



# SCHOOL DEVELOPMENT PLAN 2022-23





## Quality of Education

- Outcomes
- Curriculum
- Teaching, Learning & Assessment

## Behaviour & Attitudes

- Attendance

## Personal Development

- Wellbeing
- Careers
- SMSCD

## Leadership & Management

- Safeguarding

## Appendix

# School Development Plan 2022-23



QUALITY OF EDUCATION





# OUTCOMES

Continue with our focus on enabling all pupils to achieve strong outcomes and make good progress by the end of KS4. There will be particular emphasis on any identified underperforming subjects or pupil groups arising from 2022 outcomes.



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Measure	2022	2019
Average Total Attainment 8	56.01	54.98
Average Total Attainment 8 Grade	5.6	5.5
Basics 9-4. Pupils Achieving 9-4 in English & Maths	86.4	81.9
Basics 9-5. Pupils Achieving 9-5 in English & Maths	66	59.7
Basics 9-7. Pupils Achieving 9-7 in English & Maths	19.7	18.1

\*Add in further performance data as it becomes available



# OUTCOMES

**This 2022-23 SDP Priority will focus on:**

**Actions:**

- Maintaining consistently high standards of Teaching & Learning across all subjects, with a particular focus in 2022-23 on developing pupils' literacy and numeracy across the curriculum, including: via assessment/marking, exam terminology, displays for learning, key word glossaries, support for structuring extended writing, opportunities for highlighting numeracy in Science, Business Studies, Geography, Computer Science and across the curriculum
- To continue the focus and progress made with Differentiation in 2021-22 across all departments
- Head of Department Seminar Meetings with SLT (Autumn Term) to discuss departmental priorities, outcomes (2022) and any subsequent gaps or weaknesses arising and their plans to address these in 2022-23
- All HODs to produce clear and focused DDPs (Department Development Plans) for first submission in Autumn 1, detailing exam analysis, priorities, plans, actions and monitoring methods. This process will be reviewed and repeated in the Spring & Summer terms



# OUTCOMES

**This 2022-23 SDP Priority will focus on:**

**Actions:**

- A focus on pupils' outcomes will feature in all teaching staff appraisal objectives for 2022-23 (Autumn 1) and progress against this will be monitored thereafter
- The appointment of an Assistant Headteacher with responsibility for standards and provision at KS3
- Interventions & Study Support (Y11): Study Skills Sessions will commence Sept 2022 (weekly); SLT Mentoring of identified pupils and pupil groups e.g. FSM pupils/EAL; additional online tutoring support in specified subjects and subject based weekly revision sessions (see separate schedule)
- Ongoing Lit/Numeracy Support for KS3 & Y10 pupils



# OUTCOMES

## Monitoring & Evaluation:

- Progress with SDP priorities – standing item on weekly SLT agenda
- Headteacher's Annual Appraisal 2022-23 (Governors & School Improvement Partner)
- Performance Management Reviews & Target Setting (all staff Oct 2022)
- Review of first submission DDPs & Feedback to HODs (SLT Nov 2022)
- Standards & Curriculum Governor Committee (Governors termly)
- Department Review Schedule (commencing Autumn 1) – target those priority subjects from 2022. Review to incorporate curriculum provision (Intent/Implementation/Impact) and all aspects of T&L practice including approaches to Literacy & Numeracy and Differentiation
- Outcomes from Mocks 2022-23 (Nov/Dec 2022) including Examination Results Analysis (SLT/HODs)
- Department presentations at Standards & Curriculum Committee Meetings (including a focus on pupil outcomes)
- Head of Department Meetings (half-termly)





# SEND PRIORITIES 2022-23

- Catering effectively for the needs of increased numbers of pupils with high level SEND in current Year 7 and ensuring that high quality support & provision is in place
- Creating opportunities for staff development & training (CPD) in specific areas e.g. Understanding Autism, Attachment & Emotion Coaching
- Further monitoring & review of classroom practice in meeting the needs of SEND pupils via the Department Review process and SENCO observations
- Teaching Assistants to be included in staff training and INSET e.g. Disciplinary Literacy, in order that they can support our cross-curricular work in this area
- Increasing opportunities for sharing good practice (SEND). Regular and timely sharing of strategies which will enable teachers to develop their classroom practice and use TA support most effectively





# CURRICULUM

Further develop our curriculum to ensure that it truly meets the needs of all learners.



