ensure the curriculum is as broad and diverse as at least the national curriculum in all subjects, meeting statutory obligations 	<ul style="list-style-type: none"> Curriculum model is financially viable Addresses actions identified. 	<ul style="list-style-type: none"> Minimal subjects on rotation in KS3.

to ensure students at Pittville can access a broad, challenging curriculum for as long as possible.	<ul style="list-style-type: none"> Develop curriculum intent and vision at all levels in curriculum areas Ensure the curriculum is effectively sequenced taking into account vertical (within year), horizontal (between years) and diagonal sequencing (between years and subjects) Review the options process in line with the above to ensure that students can access a broad, challenging curriculum, appropriate for their age and stage, supporting the governments ambition of Ebacc subject uptake 	<ul style="list-style-type: none"> Staff and students able to articulate intent of curriculum 	<ul style="list-style-type: none"> CL involvement in curriculum hour deployment. Financially viable curriculum model.
Improve Ebacc uptake and	<ul style="list-style-type: none"> Review the options process in line with the above to ensure that students can access a broad, challenging curriculum, appropriate for their age and stage, supporting the governments ambition of Ebacc subject uptake 	<ul style="list-style-type: none"> Most students studying humanities. Tiered approach to MFL uptake and GCSE/Vocational offer. 	<ul style="list-style-type: none"> Ebacc pillar of P8 fulfilled for majority of students for Year 11 2025. Increase Ebacc uptake to >30% for Year 11 2025 with curriculum model able to support further increases beyond.
Resources/cost implications	Pixl subscription, revision session cost (SLT Grant), buy back of past papers		
Aim 1: Quality of education			
Objective 2: KS3			How will you know? What evidence will you use to check impact?
Lead: PK	Actions	Intended impact	
KS3 strategy: To remove barriers and improve outcomes for all KS3 students	<ul style="list-style-type: none"> KS3 raising standards meetings to be held every half term with contributions from CL's and HOH Strategy group (PK/GJ/DK) to meet and identify key cohort using data from previous academic year launching mentoring programme Introduction of year leaders across KS3 who have an oversight of progress To intervene early in order to reduce in school variation at Ks 3 through implementation of KS 3 strategy 	<ul style="list-style-type: none"> Stronger communication channels between pastoral and academic leaders 1:1 tailored mentoring support for identified students, ensuring access to curriculum and removal of potential barriers Visible point of contacts for each KS3 year group for staff and parents 	<ul style="list-style-type: none"> KS3 data input Findings from all planned activities as part of QA cycle including: Student barometer feedback Parent barometer feedback Teaching & learning walks

	<ul style="list-style-type: none"> Regular review and refinement of mentoring programme to include student and parental voice Data and reporting systems at KS3 to be reviewed with CL input Triangulation of data from all interventions in place across the school impacting KS3 students Improved communication and engagement with parents to include: <ul style="list-style-type: none"> Curriculum booklets Year ahead meetings Assessment booklets and information KS3 celebrations Introduction of 'independent study' afterschool 	<ul style="list-style-type: none"> Refined data systems at KS3, appropriate to subjects providing accurate and useful information to leaders Alignment across interventions (PP, attendance, etc) reducing duplication, impacting a larger cohort Strengthened relationships with parents who support students learning beyond the classroom 	<ul style="list-style-type: none"> Deep dives Staff feedback Intervention tracking/impact
To provide a broad curriculum that meets the needs of all students	<ul style="list-style-type: none"> Work with literacy co-ordinator to ensure rolling programme of support for identified students in relation to literacy and phonics Work with ARA to review KS3 curriculum including coverage of the national curriculum Work with JAP to ensure effective options process delivered in both Year 8 and Year 9 ensuring that students access a broad and challenging curriculum post-KS3 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> KS3 data input Findings from all planned activities as part of QA cycle including: <ul style="list-style-type: none"> Student barometer feedback Parent barometer feedback Teaching & learning walks Deep dives Staff feedback Intervention tracking/impact
Resources/cost implication	Mentoring rewards/initiatives (tbc)		
Aim 1: Quality of education			
Objective 3: Quality of education	Actions	Intended impact	How will you know? What evidence will you use to check impact?

