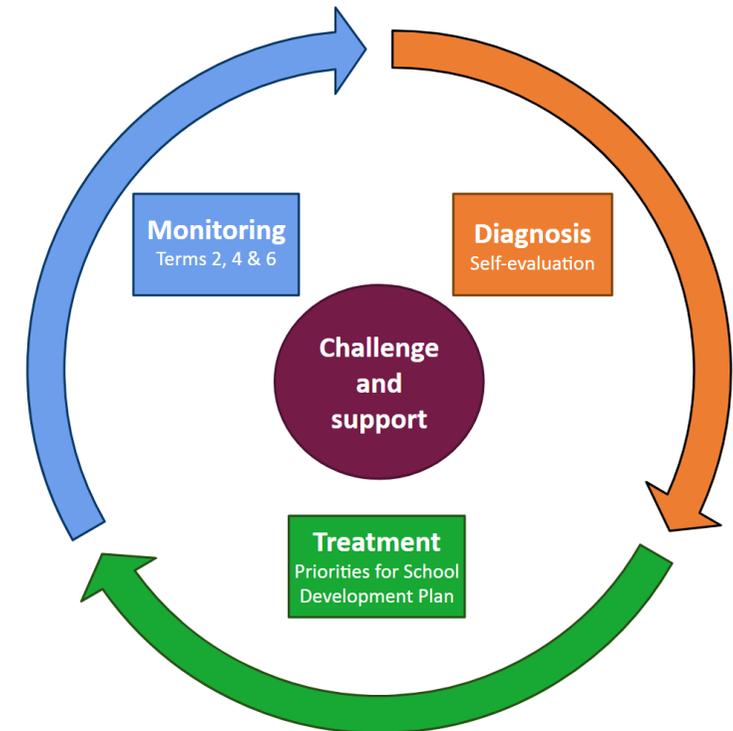


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Vision, Ethos and Values

Our Vision

We are the first choice school for families because we focus on the whole child, high levels of achievement, resilient attitudes, a healthy mind, body, spirit and individual character.

Our Ethos

Learning together, succeeding together, inspiring excellence

Our Values

St Katherine's is a community of growth, from the young people who learn here, their families, and the adults we employ. As we grow together, we express what we care about in our values. What we value can be seen in the attitudes to our work, the decisions we take and what we prioritise in our development plans. We value:

People

- keeping children, families and employees safe
- dedicated staff who care and nurture
- support and challenge in equal measure
- honesty, openness and trust
- professional integrity
- enthusiasm that welcomes change and growth
- celebrating achievement in all its forms
- inclusive education
- finding and developing the best in every child
- individuality
- empowering students to learn
- a diverse mix of students from a wide variety of primary schools and backgrounds
- acceptance and respect for people of all different backgrounds and beliefs

Community

- leadership by example, at every level
- a culture of teamwork
- healthy mind, body and spirit
- strong partnerships
- mutual respect between all our partners: students, families, teachers, governors, agencies
- engagement with the local, national and international communities
- good behaviour from all
- clear and effective communication
- the school as a resource for all
- students doing it for themselves
- democracy, individual liberty and responsibility

Excellence

- attainment and progress
- high quality teaching
- high expectations of everyone
- equal opportunities
- learning without limits
- creativity, flair and innovation
- always seeking to improve on previous best
- perseverance
- pride in our achievements
-celebrating the best in everyone

Summary

<p>Leadership (JJH)</p>  <p>St. Katherine's School</p> <ul style="list-style-type: none"> • articulation of progress with clarity on next steps • reduce in school variation through quality of leadership • no implementation gap • staff wellbeing 	<p>Literacy and reading (JJ)</p>  <ul style="list-style-type: none"> • Culture of reading • vocabulary strategy 	<p>vulnerable learners: PP and SEND (MJM, FS & MLC)</p>  <ul style="list-style-type: none"> • Pupil Premium Report (MLC) • SEND and DELTA (MJM and FS) 	<p>Curriculum enrichment (AFB)</p>  <ul style="list-style-type: none"> • broad enrichment for all students through SKYwards (AFB) • Careers (AFB) • Student leadership (KC) • Student voice (KC)
<p>Curriculum development and T&L principles (KR, MLC, AFB)</p>  <ul style="list-style-type: none"> • Questioning and Modelling (KR) • Assessment (AFB) • COVID recovery (KR) • KS5 teaching & learning (MLC) 	<p>Safeguarding and Equalities (KC)</p>  <ul style="list-style-type: none"> • Highly Effective safeguarding (KC) • EDI agenda celebrated (MJM) • Peer on peer abuse policy (KC) 	<p>CPL/staff development and coaching (MLC, KR)</p>  <ul style="list-style-type: none"> • incremental coaching (KR) • coaching development (KR) • targetted CPL (MLC) 	<p>Behaviour and Attitudes (MJM)</p>  <ul style="list-style-type: none"> • Responsibility for learning • Attendance > NA including identified groups • Consistent Ready To Learn

1 Quality of Education: Teaching and Learning Targets

1. Embed the school questioning techniques to elicit and stretch understanding (KR)
2. Implement My Turn, Our Turn, Your Turn modelling across the school (KR/RD)
3. Implement incremental coaching for all teachers (KR/MLC)
4. Develop a personalised, evidence based and needs driven CPL model for all staff (MLC)