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## **Actions to develop Curriculum:**

- HODs to continue focusing on embedding the 3 'I's within their Department Development Plans (DDPs) and in conjunction with the school's over arching aims – ongoing evaluation of impact
- HOD Seminars in Autumn 1 with SLT to focus on the effectiveness of implementation and impact of departmental curriculum provision both at KS3 and KS4, following Department Reviews 2021-22 and Outcomes Aug 2022
- Curriculum Intent, Implementation and Impact to be a key focus of HOD Meetings (half-termly) throughout 2022-23
- Build on the developments made in 2021-22 with the KS4 Options Process and in particular the profile of the Ebacc
- To continue providing further IAG for pupils and parents regarding the options process and merits of the Ebacc suite of subjects



# CURRICULUM

## Actions to develop Curriculum:

- In line with improvements made in 2021-22 update subject information on school website in order that parents and pupils have up-to-date and accurate curriculum information and guidance
- Continue to seek further opportunities for Cultural Capital enrichment across the curriculum
- Curriculum based CPD opportunities drawn into performance management objectives within staff appraisal cycle (2022-23)
- Monitor the suitability and effectiveness of the recently introduced vocational qualifications on offer at St Mary's in 2022-23
- The appointment of an Assistant Headteacher with responsibility for KS3 provision and standards. This role will encompass review of current provision and the introduction of tracking and monitoring process



# CURRICULUM

## Monitoring & Evaluation:

- SLT Review and feedback of DDPs – three submissions and review
- Detailed reports following all Department Reviews with clearly defined action points relating to the curriculum
- Department Review Schedule 2022-23
- Analysis of internal progress checks and mock examination results data (Dec 2022 and ongoing)
- Staff surveys re: appropriateness and effectiveness of current KS3 Curriculum provision – Autumn 1 led by AHT (ACA)
- Increased rigour of tracking and monitoring progress at KS3 (trailing of new processes)
- % of pupils opting for Ebacc in 2022-23
- Standards and Curriculum Committee Meetings (termly, including rota of HOD presentations) - Governors





# TEACHING, LEARNING & ASSESSMENT

To further develop the quality and consistency of T&L across the curriculum at St Mary's. Following the Department Review process in 2021-22, there will be a renewed focus on Literacy & Numeracy across the curriculum in 2022-23 and a continued focus on differentiation to meet the needs of all learners (adaptive learning).



# TEACHING, LEARNING & ASSESSMENT

**This 2022-23 SDP Priority will focus on:**

## **Actions:**

- Head of Department Seminars with SLT (Autumn Term) to discuss departmental T&L priorities, outcomes (2022) and any subsequent gaps or weaknesses arising and their plans to address these in 2022-23
- All HODs to produce clear and focused DDPs (Department Development Plans) for first submission in Autumn 1, detailing T&L priorities, plans, actions and monitoring methods. This process will be reviewed and repeated in the Spring & Summer terms
- T&L Training focused HOD Meetings (half-termly)
- Whole Staff T&L INSET with a focus on Literacy & Numeracy and approaches to Adaptive Learning/Differentiation
- Sharing Best Practice opportunities and CPD Collaboration via Heart of Mercia Trust
- Department Review Schedule
- 2022-23 Appraisal/Performance Management process
- AHT responsible for Standards & Provision at KS3 to take on active role in Department & Review Schedule