Lead: ARA/PK			
Embed a culture of challenge for all	<ul style="list-style-type: none"> • Share good practice with staff on knowing our learners – embedding the use of class profile sheets • Staff development time on ‘teaching without labels’ • Staff development on challenge in relation to literacy (CW) • Work with CL to review mixed attainment teaching • Ensure staff to have a continued focus on personal professional development via visits to other schools and the promotion/support of individual CPD including the continued focus of teachers who are ‘experts’ in their subject 	<ul style="list-style-type: none"> • Teachers are able to plan/scaffold more effectively for the breadth of learners within their classes • Teachers and students have consistently high expectations of themselves and one another • Improved standards of literacy • Considered approach to mixed attainment teaching embedded • Expert teachers who are proactive in their approach to professional development 	<ul style="list-style-type: none"> • Quality assurance cycle including: • Deep dives • Teaching & learning walks • Student barometer groups • Parent barometer groups • Staff voice • Exam results and analysis/KS3 data
Develop purposeful practice across the curriculum	<ul style="list-style-type: none"> • Staff development time on cognitive science, knowledge retrieval, deliberate practice • Work with curriculum leaders via academic board to ensure subject-specific approaches to retrieval/purposeful practice 	<ul style="list-style-type: none"> • Subject-specific approach to retrieval/purposeful practice which results in improved fluency of knowledge 	
Develop independence and aspirations in our learners	<ul style="list-style-type: none"> • Introduce ‘independent study’ sessions afterschool • Share a greater volume of information with parents and students in relation to curriculum and learning beyond the classroom via: <ul style="list-style-type: none"> • Year ahead meetings • Curriculum booklets • Teams updates • Homework schedules • Assessment booklets 	<ul style="list-style-type: none"> • Greater support from parents with learning beyond the classroom, resulting in improved homework completion and greater individual independence in relation to learning 	
Embed whole-school quality assurance cycle	<ul style="list-style-type: none"> • Embed quality assurance cycle, collating and sharing key findings with all staff • Review impact of quality assurance activities and effectiveness of involving middle and senior leaders 	<ul style="list-style-type: none"> • QA accurately evaluates typicality in quality of teaching over time • QA drives staff development across the school leading to bespoke offer year on year 	

