

Secondary Development Plan 2009-2010





L.S.G. Whole School Development Plan 2009-2010

Target Areas	2009-2010		2010-2011	
	Semester 1	Semester 2	Semester 1	Semester 2
Student Voice, Involvement & Responsibility	→			
Home-School Communication and Parental Partnership	→			
Assessment and Target Setting	→			
Evidence-Based Evaluation (including tracking and monitoring)	→			
Curriculum Development • New KS3 curriculum	→			



L.S.G. Secondary Action Plan 2009-2010

Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
<p>Student Voice, Involvement & Responsibility</p> <ul style="list-style-type: none"> Develop House System capacity to grow student leadership Develop Student Council's role as a medium for student voice 	<p>House Team, staff</p> <p>SC, AJB, LEJ</p>	<ul style="list-style-type: none"> Amended nomination procedure in place for the House System. House System has well planned and publicised events and is embraced by staff. Student Heads of House play strong leadership role and develop leadership in others. Student Council is active and work is well publicised. Students feel SC gives them voice and they are keen to be members. House System and Student Council are embedded in school culture. 	<p>Sept 09</p> <p>Jan 10</p> <p>June 10</p> <p>Jan 10</p> <p>Jun 10</p> <p>Jun10</p>
<p>Home-School Communication and Parental Partnership</p> <ul style="list-style-type: none"> Review parental involvement through feedback Invite parents to events that appeal to them Enhance website for parental use Develop stronger, more individual relationships with parents so they feel comfortable about coming to school 	<p>SMT, WP</p> <p>SMT, WP, staff</p> <p>SMT, WLC</p> <p>HOYs, staff</p>	<ul style="list-style-type: none"> Feedback is obtained from parents on involvement in their daughter's education and school life in general Parents attend more events and parents' evenings have improved attendance Website contains more info for parents and they access it regularly. Contact with parents on specific positive matters and more general communication outnumbers negative contact. Parents have positive feelings about school and feel involved in school life. 	<p>Dec 09</p> <p>June 10</p> <p>June 10</p> <p>June 10</p>



L.S.G. Secondary Action Plan 2009-2010

Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
<p>Evidence-Based Evaluation</p> <ul style="list-style-type: none"> Review the Pastoral Evaluation System and refine as needed Share and evaluate internal systems for tracking & monitoring students' progress and attainment Review staff self evaluation process and make any necessary changes 	<p>HOYs, year teams, SMT HODs/Dept reps with depts</p> <p>All staff</p>	<ul style="list-style-type: none"> Pastoral Evaluation process is streamlined to maximise effectiveness, efficiency and usefulness. Year Teams feel the process is worthwhile. Departments are aware of tracking systems used by other departments to propagate good practice. Departmental tracking systems are tested, evaluated and amended as needed. Staff self evaluation process is reviewed by staff, evaluated and necessary changes are made. 	<p>Nov 09</p> <p>Nov 08</p> <p>June 10</p> <p>Jan 10</p>
<p>Assessment and Target Setting</p> <ul style="list-style-type: none"> Yellis feedback published Embed target setting systems across the school with use of common terminology Include targets in reporting to parents Make target review an integral part of mentoring Develop students' capability to self and peer assess. Develop deeper understanding of A4L across the school 	<p>RJS HODs, staff</p> <p>RJS, staff</p> <p>HOYs, FTs, mentors A4L dept reps, all staff</p> <p>A4L dept reps, all staff</p>	<ul style="list-style-type: none"> Yellis feedback explained to staff/ HODs/HOYs Evidence of regular target setting and review is seen in marking of students' work. (in all subject areas and age groups). Targets are referred to explicitly, using common terminology. Long reports reflect emphasis on target setting Evidence in filofaxes of form tutors/mentors working with individual students on general targets. Students can carry out meaningful self and peer assessment with confidence. Students and staff understand how A4L strategies can be used to improve progress and attainment. 	<p>Mar 10</p> <p>Dec 09</p> <p>June 10</p> <p>June 10</p>



L.S.G. Secondary Action Plan 2009-2010

Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
<p>Curriculum Development New KS3 curriculum</p> <ul style="list-style-type: none"> • Incorporate new KS3 curriculum aims into all POSs • Review KS3 curriculum audit and adjust curriculum where necessary • Identify cross curricular opportunities and plan for stimulating cross dept, holistic learning 	<p>SMT, HODs with depts</p>	<ul style="list-style-type: none"> • Incorporation of 'Big Picture' focuses for learning and whole curriculum dimensions into POSs for KS3 are completed. • KS3 Curriculum audit is reviewed to ascertain any areas of shortfall or excessive overlap and curriculum changes agreed where necessary. • Depts have identified cross curricular opportunities and planned ways of capitalising creatively on these. 	<p>June 10</p> <p>Dec 09</p> <p>June 10</p>



L.S.G. Secondary Focus Groups 2009-2010

Focus Area and Action Points	Staff involved	Success Criteria	Completion Target
<p>Challenging More Able Students</p> <ul style="list-style-type: none"> • Set up a Focus Group for Challenging the Most Able • Facilitate sharing of strategies between departments to propagate good practice. • Develop a School Policy on Challenging More Able Students. • Monitor and review progress of students identified as talented or 'more able' and evaluate strategies used to challenge them. 	<p>WP with HODs/ reps and staff</p>	<ul style="list-style-type: none"> • Focus Group set up with members from a range of subject areas. • Departments share and discuss strategies they have found to be successful • A School Policy is developed, agreed and disseminated • Progress of more able/talented students is reviewed, including student feedback. Strategies are evaluated and results disseminated 	<p>October 09</p> <p>Dec 09</p> <p>Mar 10</p> <p>June 10</p>
<p>Healthy School</p> <ul style="list-style-type: none"> • Improve healthy lunch offerings to appeal more to students and staff, with student input • Campaign for seat belt and child seat use amongst students and parents • Increase parental awareness of and support for our aims. 	<p>Volunteers with SMT</p>	<ul style="list-style-type: none"> • Lunch provision is evaluated with input from Student Council. Adjustments are made, within our procurement restraints, to provide wider healthy appeal. • A comprehensive seat belt campaign is run across all 4 schools targeting students, parents and drivers • Parents' evenings and newsletters used to make parents aware of our aims and garner support for them. 	<p>June 10</p> <p>Nov 09</p> <p>June 10</p>