School Development Plan

Wirral Grammar School
for Girls | 2017-18

Agreed and adopted at Full Governors June 2017

Wirral Grammar School for Girls: School Development Plan 2017-18

Objective One: to support and develop areas in the school that statistically underperform or are key target indicators

FSM6 pupils underperform	These need to be a focus for DSEF, line manager meetings, CLG meetings, HoY meetings and departmental review	*Check in data review the "gap" and attempt to narrow – review and analyse at each data point. HoY to report on attendance and pastoral progress to assess impact*
Weaker subjects at GCSE and A Level:	Starting with the 2017 exam results: review these subjects and be consistent in follow up to support and develop ways to move subjects forward. These subjects will have a support meeting at the start of the year and consistent follow ups through the year. Provide specific CPD support for these subjects.	*Check monthly data review, make standing item in line manager meetings*
Stretching the most able	Aiming for grade 9 at GCSE and pushing the highest level of ability Create an action group of top students from year 12 and staff – use pupil voice and review and marking review to assess impact.	*Assess the spread of GCSE 7, 8 and 9 grades and A Level A* grades in 2017 and analyse areas of weakness. Check in data review the spread and attempt to narrow – review and analyse at each data point.*
Sixth Form Enrichment	To audit and evaluate the impact of this recent development in the school	*See below: create an action group of top students from year 12 and staff – use pupil voice and review and marking review to assess impact*
Key areas within the school	Literacy, numeracy, SMSC, British Values – audit of impact	*Noted in Departmental and Year review*
Provision of Careers Education, Advice, Information and Guidance	Develop provision to ensure all students and potential destinations are covered and to embed this across all staff and curriculum	*Audit through pupil voice and surveys*
Develop after school homework support	Staff a homework "drop in" facility to target underperforming students and support those already staying	*Keep a record of attendance against progress impact*
Develop use of Sixth Form mentoring	Using the model of Sport and Language leaders, to investigate other leadership programmes which can support intervention work	*Keep a record of attendance against progress impact*

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Objective Two: to rationalise and assess the impact of our progress tracking systems in line with changing pressures and areas of accountability.

To develop the tracking of progress for KS3, 4 and 5	We need to be clear about how we are making judgements about underperformance, and be consistent in the application of criteria, especially with new levels in use in Y7 and 8 and new GCSE and A level courses Departments to set standards for each level for Years 7 and 8. Departments to review standards for GCSE and A level in line with 9-1 grades in 2017 and with more information from exam boards	*Run parent voice, pupil voice and form a standing item on line manager/ department meetings* *Grade descriptors in place for Years 7 and 8*
To ensure that we are consistent in our tracking of data	Linking to the previous point: look for data standardisation for each year group	*Monthly data update*
To develop the tracking of progress for KS3, 4 and 5.	Following from the above two points, co-ordinate and develop the ways we use and support the progress from the above. This ties in with the first objective, continuing to develop and evaluate impact of system of mentoring, intervention and support for students who underperform	
Develop transition programme for Year 6-7 and Year 11-12	The links with primaries is changing as a result of revised curricula and secondary ready, and the link between Year 11 and Sixth Form	*"Primary" team in place. Upper school leadership team to review impact of transition with pupil group*
ARR –- need to work with parents to explain processes and provide clearer information	Timetable to be revised, actual reports to be amended, MFL grading	*Report guide to go home. Rerun parent and pupil voice*
To develop the use of lesson monitor	SIMS lesson monitor to record attendance in lessons and to record behaviour (all years) and credit (Years 9-11)	*Audit through the year the impact on these areas and on attendance*

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Objective Three: Review and develop the Pastoral Support provided

Staff Training	Provide and evaluate CPD for all staff. CAMHS training during September INSET Provide mentoring and coaching opportunities working with HoY for staff development Provide Middle Leaders training for HoY	*Assessment of the impact of this will come through* • *HoY Line manager meetings* • *HoY meetings* • *CLG meetings* • *Dep Review / DSEF/ HoYSEF*
Support for Younger Pupils	Develop programme led by ED for academic mentoring of younger students	*As above and run pupil voice*
Support for Sixth Form Helping Hands	Continue to develop Helping Hands scheme and evaluate impact	*As above and run pupil voice*
The Role of the Form Tutor	Review and develop the role of the Form Tutor	
Sixth Form Mentors	To evaluate and develop the work of Sixth Form mentors working with lower school pupils and develop training as appropriate	*As above and run pupil voice*
SIMS	Develop the use of SIMS to support the pastoral programme (see Objective 2): • Behaviour management • Lesson attendance and punctuality. • Tracking credit for Years 9-11	*As above* *Audit of detentions and credit* *More use of credit to acknowledge older pupils*

Objective Four: To support staff in order to achieve a coherent programme of professional development and to build capacity in a time of financial stringency.

Review process	Involve Heads of Year, departmental and subject leaders more in the review process. Allow middle leaders to take on a greater role in shaping the review outcomes.	*Shown in reports and through CLG*
Performance Management	Performance Management of teaching staff to be more directly linked to this development plan, focusing on areas identified here relevant to the department/ pastoral area	*Shown in PM documentation*
Coaching/ CPD. Work with external consultants and other high performing local schools.	Look to develop internal/ local support for Middle Leaders Ensure processes fit against the school development priorities October INSET with Lancaster Girls, Lancaster Boys, Altrincham Girls Provide CPD for Pastoral work (Objective 3 above)	*Audit impact of this work after INSET day in October*
Embedding new courses	Continue to explore CPD which supports new courses. Target these with available budget resources	*Assessment of the impact of this will come through* • *Line manager meetings* • *CLG meetings* • *Dep Review / DSEF*
Build groups to take leadership of key areas	From the above, look at whole school areas that can allow career development and build capacity for sustainable development. • Stretching most able • Supporting intervention for underperforming pupils • Using ICT to support learning • Review and develop ARR	*Targeting PM objectives to specific needs – shown in objectives and responsibilities held.*