Resources/cost implication	Staff development budget (outside speakers)																																																																																		
Aim 2 and 3: Behaviour and attitudes																																																																																			
Objective 4: Behaviour, attitudes and attendance	Actions		Intended impact		How will you know? What evidence will you use to check impact?																																																																														
Lead: MWA/EB																																																																																			
To continue to embed a positive culture within school where all students are self-directing, confident take responsibility for their own actions and make a positive and significant contribution to the school community.	Continued forensic analysis of behaviour data to ensure patterns, trends are identified so as to facilitate early intervention. Greater impact of room 48 interventions Pastoral data used effectively to embed the principle that everyone is responsible for behaviour Improve attendance and reduce exclusion rates so that they remain better than national average Embed of What is Welcome at Pittville		<ul style="list-style-type: none"> Reduced exclusions. Reduced referrals from lessons Reduced detentions particularly for homework Baseline data from 2021-22 Exclusion 212 (20/21 79) (19/20 71) (18/19 66) (17/18 110) PEX 4 (20/21 zero) (19/20 zero) 18/19 one) (17/18 5) Days exclusions 583 days (20/21 238) (19/20 216) (18/19 172) (17/18 299) Internal exclusion 740 entries on the log (69 different pupils) Base line targets. Attendance 2018/2019 - we achieved 94.5% - which was also national average. This is our target for this yr Exclusions - National Average – Suspension rate for 2018-2019 – 10.75% (calculated Total suspension divide by pupils on role x 100) Target to be at or better than national average. (last yr in excess of 20% - no national figure available for last yr yet) 		<ul style="list-style-type: none"> KS3 and 4 standards meetings Attendance and exclusion rates at national or better Internal behaviour data from internal exclusion and detentions Staff and student voice evidences greater consistency 																																																																														
Consistently high standards of behaviour and attendance are sustained.	<p><u>Pittville School Attendance Summary Last 5 Years</u></p> <table border="1"> <thead> <tr> <th></th> <th>17-18</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> <th>21-22</th> </tr> </thead> <tbody> <tr> <td>Number on roll</td> <td>564</td> <td>739</td> <td>825</td> <td>705</td> <td>880</td> </tr> <tr> <td>PP</td> <td>89.70%</td> <td>91%</td> <td>89.8%</td> <td>83.3%</td> <td>83.5%</td> </tr> <tr> <td>WS</td> <td>93.40%</td> <td>94.5%</td> <td>94.10%</td> <td>92.50%</td> <td>89.74%</td> </tr> <tr> <td>Male</td> <td>93.70%</td> <td>94.4%</td> <td>93.80%</td> <td>91.90%</td> <td>89.8%</td> </tr> <tr> <td>Female</td> <td>93.10%</td> <td>95.5%</td> <td>94.30%</td> <td>93.10%</td> <td>88.7%</td> </tr> <tr> <td>FSM</td> <td>88.50%</td> <td>90.1</td> <td>89.10%</td> <td>87.20%</td> <td>84%</td> </tr> <tr> <td>SEN</td> <td>91.40%</td> <td>92</td> <td>90.50%</td> <td>88%</td> <td>85.8%</td> </tr> <tr> <td>#100% Attendees</td> <td>50</td> <td>91</td> <td>182</td> <td>141</td> <td>98</td> </tr> <tr> <td>PA</td> <td>108</td> <td>96</td> <td>141</td> <td>147</td> <td>268</td> </tr> <tr> <td>%100</td> <td>8.9</td> <td>12.3%</td> <td>22.00%</td> <td>21%</td> <td>11.1%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>%PA</td> <td>19.1 %</td> <td>12.9%</td> <td>17%</td> <td>18.40%</td> <td>30.4%</td> </tr> </tbody> </table>			17-18	18-19	19-20	20-21	21-22	Number on roll	564	739	825	705	880	PP	89.70%	91%	89.8%	83.3%	83.5%	WS	93.40%	94.5%	94.10%	92.50%	89.74%	Male	93.70%	94.4%	93.80%	91.90%	89.8%	Female	93.10%	95.5%	94.30%	93.10%	88.7%	FSM	88.50%	90.1	89.10%	87.20%	84%	SEN	91.40%	92	90.50%	88%	85.8%	#100% Attendees	50	91	182	141	98	PA	108	96	141	147	268	%100	8.9	12.3%	22.00%	21%	11.1%							%PA	19.1 %	12.9%	17%	18.40%	30.4%			
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Resources/cost implication	Attendance awards, attendance project led by CBB -FS out of school one day per week							
Aim 3: Personal development								
Objective 5: Personal development, careers and RSHE	Actions				Intended impact			How will you know? What evidence will you use to check impact?
Lead: MWA/EB/KLF								
Embed whole school personal development strategy	<ul style="list-style-type: none"> Personal development meetings Ensure RSHE/PD curriculum is proactive and reactive to key issues Review RSHE curriculum and delivery Review IAG lessons across the curriculum Review of WEX Embed delivery of tutor programme 				<ul style="list-style-type: none"> Greater collaboration between key stakeholders Careers planning makes strong contribution to students' progress and wellbeing. Staff are increasingly ambitious for students and their post 16 destinations. 			<ul style="list-style-type: none"> Analysis of post 16 destinations including NEETS Staff survey in relation to confidence with delivery of RSHE curriculum Meet all GATSBY benchmarks
Resources/cost implication								
Aim 4: Leadership and management								
Objective 5: Strong and effective leadership	Actions				Intended impact			How will you know? What evidence will you use to check impact?
Lead: SLT								
Senior and middle leaders Curriculum + Pastoral leaders increasingly focused on the actions needed to secure improvements	<ul style="list-style-type: none"> Provide effective support for the Curriculum Leaders of English, Maths and Science This will involve line management by DHT as well as ongoing support from maths hub consultant. Use of PIXEL as a means of support led by DHT. DHT to support with curriculum strategy, data analysis and mentoring and coaching Ensure that science is more successful in accelerating the rate of progress and attainment through support from DHT. 				<ul style="list-style-type: none"> Improved outcomes in science. Improved numbers of students achieving cross over of attaining both E and M at 4+ Interventions are deployed strategically to address underperformance in key curriculum areas-see KS 4 strategy led by AR Reduction in school variation evidenced by value added measures. CL's are more able to identify and challenge inconsistent teaching practice that may be 			<ul style="list-style-type: none"> Exam results and analysis show P8 targets being met. RAG meetings after each year 11 data drop focusing on key groups of students focusing on basics, Ebacc and P8 concerns.

