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SCHOOL DEVELOPMENT PLAN : 2014 - 2017

"WITHOUT LIMITS"

The School Development Plan is drawn up through the self-evaluation and review process and identifies the priorities and action needed to meet our stated aim of ensuring that at EGA, students really can aspire and achieve **Without Limits.**

This three year plan gives detailed activities for 2015 - 2016 and will be reviewed on an annual basis.

July 2014

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KEY PRIORITIES

1. To continue to raise achievement to ensure that outcomes show outstanding progress and are above national averages

2. To further develop teaching and learning to promote consistently outstanding teaching

3. To ensure the curriculum meets the needs of every student

4. To build student resilience and leadership to equip them with the skills needed for a successful future

5. To actively plan for succession to ensure that staff changes do not destabilise the school

6. To develop alliances and strengthen partnerships to promote greater achievement, engagement and support for parents and the community of schools

K.P.1: To continue to raise achievement to ensure that outcomes show outstanding progress and are above national averages				Lead: Sarah Beagley Links to: KP2 / KP3 / KP4 / KP5 / KP6	Monitored by Governors' Curriculum & Achievement Committee
Objective	Actions 2015-2016	Future Actions	Staff	Evaluation	Cost
To use data accurately and in a timely		• Evaluate the assessment without	TSO TBU	Results that hold up despite the turbulence of	4 Matrix

way to determine cohort specific and personal interventions	• Evaluate 4 matrix as a data analysis tool • Run training for all leaders in school to maximise the impact of 4 matrix • Implement assessment without levels at KS3 • Prepare for move to 1-9 scale for GCSE • Evaluate results 2015 Y10in light of move to attainment 8 and adjust core support and personal programme accordingly. • Embed the Feedback Policy	levels model at KS3 • Develop links with KS2 and KS5		external changes in assessment Progress 8 and attainment 8 measures both indicating good or better outcomes for students	Licence
To increase accountability for student achievement at all levels focusing on key groups of students	• Embed new assessment procedures at; KS3 using Commitment to Learning consistently across the school, KS4 using new GCSE criteria and 4 matrix tracking software. • Streamline the data collection systems to improve scrutiny and subsequent actions by middle leaders in the school. • Explore a different model of tutoring across the School.	• Develop assessment without levels to focus on progress based on Subject progress grids.	TSO TBU	Assessment procedures at KS3 showing that all students are making good or better progress in readiness for the challenges of GCSE Tutoring systems in place that reinforce the schools' principles and values	Staff cover for visits
To promote deep subject knowledge among staff	• Continue to ensure specialist staff are teaching in key curriculum areas • To ensure subject leads are knowledgeable about changes to subject content at KS2 to 5 and are leading their teams appropriately to continue to develop their skills.	• Develop links with KS2 and KS5 • Develop learning communities • Support teachers with pedagogy and Subject research	SBE HOFs	Staff confident in a changes from KS2-5 Staff well prepared and trained to deliver content at the appropriate level	
To ensure the best practice from Skills curriculum is shared across the school	• Broaden the skills team to incorporate more teachers from different curriculum areas. • Incorporate CTL and growth mind set work within the skills curriculum	• Develop learning communities in the school	PMC	Exciting and innovative skills curriculum in place which supports the schools' central drive for developing resilience and growth mindsets	
To review the staffing and provision for SEN	• With the new team in place for the first time since the restructure in	• Evaluate interventions delivered by HLTAs	TSO	Learning support strategies and support being an integral part of all Faculties planning and	

Objective	Actions 2015-2016	Future Actions	Staff	Evaluation	Cost
	September work to develop the team in a holistic way • Ensure excellent communication is established between faculty areas and Learning Support to maximise the effectiveness of HLTAs attached to Core Faculties.	• Evaluate revised structure and systems implemented in 15/16		delivery with best practice seen across the school Interventions demonstrating impact	
To further develop the provision for higher achieving pupils	• Ensure there is a programme of master classes across the school • Evaluate the attainment of HAPS on entry and use the new Feedback Policy to stretch the more able.	• Focused research into accelerating the achievement of the highest achieving students on entry.	All	Students deemed to be higher achieving students on entry making good or better progress to achieve the top levels 8/9. Students arriving without data who are considered higher achieving by school data collection equally making good or better progress to achieve the top levels 8/9.	£2,000

K.P.2: To further develop teaching and learning to promote consistently outstanding teaching			Lead: Tina Southall Links to: KP3 / KP2	Monitored by Governors' Curriculum & Achievement Committee	
Objective	**Actions 2015-2016**	**Future Actions**	**Staff**	**Evaluation**	**Cost**
To ensure more teaching is judged as outstanding.	• Standardise observations against current expectations • Develop the role of the TLT in terms of peer support and moving towards outstanding for all	• Develop learning communities across the school • Ensure staff are involved in research	TSO HWI	Lessons routinely seen to demonstrate outstanding practice across all members of the school community.	