# TEACHING, LEARNING & ASSESSMENT

## Monitoring & Evaluation:

- Review of DDPs – 3 part approach including detailed feedback from SLT to HODs (Autumn/Spring/Summer)
- Standing item on weekly SLT agenda
- Standards & Curriculum Governor Committee (Governors termly)
- Detailed and comprehensive written reports following all Department Reviews including collaboration and feedback with HODs
- SLT leads for T&L regular planning, monitoring and evaluation meetings
- Internal progress data analysis/mock results analysis
- Performance Management 2022-23 (October 2022 and interim review in 2023)







# BEHAVIOUR & ATTITUDES





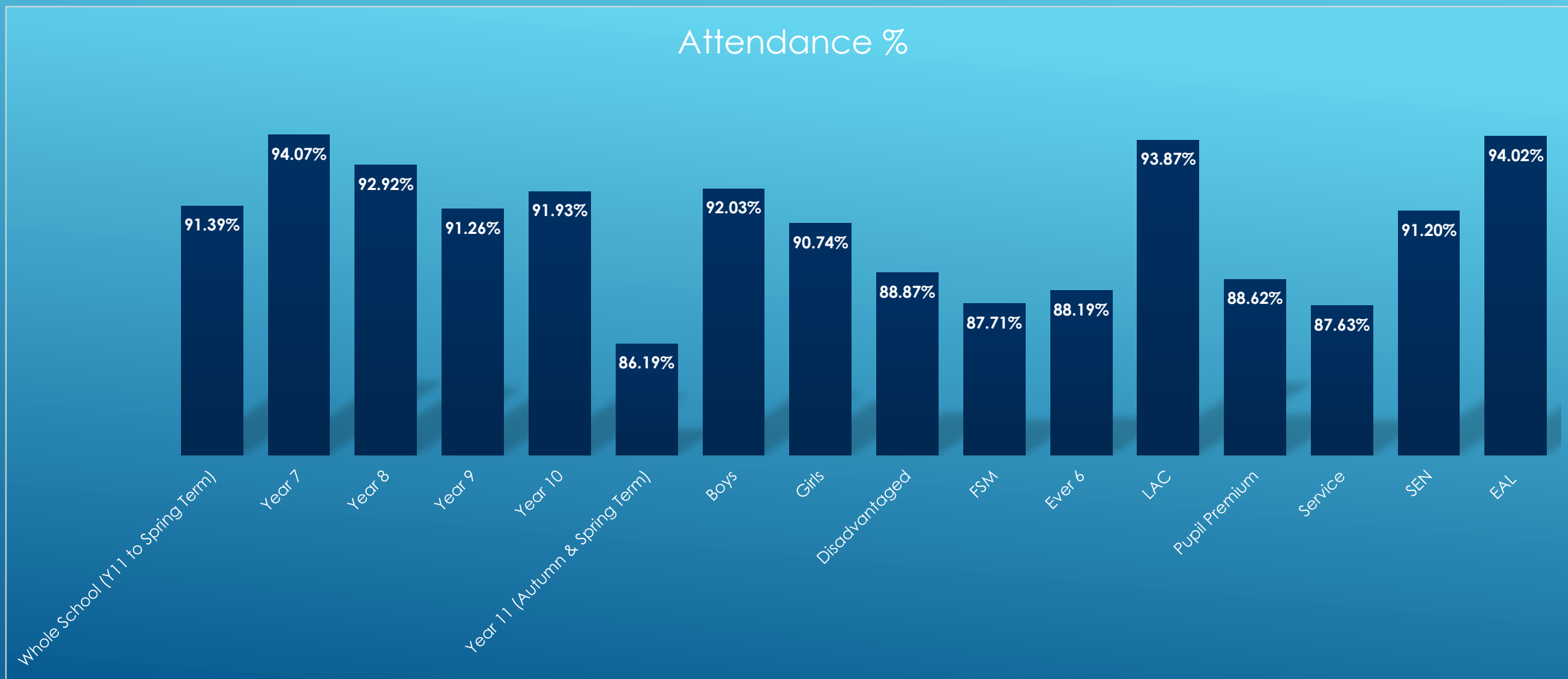
# ATTENDANCE

Continue to achieve consistently high levels of school attendance which exceed local and national averages – with particular focus on strategies to support those at risk of low attendance



