

SCHOOL DEVELOPMENT PLAN 2010 – 2013

“MELIORA SEQUAMUR”

Here we strive for better things

A Learning Community pursuing Excellence in everything we do

This simple statement is central to the work and ethos of our school because it reflects the values which are central to our work. These values are as follows:

- **Learning is the main purpose of our school for both staff and students.** Our students will be educated to be independent learners who take responsibility for their own learning. They will be eager to learn in a personalised curriculum and they will enjoy school. They will be able to research and critically evaluate information, they will seek and take advice and know how to learn effectively. Students will show that they are eager to learn and that they enjoy their life in school. They will be able to demonstrate that they are literate, numerate and creative and have the technological and life skills necessary for the future.
- **People in our school community are to be treated equally, with fairness and respect regardless of their academic or physical attributes.** Students will be encouraged to have respect for themselves, for others and for the environment. Our school community will strive to engage with the wider community to establish a realistic picture of the activities and environment at Collegiate. Our school represents and reflects the community it serves though we teach students to be positive role models and active citizens of the United Kingdom and of the wider world.
- **Excellence is something all students and adults working in the school should aim for in every aspect of school life.** Everyone is capable of excellence and can show it through how they communicate with and care for each other, through their extra – curricular achievements and through standards of teaching and of learning. One indicator of excellence is the academic achievement of our students. Our ambition is that all our students will leave school with at least 5 A* - C GCSEs or equivalent, the highest possible level in English and maths and results which will prepare them for their future and allow future entry to their university or employment of choice. We will also aim for the highest possible attendance rates. We will do this in an environment that reflects the schools motivation, drive and commitment toward improvement.

CONTEXTUAL INFORMATION – THE SCHOOL IN 2010.

A more detailed analysis of the school's performance is contained in the self evaluation form which is produced annually.

LEARNING:

In the summer of 2010 students achieved the best ever examination results in the history of the school. 72% achieved 5 or more passes at grades *A– C and 45% achieved that level including English and Maths. Boys outperformed girls against most indicators. 75 % of students leave with nationally recognized qualifications in literacy and numeracy. 2010 CVA places the performance of the school on line with expectation. Though performing satisfactorily against target, the gap between the performance of a number of disadvantaged students and their peers was greater than we would like and needs to be addressed.

In June of 2010 the quality of teaching and learning was rated inadequate by OfSTED, and this needs to be addressed urgently.

COMMUNITY:

The school has a very small number of students from different ethnic backgrounds. The school knows it must do more to educate students about and through the richness of a culturally diverse UK community. International links have been strengthened by our work with schools in a number of other countries. The school has some links with other providers and agencies.

EXCELLENCE:

We aim for excellence in all we do and can be measured in different ways. Our examination results are one indication of excellence and although they are improving they are still not good enough – particularly in respect of the number of students attaining 5 + A*-C GCSEs including English and maths and in maths generally. In addition the results in some departmental areas and for some groups of students are inadequate.

We believe that our inclusive practices offer good pastoral care and support for all, including to our most vulnerable students, though this work must be on - going. Attendance was also ranked by OfSTED as inadequate – this also needs to be addressed urgently. Attendance was 88% in 2009-10, with 14% PA. The exclusion rate was also far too high.

The Governors are also committed to exploring government initiatives as and when necessary re funding and resourcing to enable the best possible physical learning environment.

We aim for 'Outstanding' in all we do

PREFACE:

This three year plan is intended to take us closer to the mission statement and the values which underpin them. The plan includes work that remains to be done from the previous plan, new ideas generated as a result of the school's self evaluation and the new national agenda for education. Input from OFSTED inspectors will be added as soon as that is available. Operational actions will be written in support of the broad targets. This plan will be publicised to all staff, parents and students and be placed on the school's web site.

OVERALL TARGETS:

1. Our ambition is that by the end of this plan the school will be nearer to fulfilling our mission statement and the values which underpin it.
2. Our aim is that 100% of students will achieve 5 or more passes at grades *A – C or equivalent. Additionally, performance of students will be in the top 10% of similar schools for the % of students achieving 5 or more GCSEs, or equivalent, at grades *A – C including English and Mathematics. Whilst it is impossible to be precise about the actual % of passes needed to achieve this target, based as it is on the relative performance of the school against other similar schools, we believe that we shall need to achieve over 80% passes at this level to achieve it.
3. Our aim is that all our students will leave with an externally accredited qualification in literacy, numeracy and ICT.
4. That the disparity in performance between some groups of students (currently a number of students on the SEN Register and/or in receipt of Free School Meals) and their peers will have been significantly reduced.

The actions we shall take to achieve our targets are set out on the following pages.

ACTIONS

LEARNING:

Improve the basic skills of our students by:

- Developing a whole school and separately a targeted CPD programme to improve teaching and learning
- Developing a whole – school approach to improving student's reading skills.
- Further development of specific literacy and numeracy skills across the school in order to contribute to improved performance in English and Mathematics.
- Devising a coherent programme for developing learning skills throughout the curriculum
- Providing small group and/or individualized tuition programmes in English and Mathematics in addition to the normal curriculum provision.
- Further developing teaching and learning so all lessons are good or better

Further develop our tracking, monitoring and intervention systems by:

- Ensuring more rigorous monitoring, tracking and intervention of students to reduce underachievement and improve performance and outcomes.
- Embedding assessment for learning, APP and clear curriculum targets into everyday classroom routines.
- Further development of existing tutoring and mentoring systems to ensure every child is safe, healthy and reaches their academic potential whilst at school, providing for all students, as appropriate to need:
 - ❑ targeted additional interventions,
 - ❑ curriculum provision,
 - ❑ tuition and support.