Starting points – how is it now? We know this area needs to improve because:	What we want to achieve – the future. We will be successful when:	Milestones, strategic actions, evaluation opportunities			
		Term 1-2	Term 3-4	Term 5-6	The Impact:
<p>1. Questioning <i>Our questioning currently elicits understanding but does not consistently stretch understanding. This has been identified in internal QA and in the trust review.</i></p>	<ul style="list-style-type: none"> • Cold calling, no opt out and right is right are embedded across the school • Teachers actively use stretch it questioning to challenge understanding • Students are able to articulate developed answers when questioned 	<p>Stretch it & questioning planning delivered in CPL (Sep)</p> <p>Quality of questioning monitored through DDIs, student voice & faculty reflections. Aim- 95% of staff use no opt out, cold calling & right is right consistently. 75% use 'stretch it' questioning consistently.</p>	<p>Quality of questioning monitored through temperature checks. Aim- 95% of staff use no opt out, cold calling & right is right consistently. 80% use 'stretch it' questioning consistently</p> <p>Coaching records highlight questioning CPL needs which are addressed</p> <p>Video library of questioning techniques established and linked to PAS</p>	<p>Quality of questioning monitored through temperature checks. Aim- 95% of staff use no opt out, cold calling, stretch it & right is right consistently. Faculty reviews elicit implementation success</p>	
<p>2. Modelling <i>Modelling is not consistently and effectively delivered across the school. Internal QA and the trust review have identified that students do not always have a</i></p>	<ul style="list-style-type: none"> • My turn, our turn, your turn is used to model key concepts and skills across the school • Students experience a high success rate in independent practice because they have observed a high quality model 	<p>Model introduced to HoFs (July 2021)</p> <p>Model introduced to all staff (Sep)</p> <p>ongoing CPL delivered - use of the school model, use of visualisers, thinking out loud</p> <p>Quality of modelling monitored through DDIs,</p>	<p>Ongoing CPL delivered, informed by the coaching programme</p> <p>Quality of modelling monitored through coaching, temperature checks, student voice & faculty reflections. Aim - 80% of staff use my turn, our turn, your turn effectively</p>	<p>Quality of modelling monitored through coaching, temperature checks, student voice & faculty reflections. Aim- 95% of staff use my turn, our turn, your turn effectively</p> <p>Faculty reviews elicit implementation success</p>	

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<p><i>high quality model to work towards where they have heard their teacher's thinking.</i></p>		<p>student voice & faculty reflections. Aim - 70% of staff use my turn, our turn, your turn effectively</p>		<p>Best practice modelling bank established</p>	
<p>3. Incremental Coaching <i>Teaching is not yet consistently good. By introducing coaching, all staff will have personalised development points. Research shows that this can have a significant positive impact on the quality of T&L.</i></p>	<ul style="list-style-type: none"> All teaching staff are coached on a fortnightly basis. Coaching is a part of the SKA culture- teaching staff make progress on their incremental targets The quality of teaching and learning is consistently effective 	<p>HoFs trained (July 2021) PAS linked to the T&L principles (Sep) PAS introduced to HoFs (Sep) 2nds, SLT & identified coaches trained (term 2) HoFs coach each other-ongoing Coaching QA ensures the quality of coaching is high (term 2) T&L baseline temperature check benchmark the quality of teaching and learning</p>	<p>All teaching staff to be coached fortnightly Coaching QA ensures the quality of coaching is high (term 4)</p>	<p>Coaching plan for support staff developed PAS & coaching script evaluated and developed for 2022-3 Coaching QA ensures the quality of coaching is high (term 6) T&L baseline temperature check shows a significant increase in the number of staff consistently delivering effective lessons Staff voice illustrates that coaching has had a positive impact on practice</p>	
<p>4. PEN CPL <i>Currently, our CPL does not effectively address faculty, whole school and individual needs. By securing frequent CPL opportunities, we can provide personalised, evidence based and needs driven CPL</i></p>	<ul style="list-style-type: none"> CPL actively responds to the needs of individuals, the faculty and whole school Deliberate practice is used to ensure staff are clear on the implementation within their practice The quality of teaching and learning is consistently good or better. 	<p>CPL themes & progression routes mapped and shared with staff (Sep) HoFs trained to deliver deliberate practice CPL (Sep) Leadership CPL programme developed for HoFs (on-going)</p>	<p>Staff voice illustrates that staff have valued PEN CPL T&L baseline temperature check shows a significant increase in the number of staff consistently delivering the SKA principles and so effective lessons</p>		

RAG rating: **Exploring** Still in the planning phase/not started **Progress** Not yet fully in place **Complete** In place and working **Sustained** Embedded and effective **Abandoned**

Evaluation notes:

2 Quality of Education: Literacy Targets

1. To **embed and extend the culture of reading** so that all students are either reading independently or being supported to do so
2. The impact of **subject specific vocabulary instruction** is increasingly evident in students' books and classroom talk.
3. **Literacy interventions** are driven by on-going assessment to support the development of specific aspects of reading and writing.
4. Development of **writing pedagogy** so that students significantly develop their quality of written communication across the school