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## **This 2022-23 SDP Priority will focus on:**

- Maintaining a rigorous and relentless approach to school attendance through the collaborative efforts of SLT/HOY/Form Tutors/Pastoral Managers/Attendance Support Staff/liaison with Independent Attendance Officer
- Maintaining low authorised absence figures due to consistent application of criteria (only exceptional circumstances) by Headteacher
- Daily follow-up of absence and unauthorised absence via support staff phone calls
- Regular liaison with pupils who are persistent absentees, with plans in place to support their attendance and/or reintegration to school
- Weekly focus on attendance including by Year Group and Pupil Groups – Full breakdown and analysis at every SLT meeting (see minutes/agendas)
- Fortnightly detailed focus on Attendance at Pastoral Meetings – individuals and pupil groups flagged as a cause for concern and appropriate actions planned

# ATTENDANCE

Continue to achieve consistently high levels of school attendance which exceed local and national averages – with particular focus on strategies to support those at risk of low attendance

## **This 2022-23 SDP Priority will focus on:**

- Rewards system in place for those pupils with consistently high or improving school attendance
- Specific and tailored interventions to address deficits in attendance of FSM pupils and others with low attendance including work with the MHSTiS (Mental Health Support Team in Schools) and WEST (Wellbeing, Emotional, Support Teams)
- Head of Year Seminars with SLT in Autumn Term – with a key focus on Attendance across the respective year groups



# ATTENDANCE

## **Monitoring & Evaluation:**

- SLT at Weekly Meetings (see copies of minutes/agendas)
- Attendance reported on by Headteacher via Headteacher's Report to Governors (termly)
- Attendance monitored by Safeguarding Committee (Governors) termly
- Weekly monitoring by Independent Attendance Officer
- Attendance Action Plan updated weekly
- Compilation of case studies re: specific pupils and their attendance





# PERSONAL DEVELOPMENT





# WELLBEING

To continue developing our provision to support the mental health and well-being of our pupils and staff – tailoring and building on aspects of existing pastoral support and increasing capacity and external support.





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## **Actions to support the mental health and wellbeing of our pupils:**

- Increase in pastoral capacity at St Mary's by developing Pastoral team with appointment of Part time Pastoral manager and Behaviour intervention to support and work alongside existing Pastoral manager to ensure further support for pupils' social and emotional needs.
- Pastoral Manager to use "Thrive" toolkit to identify pupils and deliver 1:1 interventions alongside other members of the Pastoral team
- Pastoral Manager to deliver 1:1 talking and drawing, art based intervention to identified pupils
- Pastoral manager and Behaviour support manager to work collaboratively in their approach in targeting those pupils repeated in Behaviour recovery, to identify their needs and offer interventions accordingly.
- Offer more effective counselling in school through partnership with the CLD trust. Resulting in ability to monitor, record and refer to outside agencies those pupils requiring additional support



# WELLBEING

## Actions to support the mental health and wellbeing of our pupils:

- Two new Pastoral rooms created to provide unlimited access to support for pupils and therapeutic working area for outside agencies
- Appointment of two Mental Health Leads at St Mary's to monitor and develop existing provision
- Support during Y6 summer school from pastoral manager and WEST to deliver mental health based activities
- WEST to work with the pastoral staff to give support to individuals and groups of pupils with mental health needs to increase resilience and avoid an escalation of need to CAMHS. WEST will also deliver assemblies and help to deliver appropriate Mental health based PHSE material and staff training.
- Space and administrative support provided in school for WEST to work with pupils
- Wellness workshops and mentoring opportunities to be offered to targeted groups, by South Wye Boxing academy
- Wellness creative workshops to delivered to pupils identified as needing support with emotions and feelings by the art department with support from pastoral manager
- Additional wellbeing support and provision in relation to overcoming exam anxiety