Objective	Actions	Future actions	Staff	Evaluation	Cost
To ensure internal assessment data is valid, consistent and used by all staff	• Ensure assessment without levels grids are shared between faculties • Ensure assessed work is standardised within faculties and in work with other schools. • Use the FFT sub divided benchmarks set to add value as expected grades for students. • Discuss collected data and progress at all levels in the school against a set of pre published questions.	• Evaluate the assessment without levels model.	All	New model impacting positively on students outcomes	
To improve the quality of feedback	• Embed the Feedback Policy • Scrutinise work through sampling during reviews and at BLT meetings	• Evaluate impact of Feedback Policy	TSO	New policy impacting positively on students outcomes	
To develop shared understanding of Commitment to Learning grades across students staff and parents	• Analyse CTL levels. • Develop the language across the school of how to support developing your CTL. • Develop student self -assessment of CTL • Share CTL criteria with parents • To develop learning conversations at parents evenings using CTL language	• Evaluate progress towards growth mindset language • Evaluate impact of growth mindset language on student progress and achievement	HWI	CTL applied as consistently as possibly across teams CTLfeedback to students an effective tool for student reflection and improved outcomes Parents confident in the CTL process More effective conversations at parents evenings	

K.P. 3: To ensure the curriculum meets the needs of every student				Lead: Sarah Beagley Links to: KP1/KP3	Monitored by Governors' Curriculum & Achievement Committe
Objective	Actions 2015-2016	Future actions	Future Actions	Staff	Evaluation	Cost
To ensure the key principles by which curriculum decisions are made are still appropriate	• Revisit at different levels the appropriateness of the key principles underpinning curriculum 2012, taking into consideration the school's drive to develop resilience • Continue to use the (revised if appropriate) key principles in any revision of the	• Implement any changes to the structure of the day or the curriculum.		SBE	An innovative and effective curriculum in place that meets the needs of all students, in line with our original aims.	

	curriculum model. • Explore the structure of the day with all key stakeholders.				
To review the existing curriculum offer in light of external changes	• Scrutiny of results 2015. • Analysis of all progress measures; Progress 8, Attainment 8, 5 A-C including English and Maths and the EBACC • Review the entire curriculum offer early in the autumn term in light of the changes in measuring outcomes at KS4, to include; time allocation, setting, subject offer at both key stages, GCSE pathways, Triple Science pathways • To review all interventions and how they are planned for and monitored. • Monitor the revised SOW that have been developed this year for effectiveness and challenge	• Implement any changes to the structure of the day or the curriculum.		SBE	Students at all levels are successful in making good or better progress with a range of qualifications ready to progress to KS5 in line with national expectations
To ensure that there is a smooth transition if necessary to any new curriculum model	• Work closely with SLT, BLT and HOFs to ensure a robust process of review is undertaken. • Ensure any changes are communicated effectively with all stakeholders; parents, staff, students and governors				All members of the school are fully aware of changes in a timely fashion and planning has been built in if necessary to support change
To continue to be alert to changes at the national level.	• Stay abreast of all changes at a national level • Ensure that changes are carefully considered in any curriculum model alongside the school values that underpin our curriculum decisions. • Any changes in option choices to be made and ready for implementing for November • Any changes in the curriculum model to be made and ready for implementing for June 2016	• Stay abreast of all changes at a National level		SBE	The curriculum takes full account of changes at national level and is fit for purpose for a range of audiences.	New resources as appropriate

K.P.4 To build student resilience and leadership to equip them with the skills needed for a successful future				Lead: Paul McIntyre Links to: KP1	Monitored by Governors' EGA Community Committee
Objective	Actions 2015-2016	Future Actions	Staff	Evaluation	Cost
To develop and enrich the Skills Curriculum	• Continue to include specific activities to develop resilience and leadership • Yr. 8 programme introducing new work related qualifications using BDP and "Apps For Good" to develop IT employability skills	• Ongoing annual review of skills to consider current school and national priorities	PMC/JHE/ SkillsTeams	• Skills offer is still relevant to current needs and evolving with new offers from industry and education priorities with all staff • Common vocabulary and skills shared across the curriculum in SoW, displays, student planners	Additional staffing
To improve the consistency of common language and feedback in Skills	• Parent workshops at key times using subject areas and external organisations to support key skills • Use CPD time to embed common language and shared practice	• Embed new commitment to learning language in feedback and teaching of Skills	PMC/.JHE/ HOFs/HOYs / Skills Teams	• Professional development time spent for developing shared practice and developing effective learning conversations • Parent workshops still to be explored but structure for parent evenings has incorporated new CtL descriptors • Growth Mindset work and Commitment to Learning descriptors support skills	
To extend the range of opportunities and experiences to practise leadership	• Year Councils to identify their annual priorities • Target and monitor range of pupil opportunities and make high profile through sharing • New seniors to identify their priorities	• Continue to use external links to create new opportunities based on priorities • Seniors and school council to develop their new year priorities	PMC/JHE/ Year Teams	• Student leaders developing as future leaders – leadership programme supported by the Guardian • Wide range of activities that develop leadership showcased and celebrated • Making best use of our partner organisations to raise aspirations and develop social capital:	D of E costs