Starting points – how is it now? We know this area needs to improve because:	What we want to achieve – the future. We will be successful when:	Milestones, strategic actions, evaluation opportunities			
		Term 1-2	Term 3-4	Term 5-6	The Impact:
<p>1. Culture of reading More students are reading than ever before, but not everybody. Engagement in reading tails off as students progress through the school. Not all students are reading appropriately challenging texts that enable them to develop as readers.</p>	<ul style="list-style-type: none"> - Every child in the school is reading regularly. - Every child is reading at a level above or beyond their chronological reading age. - Every child, unless there is significant SEND, secures a 4 in GCSE English language. -All students are independently reading appropriate texts during tutor time or are supported individually to do so -Classroom teachers use knowledge of NGRT data to inform questioning, scaffolding and stretch support across the school. 	<ul style="list-style-type: none"> - (July 2021) - Reading log data and NGRT data analysed to see impact of strategy this year and identify where DEAR support - either pastoral or SEND - is needed. (July 2021) - Library lesson training, including more rigorous use of AR to support reading in 7 and 8. (July 2021) - St Katherine's Bucket List developed, linked into Bristol Book Award to promote reading of ambitious texts in years 9-11. HOH to develop house competition and tutor monitoring system to support reading at KS4. - NGRT data and support strategies communicated with parents. - LW to focus on sustaining and growing the most able readers in KS3, plus sustaining outstanding reading at KS4. 	<ul style="list-style-type: none"> - DEAR interventions ongoing. - Analysis of AR data - DEAR DDIs - including student voice - Analysis of borrowing data - DDIs demonstrate staff have clear knowledge of students' reading profiles and questioning, scaffolding and stretch opportunities are appropriately targeted. - HOH regular DEAR DDI - DDIs reflect subject specific literacy statements in terms of intent and implementation. Impact is increasingly evident in students' books. - English DDIs reflect students' ownership of reading (and writing) targets. 85% of students can talk about their targets with confidence. - HPA reading groups established and evidence of high level borrowing. - NGRT testing (summer term) 		

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	<ul style="list-style-type: none"> - Reading core priority for HOHs - consistent messaging and monitoring. HOHs know students' reading profiles. - Promote interdisciplinary literacy: HOFs can confidently articulate subject specific intent, implementation and impact in terms of reading. 	<ul style="list-style-type: none"> - NGRT data and targets on Classcharts in September - staff training to understand data and use to inform questioning. - HOH regular DEAR DDI, DEAR linked to House ethos and students can articulate this. - DDIs reflect subject specific literacy statements in terms of intent and implementation. - Student ownership of progress in reading - embedding AFL target strategy in English. - HPA reading groups established. 		
<p>2. Vocabulary strategy</p> <p><i>We know this needs to improve because circa ¼ of our pupils come to us with low reading ages, an issue exacerbated by the pandemic. This word deficit makes it difficult for learners to access the secondary curriculum.</i></p>	<p>Deliberate practice is used to ensure staff are clear on the implementation within their practice.</p> <p>HOFs take ownership of strategy to promote most effective interdisciplinary literacy strategies.</p> <p>HOH and tutors promote vocabulary acquisition by discussing the word of the week.</p>	<p>Model introduced to HoFs (July 2021) HOFs refine and revisit subject specific vocabulary strategies.</p> <p>Model introduced to all staff (Sep)</p> <p>ongoing CPL delivered as necessary (informed by coaching model).</p> <p>Quality of vocabulary instruction monitored through DDIs, student voice & faculty reflections. Aim- 70% of staff are effectively teaching vocabulary.</p> <p>DDIs reflect subject specific literacy statements in terms of intent and implementation.</p> <p>Word of the week visible in every tutor base.</p> <p>Staff refer to it.</p>	<p>Ongoing CPL delivered, informed by the coaching programme</p> <p>Quality of vocabulary instruction monitored through coaching, temperature checks, student voice & faculty reflections. Aim- 80% of staff are effectively teaching vocabulary.</p> <p>DDIs reflect subject specific literacy statements in terms of intent and implementation. Impact is increasingly evident in students' books and classroom talk.</p>	<p>Quality of vocabulary instruction monitored through coaching, temperature checks, student voice & faculty reflections. Aim- 95% of staff are effectively teaching vocabulary.</p> <p>Faculty reviews elicit implementation success</p> <p>DDIs reflect subject specific literacy statements in terms of intent and implementation. Impact is evident in students' books and classroom talk.</p>