	<ul style="list-style-type: none"> • The skills of the most effective CL's are shared to develop the professionalism of all-with particular focus on data analysis, quality assurance activities, curriculum sequencing, leading on developing teaching. • SLT provide opportunities for CLs to evidence the quality of their monitoring (is it happening? Is it working?) leading to effective use of QA mechanisms to lead further improvements. CL will be involved in Ofsted style deep dives of curriculum areas-this will act as CPD for CL leading to a sharing knowledge and best practice • Improved quality and accuracy of data tracking leads to a reduction in the variability of subject performance supported by work of AR and JAP at academic board. • Ensure that robust systems of internal standardised assessment is in place across all Key Stages 	<p>leading to student underperformance. CLs can confidently talk about analysis of data and what it tells them. They can identify actions to address concerns and evidence impact e.g. improved outcomes, consistency of assessment</p> <ul style="list-style-type: none"> • QA processes are undertaken and analysed throughout the year both at SLT level and at department level-this gives greater understanding to progress across the curriculum and quality of teaching evidenced through lesson observations, analysis of data through line management and RAG meetings, book reviews, student and parent voice. • Improved outcomes for current Year 11 cohort both in attainment and progress toward minimum target grade. 	<ul style="list-style-type: none"> • Deep dives showcase best practice and give CL more confidence to talk about the sequencing of their curriculum. • CLs showcase development through line management meetings/documentation of QA findings. They talk confidently about impact. Reports of QA findings disseminated at department and senior level to inform self-evaluation and future development planning. • Quality of senior leaders self-evaluation is more concise evidenced through SEF and reports on progress against SDP-they can talk confidently about how they know! • Performance appraisal reviews for all stakeholders including CLs identifying developments in leadership practice.
<p>SLT becomes an increasingly effective vehicle for school improvement.</p>	<ul style="list-style-type: none"> • Review of composition of the curriculum with particular attention to the uptake of the Ebcc, provision of MFL and whole school self-evaluation • Clearer and more effective focus on development planning at departmental and senior level. 	<ul style="list-style-type: none"> • More precise and effective self-evaluation leads to improved outcomes and greater consistency in teaching • Development of more concise SEF 	<ul style="list-style-type: none"> • Meeting of headline targets • Deep dive reports • SIP reports

	<ul style="list-style-type: none"> Line management is approached consistently by all Senior Leaders led by AR with regular review and monitoring of findings and impact. CLs report greater consistency in this area. 	<ul style="list-style-type: none"> Clearer and more effective focus on development planning -this will be more concise and clearly identify issues, actions and impact Improved outcomes in underachieving curriculum areas. 	<ul style="list-style-type: none"> Self evaluation is accurate and precise and links top School development plan and ISDR Headteacher appraisal Reports to portfolios and FGB evidence links between data analysis, quality assurance, self evaluation and development planning- there is clarity of issues, actions and impact Greater challenge from SLT identified evidenced through Line management
Resources/cost implication			
Aim 4: Leadership and management			
Objective 5: Premises	Actions	Intended impact	How will you know? What evidence will you use to check impact?
Lead: RG/APK			
Building of a sports hall to facilitate effective delivery of PE curriculum / extra-curricular provision	<ul style="list-style-type: none"> Submit section 77 application by Dec 2022 Ensure that plans for new sports hall provision have been confirmed and approve by FGB. Contingency plans in place for sports hall facilities should section 77 be declined. This will involve discussions with LA. 	<ul style="list-style-type: none"> Approval of section 77 Sports hall is planned for delivery by September 2023 - if no decision made then alternatives explored with LA 	<ul style="list-style-type: none"> Section 77 approval Planning approved. Timescales for delivery in place
Secure ICT infrastructure and development of long-term	<ul style="list-style-type: none"> Ensure that new ICT infrastructure, applications and services are embedded across the school. Development of ICT strategy linked to T and L. 	<ul style="list-style-type: none"> Improve the quality of T and L and outcomes for students 	<ul style="list-style-type: none"> Quality assurance of teaching PA objectives Deep Dive reports

strategic plan for ICT	<ul style="list-style-type: none"> Assess the opportunities for the introduction of online platforms to improve the quality of T and L and outcomes for students 	<ul style="list-style-type: none"> Increased confidence of staff and students to engage with new platforms 	<ul style="list-style-type: none"> Staff and student feedback via working groups and barometer groups
Resources/cost implication			