# WELLBEING

## **Actions to support the mental health and wellbeing of our staff:**

- Subscription to Employee Assistance Programme – offering 24 hour support across a range of needs e.g. bereavement, workload issues, professional and personal etc
- WEST to provide staff with after school training on looking after their mental wellbeing
- Staff to be signposted to The National college website for CPD on health and well-being
- Staff wellness board added to the staff room area with material on self care, managing your own mental health and where to access support
- Staff given the opportunity to highlight what activities and support they would like the school to provide to help look after and promote positive mental health
- Staff Wellbeing week



# WELLBEING

## Monitoring & Evaluation:

- Mental Health & Wellbeing monitored by Safeguarding Committee (Governors)  
10.11.21/03.03.22/16.06.22
- Standing agenda item at fortnightly Pastoral Team Meetings – issues with particular year groups/individuals highlighted and appropriate actions/interventions put in place. This to include School Nurse provision and counselling record (see copies of minutes in TEAMS)
- Weekly meetings to update on programmes in place with MHSTiS.
- Half- termly meetings with MHSTiS lead, Mental Health Lead and Assistant Headteacher to look at progress with pupils and signposting to other agencies.
- Safeguarding Committee Governors (termly)





# CAREERS

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## **This 2022-23 SDP Priority will focus on:**

- Reviewing the Careers Programme within 'Learning for Life' across all year groups to ensure all pupils have access to age & need appropriate careers education, information, advice and guidance (CEIAG) that meets the Gatsby Benchmarks
- Continuing to increase opportunities for Careers & Future Plans engagement activities (building on the successes of 2021-22)
- Heads of Department highlighting and formalising links to Careers in their Schemes of Work/Curriculum Implementation
- Department displays linked to Careers in respective department areas
- Providing unbiased, individual guidance interviews via referral for Y7-10 and all in Y11 utilising L7 qualified independent careers adviser
- Increasing individual Careers guidance interviews to 45 minutes in line with recommended best practice by the Gatsby Foundation & CDI



# CAREERS

- Increasing engagement opportunities with external organisations (see policy on this within 'Careers' section of the school website)
- Re-introducing the Work Experience Placement Week for all Y11 pupils – Autumn 1
- Developing pupil, parents and staff alumni database to support employer and external organisation engagement within Careers and the wider curriculum
- Developing the quality and format of information for parents on the school's website including video links, in response to parental feedback on their information needs
- Enhancing lines of communication between Careers and other departments with the potential for a 'Careers Link' member of staff
- Establishing a rolling programme of feedback from pupils, staff and external organisations regarding the Careers programme and its impact
- The ongoing professional development of the Careers Adviser, with PGA in Careers Leadership to be submitted in Autumn 2022



# CAREERS

## Monitoring & Evaluation

- End of unit feedback & evaluation from pupils and staff to establish impact of Careers Programme review
- Evaluation of external organisation engagement across all years
- Development plans from departments to link with Careers in the Curriculum
- Observe & record displays in departments
- Monitor Teams engagement
- Evaluation after main activities completed by staff, pupils & relevant external personnel to establish impact
- Collect and monitor destination data for previous pupils





# CAREERS

## Monitoring & Evaluation

- Feedback from outside agencies and employment/training providers
- Record and monitor Careers Adviser training
- Half termly meetings with Careers Enterprise Coordinator & Enterprise Adviser to complete Compass evaluation establishing progress towards meeting Gatsby Benchmarks
- Use of *Compass+ Futureskills* questionnaire with pupils on a rolling programme basis to assess learning outcomes, experience and knowledge
- Link Governance via 'Standards & Curriculum' Committee





## SMSCD

To provide regular acts of collective worship, prayer and liturgy across year groups, Houses and the whole school.

Ensure that teachers receive regular support and training for delivering RSE in order that they are confident and well equipped to do so. Plan regular opportunities across the curriculum for pupils to consolidate their K&U of personal, social, cultural, health and economic education.