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		Students know the word of the week.	Word of the week visible in every tutor base. Staff refer to it. Students know the word of the week.	NGRT data reflects increase in vocabulary acquisition. Word of the week visible in every tutor base. Staff refer to it. Students know the word of the week.	
<p>3. Interventions Especially post Covid, current interventions do not meet the needs of cohorts. Interventions are too nebulous in their intent, implementation and impact.</p>	<p>-Interventions are targeted, expertly implemented and have measurable impact. - English curriculum modified to enable the implementation of masterclasses taught by subject specialists. - Every child is reading at a level above or beyond their chronological reading age. - Every child, unless there is significant SEND, secures a 4 in GCSE English language.</p>	<p>(July 2021) - Reading log data and NGRT data analysed to see impact of strategy this year and identify where DEAR support - either pastoral or SEND -is needed.</p> <p>(July 2021) - NGRT data and English progress data used to identify cohorts for English Masterclasses at KS3.</p> <p>Year 10- targeted support available through the functional skills programme & enrichment</p> <p>Year 11 - targeted support in enrichment time with subject experts.</p> <p>Year 11 DEAR support to improve reading with either academic mentors or SEN team.</p>	<p>Ongoing monitoring of reading engagement via logs and AR.</p> <p>Quality of interventions monitored through coaching, temperature checks, student voice & faculty reflections.</p> <p>SEND interventions monitored by SENCO and impact assessed with clear entry and exit criteria.</p>	<p>Ongoing monitoring. NGRT testing. AR data.</p> <p>Quality of interventions monitored through coaching, temperature checks, student voice & faculty reflections English progress tracking.</p>	
<p>4. Development of writing pedagogy Writing outcomes are not as good as reading</p>	<p>- Writing outcomes are in line with reading outcomes.</p>	<p>CST English collaboration and shared pedagogical development - ongoing.</p>	<p>CST English collaboration and shared pedagogical development - ongoing.</p>	<p>CST English collaboration and shared pedagogical development - ongoing.</p>	

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<p>outcomes. Too many students do not write at a level that is age appropriate.</p> <p>Students do not take care of their writing and do not always proofread or edit.</p> <p>Not all teachers mark for SSPS. Students do not always respond to SSPS marking.</p>	<p>- All students write a level above or appropriate to their age.</p> <p>Before submitting summative assessments, students routinely check and edit their work.</p> <p>Teacher mark for SSPS and students respond.</p>	<p>Masterclasses introduced at KS3 English to support the weakest writers.</p> <p>No More Marking (NMM) used to communicate students' writing compared to national and age related expectations to students, parents and teachers.</p> <p>Age related exemplars in classrooms and used as peer and self assessment tools.</p> <p>Revision of assessment policy in English in line with whole school review - embedding feedback linked to age related expectations.</p> <p>INSET - CPL in using SSPS codes - capital letters/ full stops (p.) SS - sentence doesn't make sense - vocabulary and then spelling.</p> <p>All staff insist students correct SSPS errors in MAD - linked to Faculty assessment policy.</p>	<p>Quality of progress in MCs monitored by regular DDIs, coaching, book looks and data scrutiny.</p> <p>Students know where they are in terms of ARE and know what their targets are.</p> <p>DDIs and book looks demonstrate that staff are using SSPS codes and students are responding.</p>	<p>Quality of progress in MCs monitored by regular DDIs, coaching, book looks and data scrutiny.</p> <p>Assessment tracking demonstrates improvement in writing at KS3 compared to the September 2021 NMM trial.</p> <p>DDIs and book looks demonstrate that staff are using SSPS codes and students are responding. Faculty book looks at progress over time indicate progression in subject specific QWC.</p>	
<p>RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective Abandoned</p>					
<p>Evaluation notes:</p>					

3 Quality of Education: Curriculum Targets

1. **Evaluate and develop the sequencing of the curriculum** to ensure that it builds on key concepts and responds to the needs of the cohort (KR).
2. **Evaluate the context of our curriculum** in order to decolonise (KR)
3. Implement **valid, purposeful, reliable and valuable assessment** and reporting across the curriculum (AFB)

Starting points – how is it now? We know this area needs to improve because:	What we want to achieve – the future. We will be successful when:	<i>Milestones, strategic actions, evaluation opportunities</i>			
		Term 1-2	Term 3-4	Term 5-6	The Impact:
<p>1. Sequencing of the curriculum The identification of key concepts and the building blocks (thresholds) towards them is crucial in ensuring students can move effectively through the curriculum. Our leaders must be able to articulate this sequencing.</p>	<p>Our curriculum is clearly sequenced, successfully building on thresholds throughout KS3, KS4 and KS5.</p>	<p>HoFs prioritise key actions for development (Sep)</p> <p>HoFs develop their curriculum overview which articulates the reasoning behind their curriculum</p> <p>HoF CPL addresses curriculum sequencing & theories of design</p> <p>HoFs keep snag lists to identify and tweak the curriculum for 2022-23</p>	<p>HoFs collaborate across the trust to evaluate and develop their curriculum.</p> <p>Link meetings elicit HoF confidence in curriculum structure</p> <p>External QA validates subject curriculum design</p>	<p>Temperature checks highlight that the curriculum responds to the needs of students</p> <p>Snag lists are used to further develop the curriculum in gained time</p>	
<p>2. Decolonisation We have a diverse community and know that currently, our curriculum does not always support students in feeling that their learning is appropriate to their background</p>	<p>Across a range of subjects, our students learn about a range of cultures within the curriculum.</p>	<p>HoFs develop their curriculum overview which articulates the reasoning behind their curriculum</p> <p>HoFs collaborate across the trust to evaluate and develop their curriculum.</p> <p>SMSC curriculum review takes place</p> <p>Student voice to be completed</p>	<p>HoF CPL addresses curriculum design</p> <p>In collaboration with trust lead, subject decolonisation reviews begin to take place</p>	<p>Student voice to be completed</p> <p>External QA validates curriculum decolonisation</p>	