Enrich the curricular experiences of our students by:

- Developing learning Pods in year 7 where learning is experiential, learner led and teacher facilitated with increased use of new technologies and where students study integrated subjects through holistic areas

- Developing a stage not age curriculum and learning experiences to follow on from and in line with year 7 Learning Pods for all students from years 8 to 11
- Fully utilizing partnerships on and off site to deliver the above
- Developing student's life skills through the delivery of a coherent programme of PHSE/Citizenship/SEAL and cross curricular themes and dimensions.
- Providing enrichment opportunities for students that will allow them to experience subjects in a variety of ways.
- Developing extra curricular provision and curriculum extension and support activities that provide all students with the opportunity to achieve.
- Increasing the use of new technologies to create more opportunities for independent and off - site learning.
- Developing a homework strategy to address concerns from students and parents that homework is not particularly effective in supporting learning.
- Developing our response to the 14 -19 agenda and introducing more flexible, individualised approaches and vocational courses in KS4.
- Exploring more fully the opportunities offered by collaboration with other providers in KS4

COMMUNITY:

We aim to be part of a community on one site which provides 11-16 education in full partnership with 16-19 education, special education and a range of other service including mental health, counseling and a full range of NHS drop in and appointment provision (including GP, nurse, pharmacy, counselor, mental health, social services)

Develop the strength of the school community by:

- Developing a peer mentor scheme
- Offering more leadership opportunities for students within and beyond the school community
- Further developing the year group system in response to views of students, parents and staff.
- To raise the aspirations of our pupils we need role model / photos of ex students achievements.
- The schools should provide opportunities for students to promote school community at events or volunteering.
- Engage feeder schools and parents
- Diverse pupil forum (not council)
- Life skills / real world social skills.

Promote community cohesion in line with the school policy.

Continue to strengthen and enhance current collaborative working with various agencies and seek to develop new partnerships by:

- Developing primary liaison links in all subject areas.
- Regularly communicate Collegiates' success to the wider Blackpool community using all media, use innovation as a means to promote.
- Marketing leading (School of first choice)
- Developing stronger learning and curriculum links with Highfurlong and Blackpool Sixth

- Developing stronger links and enhanced on site provision with the PCT

EXCELLENCE:

This will be done in an environment that reflects the schools motivation, drive and commitment toward improvement.

Aim for excellence in leadership by:

- Developing leadership at all levels in school so that all senior and middle leaders are able to recognize excellence and give clear and unambiguous feedback on strengths and weaknesses of teaching and learning and performance at work.
- Providing focused training to meet the needs of all employees and further improve the quality of teaching and support. Offer a range of targeted training with a “Good to Outstanding” running alongside “Satisfactory to Good” training. Provide intensive support for poorly performing teachers and leaders. Provide appropriate training for support workers in school.
- Provide excellence in all aspects of support for teaching and learning through the establishment of QA systems in each area of support backed up by accreditation where appropriate; the use of National Occupation Standards to determine appropriate levels of competency and performance management, target setting, staff induction and training to develop and maintain excellent systems and practice
- Encourage self-reflective teams – Peer support building on trust and adopting feedback mechanisms.
- Recognising leadership potential in students and inviting contributions from students in all aspects of school life.
- Market leading – (School of 1st choice)

Aim for excellence in communication by:

- Developing systems to provide responses to findings of student/parent voice activities
- Offering on line, real time open access to reports, assessments, attendance etc through the Parent Gateway to all parents

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- Providing parents with easily accessible information on the school, its organization, contact information, procedures, curriculum and support available to students and families
- Providing easy access to up to date policies and support for all working in the school.

Provide excellence in Extended Services provision by:

- Ensuring provision is aligned to the ECM agenda and local area plans and targets, is publicised to students and staff in school and supports the development of excellence in all areas of school life and health.

Provide excellent levels of care, support and guidance by:

- Revising careers information advice and guidance throughout school
- Revised IAG for students will reflect the need to prepare them for the new 14 – 19 curriculum.
- Developing strategies to improve attendance and reach the target set by Governors.
- Developing rewards strategies in all areas of school life

Aim for excellence in Business Support by:

- Working toward nationally recognised awards (IIP gold)
- Managing resources to provide cost effective
- Use technology to enhance learning and drive efficiency savings
- Parent portal
- New Brand
- Aim for excellence in attendance by:

Data Management Strategies

Movement of the statutory PM register to be linked to Period 4 instead of Period 5

Implementation of SIMs lesson monitor database instead of Bromcom

AM truancy call system strictly controlled by the Attendance Officer

Lesson by lesson monitoring and checking of each class register during the day

Communications

Text messages home

Period Truancy call/Period phone call home

Information Sharing

CPD/Inset

Weekly figures presentation

Pupil Rewards

Vivo miles – both staff and student buy in

100% attendance reward trips

In it to Win It competitions

Multi Agency Approach

Weekly strategy planning Attendance team meetings

School Procedures

CPD

Lesson Observations

Radio usage

Patrol/Drop in

Thinking Room

Internal Fixed Term Exclusion

Student Focussed Interventions

Significant Adult Programme

Assemblies

Blitz Days

Persistent Absence (PA)

Develop a coordinated and strategic approach to writing bids for additional resources in support of our actions to achieve excellence

ITEMS FOR THE SCHOOL DEVELOPMENT PLAN IDENTIFIED BY STUDENTS;

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OPERATIONAL PLANS:

Each section of this strategic plan will have operational plans written to describe the implementation process, costs, resource requirements and personnel responsible. These

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operational plans will link directly to the three year budget of the school and will be updated annually in light of an evaluation of progress made. The strategic targets in this plan will be reflected in department and area plans for the same three year period.