# SMSCD

## **RSE, PSHE and Spirituality**

Ensure that teachers receive regular support and training for delivering RSE in order that they are confident and well-equipped to do so.

Plan regular opportunities across the curriculum for pupils to consolidate their K&U of personal, social, health and economic education.

### **This 2022-23 SDP Priority will focus on:**

#### **Actions:**

- Review of the whole PSHE/RSE programme to include additional sections on mental health and well-being during form time and pupils workshops with WEST
- Training for all staff on the TENTEN RSE resource at the September INSET and a follow up twilight session (online and in person)



## This 2022-23 SDP Priority will focus on:

### Actions:

- Use of parent consultation tool from TENTEN
- Review the RSE provision with feedback from teachers, pupils and parents
- DFE training modules available for all staff – in person or line
- Year 7 welcome Mass to take place in the Autumn term
- Chaplain to liaise with RE department to provide specific spirituality sessions
- Charity work across the school to support local, national and global charities
- House Masses to be included in the timetable for the Learning for life programme
- Work experience week for year 11 pupils in the Autumn term
- Increased awareness of Fundamental British values across the school using assemblies, Learning for Life and via the environment for learning
- Continuing to develop 'Cultural Capital' at St Mary's via Personal, Social, Physical, Spiritual, Moral and Cultural development



## **Monitoring & Evaluation:**

- RSE monitored by Safeguarding Committee (Governors) via report by DSL/DDSL
- Feedback sheets from teachers on form time provision and the RSE programme when completed
- Feedback from Parents via parent consultation tool
- Pupil feedback sheets completed
- Update to SLT once a half term (see copies of minutes/agendas)
- RE Department Review
- Departmental Cultural Capital Audits (see website)





# LEADERSHIP & MANAGEMENT





# SAFEGUARDING

To ensure that safeguarding is effective at St Mary's with particular focus on: all KCSIE updates and the ongoing safeguarding of all pupils – Sept 2022 – Sexual Violence/Sexual Harassment between children; on line safety; domestic abuse; Mental health early intervention.



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**This 2022-23 SDP Priority will focus on:**

## **Actions:**

- Update Safeguarding policy to be approved by Governors (Annual)
- Whole staff training on safeguarding updates at the INSET- register taken
- Staff in positions on the pastoral and SLT teams to complete DSL level training.
- Safeguarding training for Governors when appropriate.
- KCSIE documents and updates on MyConcern with a read register.
- Specific training for all new staff on the use of MyConcern
- Identify pupils suitable for initial interventions by WEST
- Close and regular liaison with Independent Attendance Officer via weekly visits of J. Ellis (inc. support with legal proceedings) to support EHA's, Pastoral support plans





# SAFEGUARDING

**This 2022-23 SDP Priority will focus on:**

## **Actions:**

- Close and regular liaison with the MASH team at Herefordshire council
- Standing agenda item at Safeguarding Meetings – issues with particular year groups/pupil groups/individuals highlighted and appropriate actions/interventions put in place.
- Separate standing item at all Pastoral Meetings - LAC pupils and EHA's updates and discussion on further actions/interventions
- Use of specific activities during behaviour recovery to support pupil behaviours that might lead to a safeguarding concern.
- Weekly meetings of mental health lead, behaviour recovery manager, student support services and DSL to ensure appropriate actions and determine next steps
- Updated Prevent training for all staff
- Individual meetings with HOY on a year group basis to explore further appropriate actions/interventions and review their effectiveness.



# SAFEGUARDING

## **Monitoring & Evaluation:**

- Safeguarding monitored by Safeguarding Committee (Governors) via report by DSL/DDSL
- Weekly monitoring of pupils, with safeguarding concerns, attendance by Independent Attendance Officer
- Regular Safeguarding Team Meetings – issues with particular year groups/individuals highlighted and appropriate actions/interventions put in place (see minutes on TEAMS)
- Bespoke provision case studies