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<p>3. Assessment Currently, we know that assessment does not always provide an accurate overview of where students are in their learning, particularly in KS3. As such, we know that we can better communicate progress and areas for development with parents.</p>	<p>Assessment is valid, accurate, purposeful and reliable. Reporting to all stakeholders is valuable and accurately represents student progress</p>	<p>HoFs schedule the assessment for the year (Sep) Leadership CPL unpicks the assessment principles KS3 reporting outlines where students are in terms of progress and age related expectations</p>	<p>HoF assessment review meetings elicit the strength of assessment design Assessments are cumulative Parental voice identifies that parents understand where students are making progress SLT review identifies that progress reporting is consistent across faculties in KS3</p>	<p>All assessments evaluated using the assessment principles ready for 2022-23</p>	
<p>RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective Abandoned</p>					
<p>Evaluation notes:</p>					

4 Quality of Education: SEND Targets

1. DELTA (Developing Effective Leadership of Teaching Assistants) - **every member of the SEND team to be able to deliver an impactful, evidence based intervention (FS)**
2. Design a new model for **monitoring and developing the quality of teaching and learning for pupils with SEND (FS)**

Starting points – how is it now? We know this area needs to improve because:	What we want to achieve – the future. We will be successful when:	Milestones, strategic actions, evaluation opportunities			
		Term 1-2	Term 3-4	Term 5-6	The Impact:
<p>1 DELTA project Currently we have a SEND team who are motivated and keen to upskill although the interventions are not all evidence based and not always impactful.</p> <p>We need to create a culture of respect for LSAs and their chosen interest/skill set within SEND.</p>	<p>School teaching staff can demonstrate awareness of the LSAs' specialisms, their interventions and their impact in the classroom</p> <p>LSAs report feeling more valued</p> <p>We have an established LSA observation programme that informs practice</p>	<p>All staff to be aware of DELTA - 10 minutes introductory video and Q&A for all staff by the 22nd September and build an implementation team with MCM/MJM</p> <p>SENDCO to develop LSA intervention principles of delivery for the team and share with them</p> <p>Scaling exercise undertaken with the team to measure how valued they feel</p> <p>Team to identify their SEND specialisms/evidence based intervention and interventions commence</p> <p>CPL programme to start based on audit completed during 20/21 and Link DELTA foci with LSA's PDRs</p> <p>SENDCO to undertake the coaching training</p>	<p>Video best practice intervention delivery and use it to inform CPL</p> <p>Observation programme using the principles of delivery to inform CPL and actions for development</p> <p>Ensure that interventions are effectively monitored and impactful using entry and exit criteria overseen by the Assistant SENDCO and that this is recorded on the provision map</p>	<p>Development needs for 2022/3 are identified with the team with a view to each member of the team taking on a new cycle of training and delivery of an evidence based intervention.</p> <p>Scaling exercise undertaken with the team to measure how valued they feel.</p>	

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<p>2 Inclusive Practices We know that inclusive practices and reasonable adjustments are not always effectively implemented and monitored.</p> <p>We know that SEND attendance is lower than overall attendance</p> <p>We know RTL referrals are sometimes a concern which both impact the potential success of pupils with SEND.</p> <p>We know that our systems for monitoring and overseeing pupils attending ALPS need to be more robust.</p>	<p>There is an established cycle of termly CPL delivering training, updates and reminders about all areas of SEND</p> <p>Teachers can demonstrate awareness and knowledge of their students' SEND and how their needs are being met in the classroom</p> <p>Students can demonstrate awareness of their SEND and take responsibility for meeting their needs</p> <p>SEND attendance is in line with the rest of the school</p> <p>RTL referrals for pupils with SEND have declined</p> <p>A monitoring system for pupils learning at ALPs has been introduced including regular visits and meetings to ensure that all pupils at ALPS</p>	<p>Audit and review of the SEN Register including its entry and exit criteria following provisional work on this during T6 20/21 and NGRT data collected in T1 21/22</p> <p>Audit of reasonable adjustments and classroom tips for QFT for all pupils with SEND</p> <p>Updates to be shared with all staff at INSET in September (and throughout the year as needed) to share tips and best practice for new Year 7s and high profile pupils with SEND</p> <p>CPL programme to be delivered to share ideas about inclusive practices to all staff throughout the year</p> <p>Review of key worker programme and plans for the year ahead. Ensure that high profile pupils with SEND who need a key worker have one allocated</p> <p>Key workers update SEND Support Plans and book in review meetings three times a year with support from the SENDCO and Assistant SENDCO</p> <p>Weekly attendance meetings with Attendance Officer to monitor SEND attendance and monitor actions being taken to improve attendance</p>	<p>Observation programme to ensure that pupils' with SEND's needs are being met in the classroom effectively using reasonable adjustments and classroom tips for QFT</p> <p>Continue with weekly attendance meetings and attend meetings with HoHs when needed to help improve SEND attendance</p> <p>Continue with SEND updates for staff and TACs when required</p> <p>Continue with CPL programme delivery to share ideas about inclusive practices to all staff throughout the year</p> <p>Key Workers continue with SSP meetings</p>	<p>CPL needs for 2022/3 for the staff are identified</p> <p>Continue with weekly attendance meetings and attend meetings with HoHs when needed to help improve SEND attendance</p> <p>Continue with SEND updates for staff and TACs when required</p> <p>Review SEN register including entry and exit criteria based on new information and data received throughout the year</p> <p>Review the use of reasonable adjustments and classroom tips for QFT</p> <p>Review the ALPS communication and monitoring systems</p>	