				- Hogan Lovells / Guest Speakers / Crossrail / Macquarie / STEM / SOAS / UCL Projects all provide enriching opportunities	
To develop students in mentoring and coaching skills	• Use the range of external links for targeted coaching and mentoring • Develop the Mentoring skills of student leaders	• Established and co-ordinated mentoring programmes across year groups and facilities for targeted pupils	PMC/JHE/ SLP.HOFs/ HOYs	• Mentoring established across the year groups and responsive to priorities including: - Hogan Lovells, Macquarie and Mosaic Mentoring • Year 10 Seniors Mentoring of Year 7	

K.P. 5: To actively plan for succession to ensure that staff changes do not destabilise the school			Lead: Jo Dibb Links to: KP1, KP2, KP3		Monitored by Governors' Finance & Premises Committee
Objective	**Actions 2015-2016**	**Future Actions**	**Staff**	**Evaluation**	**Cost**
To maintain an organic shadow structure which reflects and meets the needs of the dynamic nature of the school population	Review the shadow structure as posts become vacant as future opportunities arise	Continuous review as the need arises	JDB	Shadow structure in place and is regularly reviewed	
To train and support new and aspiring middle leaders through the MLDP	Continue to run MLDP in partnership with Islington. Provide each new middle leader with coach/mentor Ensure all middle leaders engage with the Hogan Lovells' training	Explore other ways of supporting middle leaders	PMC	All middle leaders have had coaching and mentoring at Hogan Lovells	
To manage talent , developing a culture of open dialogue about future opportunities	Performance management conversations to include specific focus on future career plans and support needed	Performance management structures refined to encourage open dialogue	JDB/SLT/ Middle Leaders	All colleagues encouraged to think about future career and to develop their talents	
To engage with Schools Direct	As a Teaching School, recruit students to train through the school-based training route.	Develop Teaching School role to support Schools Direct Placements in partner schools	TSO	Good supply of new teachers trained at EGA. Recruitment issues addressed	
To create opportunities for job shadowing for all staff	Continue to offer shadowing opportunities, both in and outside EGA. Continue to operate the Broader Leadership Team model	Explore shadowing opportunities outside Islington	JDB	Staff have the opportunity to shadow in other schools.	Cover costs

To be flexible in terms of staff movement/retirement	Facilitate staff stepping down from post. Appoint staff in advance of vacancy to promote a smooth transition		JDB/Govs	Key roles are covered at times of staff movement	Additional staffing costs

K.P. 6: To develop alliances and strengthen partnerships to promote greater achievement, engagement and support for others			Lead: Jo Dibb Links to: KP1	Monitored by Governors' EGA Community Committee	
Objective	Actions 2015-2016	Future Actions	Staff	Evaluation	Cost
To develop outreach work to primary schools to support their learning and achievement and promote EGA	• Continue to offer language teaching to primary schools • Create opportunities for primary students to engage at EGA	Develop further projects to promote successful transition and higher attainment	JDB/HWI	• Primary school satisfied with the language offer • Primary workshop take place	FLA costs
To further develop the partnership with parents to enable them to further their learning and to support the achievement of their daughters	• Further develop the VLE to improve communication • Review Parent Class offer • Provide curriculum workshops for parents • Promote the website as a tool for highlighting opportunities for parents	Develop role of Pastoral Manager in terms of parental liaison	JDB/SBE	• VLE is fit for purpose and used effectively • Classes are well attended and valued by parents • Curriculum workshops taken place	0.1 Teacher
To strengthen progression routes for students at 14+ / 16+ / 19+	• Review AP offer to ensure students make progress • Continue projects with HE establishments • Run university visits for most able • Explore visits re apprenticeships and vocational options	Explore sixth form opportunities for EGA	SBE	• Students on appropriate courses and achieve positive outcomes	Ap Placements at £6,000 Travel costs
To develop and extend business links to enhance IAG and wider opportunities for the students	• Continue to expand the partnership with Hogan Lovells • Ensure workplace skills are made explicit in the curriculum • Use Skills' curriculum to promote	Continue to engage with a range of partners to develo0p opportunities for workplace visits	PMC/JDB	• Work-related activity is an entitlement for all • Students develop employability skills	Staff Cover

	employability				
To lead and participate in best practice sessions across the authority and a wider group of schools	• Establish Teaching School as a platform for sharing best practice	Extend Teaching School Alliance to other interested schools	JDB/TSO	• Best Practice is shared across the system	Staff Cover Teaching School Funding