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	are meeting their potential	Make appointments for visiting ALPS (3 times a year for each setting) in order to monitor progress for pupils with SEND			
RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective Abandoned					
Evaluation notes:					

5 Behaviour and Attitudes Targets

1. **Develop personal responsibility for learning** in students
2. **Bring attendance at least in line with NA**, including subgroups
3. **Achieve consistency of RTL** use and the wider behaviour system across school to build consistency in every interaction, with every member of staff

Starting points – how is it now? We know this area needs to improve because:	What we want to achieve – the future. We will be successful when:	<i>Milestones, strategic actions, evaluation opportunities</i>			
		Term 1-2	Term 3-4	Term 5-6	The Impact:
<p>1 Responsibility for Learning</p> <p>Observations of passive learners, not always fully engaging with lessons.</p> <p>Punctuality to school and lessons indicates a lack of RFL.</p> <p>Number of RTL warnings issued demonstrate ongoing LLD in lessons.</p>	<p>Observations demonstrate that children are actively engaged with learning.</p> <p>RTL referrals for insufficient work/off-task behaviour demonstrate increased engagement.</p> <p>Punctuality, preparation and engagement demonstrate that children are taking responsibility for their own learning.</p>	<p>Staff training on reducing levels of passive behaviour in classrooms.</p> <p>Learning walks/DDIs to monitor progress - focus on PP/SEND crossovers.</p> <p>Staff using RTL system to address passive behaviours as well as disruption.</p> <p>Identify students who consistently demonstrate poor RFL and enter into intervention sessions.</p>	<p>Ongoing monitoring shows an improvement in punctuality to school and to lessons. Aim is >50% reduction in late marks.</p> <p>Behaviour/RFL sessions demonstrate measurable improvement in RFL for those students taking part.</p>	<p>Student and staff voice completed.</p>	
<p>2 Attendance</p> <p>Attendance continues to remain below NA with both SEND and PP attendance below 90%.</p> <p>Punctuality to school remains a concern.</p>	<p>Attendance stages are implemented consistently.</p> <p>Monitoring shows attendance meetings and calls are taking place at appropriate trigger points.</p>	<p>Attendance Officer drives celebrations of high attendance through tutor groups/Houses.</p> <p>Attendance stages are implemented consistently across the school.</p>	<p>Monitoring of attendance stages demonstrates positive effect on children whose attendance has triggered entrance.</p> <p>Aim is attendance for SEND/PP>92%</p> <p>Attendance celebrations are used across school.</p>	<p>Attendance is an embedded part of tutor routines (tutors discussing with individuals and celebrating as a group).</p> <p>Aim that whole school attendance to end of T5 is >94.5%</p>	

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	Attendance rises to be in line with NA inc for subgroups.	Meetings with HoH/SENDCo/PP lead take place at least fortnightly with agreed next steps for children of concern.			
<p>3 Consistency of RTL</p> <p>We know, through observations and staff/student voice that RTL is not consistently applied throughout school. Students report improvement in LLD but state that it continues to disrupt learning. Wide variation in levels of RTL use across faculties and teachers. Observations show that the language of RTL is becoming more established but is not yet embedded. Staff reported to CST review that they were not all certain of how to use the RTL system</p>	<p>Classcharts reports show that all staff are using RTL consistently. Observations demonstrate consistent use of RTL across classrooms. HoFs are supporting faculty members with use of RTL.</p>	<p>Whole staff training on RTL and wider behaviour policy: all staff to be confident in the use of RTL.</p> <p>School focus on the use of instructional language within the RTL system. Training to take place in September and ongoing.</p>	<p>Student surveys report continuing decrease of LLD in classrooms</p> <p>Analysis of RTL use shows greater consistency amongst staff and across faculties.</p> <p>Observations show instructional language is becoming embedded across school when using RTL- aim is >80%</p>	<p>Observations show instructional language is becoming embedded across school when using RTL - aim is >95%</p>	
<p>RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective Abandoned</p>					
<p>Evaluation notes:</p>					

6 Personal Development Targets

1. **Develop the House Championship** to improve attendance, punctuality and approach to learning. (KC)
2. Develop a **vertical model of student leadership** within the House System uniting Years 7-13 (KC)
3. Make the **pastoral curriculum a powerful part of the school day** that supports reading, the curriculum, house ethos and school values (KC)
4. Make **enrichment and personal development an integral part of the school experience for all students** (AFB)
5. Develop a **careers curriculum** that serves the needs of all students from year 7 to year 13 (AFB)
6. **Reward engagement** in personal development through SKYwards (St Katherine's Youth Awards) (AFB)

Starting points – how is it now? We know this area needs to improve because:	What we want to achieve – the future. We will be successful when:	Milestones, strategic actions, evaluation opportunities			
		Term 1-2	Term 3-4	Term 5-6	The Impact:
<p>1. House Championship The House system is in its infancy and the ethos competitions were introduced in 2019 and are yet to have their full impact with students and HoH</p>	<p>The House Championship becomes a powerful driver for improving attendance, behaviour and outcomes.</p>	<p>Ethos competitions are planned and publicised for the forthcoming academic year.</p> <p>HoH are focussed on driving up standards of attendance, punctuality and approach to learning through the House Championship</p> <p>House ethos and the importance of the non-negotiables are clearly communicated in tutor time and assembly. All staff feel affiliation with their House and make a contribution to it.</p> <p>The first house development plan written jointly by Heads of House</p>	<p>House Leaders and HoH begin to work together to improve areas for development.</p> <p>HoH can articulate clearly their priorities for improvement.</p> <p>The house development plan is reviewed and updated with successes and priorities for term 3 and 4 based on performance in terms 1 and 2.</p> <p>Student voice shows enthusiasm for the House Championship and there is evidence of high levels of engagement with competitions other than ethos competitions. Aim 65% of students have entered a House Competition</p>	<p>The House Championship result is celebrated by all and is the highlight of the school calendar.</p> <p>Student and staff voice reflects high levels of positive engagement with the House Championship.</p> <p>Planning undertaken for forthcoming academic year to exploit areas of intersectionality between House Championship and the Enrichment curriculum.</p> <p>Aim 70% of students have entered a House Competition</p>	

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		to help them prioritise areas for development			
<p>2 Student Leadership and opportunities for students to work together on school improvement projects have been under exploited</p>	<p>Student leaders are powerful agents for change in school and are high profile members of their Houses.</p>	<p>Student leaders are elected in each 7-11 tutor group as well as in the 6th form.</p> <p>Each 7-11 tutor group contains students with additional leadership responsibilities that help the tutor group run smoothly and build affinity are displayed on the tutor notice board.</p> <p>Model and frequency of meetings established. HoH meet with leaders every week. All leaders meet together each term.</p> <p>'You said. We did.' model of feedback evident in tutor time. Aim is two sessions per term in addition to use of screens in canteen/SSO.</p> <p>Student voice from whole student body.</p>	<p>House Leaders lead assemblies and are identifiable by all members of the House.</p> <p>Head students regularly update and address all students and staff. Aim is Head students in lower school House assemblies once per term.</p>	<p>New House Leaders elected for the forthcoming academic year.</p> <p>Strengths and areas of development detailed in House Development Plan review.</p>	

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<p>3 Pastoral Curriculum Tutor time has not always been viewed as a learning opportunity and</p>	<p>The tutor time and assembly curriculum is well planned with school values and FBV clearly highlighted and includes sufficient flexibility to be reactive when needed. The EDI agenda is a strength of the curriculum as is safeguarding education.</p>	<p>School values and FBV consistently highlighted in tutor time activities and assemblies.</p> <p>Weekly themes shared and activities and assembly themes compliment this giving a coherent learning experience.</p> <p>Tutor time is used to drive up standards of attendance, punctuality, approach to learning and students being ready to learn.</p>	<p>Student and staff voice show that tutor time and assembly are purposeful and contribute positively to EDI agenda and safeguarding education.</p> <p>QA shows greater consistency in tutor time and 'non-negotiables' evident in more than 80% of groups most of the time with targeted support from HoH where issues persist.</p>	<p>House namesake birthdays celebrated widely throughout the school community.</p> <p>Review of the curriculum with all stakeholders including student leaders and planning for next academic year completed..</p> <p>QA shows improvement in consistency.</p>	
<p>4 Enrichment Too few students take part in extracurricular activities due the limitations of after school transport</p>	<p>All students experience a wide range of co-curricular activities which enhance their cultural capital</p>	<p>A complete curriculum is in place with scheduled opportunities for all year groups from 7 to 11 and a separate program of leadership development.</p> <p>KS3 - Enrichment Year 10 - Learning 2 Learn Year 11 - Academic Intervention</p>	<p>Student voice for all year groups to evaluate the breadth of the offer and the quality of delivery. Survey to parents and feedback from staff.</p>	<p>Feedback from all stakeholders is used to draft a program for 2022/23.</p>	
<p>5 Careers CIEAG has a limited focus in year 11</p>	<p>Students in all year groups have access to regular careers related learning that builds in a structured way across their time at St Katherine's.</p>	<p>A curriculum offering at least 1 termly engagement with CIEAG is in place for all year groups.</p>	<p>Work experience placements have been secured for all students in years 10 and 12.</p>	<p>Review of our programme against Gatsby benchmarks achieves 100% against all 8 strands.</p>	
<p>6 SKYwards The personal development of students is not tracked in a systematic way and</p>	<p>Students will record and reflect on all co-curricular, careers and personal development activities through the use of UniFrog. Engagement with</p>	<p>Every student has logged 2 enrichment activities, 2 careers activities and 2 personal development reflections on UniFrog.</p>	<p>Tracking shows that reflections logged on UniFrog are frequent for all groups of students and in particular, PP and SEND students show good engagement.</p>	<p>SKYwards are presented to all successful students at the annual house celebrations. At least 80% of students achieve the award.</p>	

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no rewards are offered for their engagement	this will be recognised annually through SKYwards				
RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective Abandoned					
Evaluation notes:					

7 Safeguarding and Equalities Targets

1. Highly Effective safeguarding at all levels
2. Embedding Equalities, Diversity and Inclusion
3. SKA approach to Peer on Peer abuse fully understood by all stakeholders

Starting points – how is it now? We know this area needs to improve because:	What we want to achieve – the future. We will be successful when:	<i>Milestones, strategic actions, evaluation opportunities</i>			
		Term 1-2	Term 3-4	Term 5-6	The Impact:
1 Safeguarding	Safeguarding to be judged to be highly effective.	<p>Feedback from North Somerset audit used to improve policies and procedures.</p> <p>'Drip feed' safeguarding updates for all staff continues to address and highlight current priorities.</p> <p>100% achieving reporting and recording procedures followed by staff.</p> <p>staff quizzes to assess level of understanding and target bespoke training</p>	<p>CST review feedback used to improve policies and procedures.</p> <p>CPL sessions used for safeguarding training - aim 1 session per term</p> <p>100% achieving reporting and recording procedures followed by staff.</p>	<p>North Somerset audit completed showing progress in the academic year.</p> <p>100% achieving reporting and recording procedures followed by staff.</p>	
2 EDI agenda embedded EDI group has had some early successes and embedding our commitment to celebrating diversity in our school values with	That St. Katherine's staff, students and their families can talk confidently about our commitment to celebrating diversity and providing an inclusive education for all.	<p>EDI groups recruits new student and staff allies and sets out priorities for the year ahead</p> <p>Calendared events celebrated in tutor time, assembly and through the House Championship.</p>	<p>Staff and student voice reflects good understanding of school values of respect, acceptance and FBV of Individual liberty, mutual respect, tolerance of those from different faiths and beliefs</p>	<p>Pride month is celebrated throughout the school community and activities are student led.</p>	

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all staff and students is our priority		restorative justice approaches used in behaviour incidents that involve hate speech and discrimination where appropriate.	Ramadan is celebrated throughout the school community and activities are student led.		
3 Peer on peer abuse Student voice shows that students are not confident in staff's ability to take concerns seriously and feel that their reports are not dealt with because they don't always find out what happened next.	The Peer on Peer Abuse policy is understood by all students. Students and their families feel confident that concerns raised are dealt with quickly and correctly and the needs of those affected are considered. Students are kept informed about what happens when they raise a concern.	Peer mediator training renewed. 6th form students trained to monitor 'tell someone' email inbox to increase ways students can report concerns. Student voice activity shows good understanding of peer on peer abuse policy. Student voice shows an improvement in students' confidence in staff's ability to take concerns seriously, investigate thoroughly and keep students informed of the outcome	Additional peer mentors recruited. Audit of CPOMS records shows concerns raised are actioned in line with Peer on Peer abuse policy.	Audit of CPOMS records shows concerns raised are actioned in line with Peer on Peer abuse policy	
RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective Abandoned					
Evaluation notes:					

8 Sixth Form/16-19 Study Programmes Targets

1. Develop a **rigorous pathways programme** incorporating higher education, apprenticeships and work experience.
2. Establish a **quality assurance model which ensures a consistent standard of teaching and learning** across all KS5 lessons.
3. **Align with BCCS in terms of promoting and monitoring positive student habits**, such as routines, consolidated learning and wider reading.

Starting points – how is it now? We know this area needs to improve because:	What we want to achieve – the future. We will be successful when:	Milestones, strategic actions, evaluation opportunities			
		Term 1-2	Term 3-4	Term 5-6	The Impact:
<p>1 Pathways We are confident that students are given strong support when applying for HE pathways. However, student voice and leavers information tells us that students who do not intend on following this pathway do not feel empowered with the information or skills to pursue other options.</p>	<p>We have a balanced and informative programme of Apprenticeships guidance.</p> <p>We have an embedded Work Experience system which encourages all students to participate.</p> <p>Widening Participation programmes such as HE+, Access to Bristol and FutureLearn are promoted and monitored.</p> <p>Unifrog is embedded successfully, with all students independently pursuing pathways.</p>	<p>DHSF will lead on promoting and securing apprenticeships.</p> <p>Confirmed rigorous approach to Work Experience working with BCCS</p> <p>Use Unifrog to promote virtual talks, workshops and work experience opportunities for all students.</p> <p>DHSF leads on promoting and monitoring Widening Participation programmes.</p> <p>UCAS Early Applications</p> <p>Multiple external speaker visits achieved and planned by DHSF</p>	<p>Monitoring of Unifrog in tutor time to reflect 100% engagement</p> <p>Ongoing monitoring of work experience through student voice</p> <p>All students meet UCAS main deadline.</p> <p>UCAS and Apprenticeships launched with Year 12.</p>	<p>100% engagement allocation in Work Experience Week</p> <p>100% completion Year 12 Personal Statements and Applications focus.</p> <p>All students with secure destination</p>	

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<p>2 Teaching and Learning There is no rigorous quality assurance model for KS5 teaching. As a result, an internal review highlighted significant in-school variation. Assessment and organisation models at KS5 are also too variable between faculties.</p>	<p>Excellent teaching and learning across all KS5 lessons. Teaching to ensure that the needs of all students are consistently met, ensuring that high levels of challenge and engagement and expectations are typical features of all Sixth Form lessons.</p> <p>An agreed assessment book model in all A-Level subjects (BTECs not included) which enables teachers to explicitly monitor progress.</p>	<p>Subject reviews of Psychology and Physics.</p> <p>GD to present KS5 T&L priorities to all KS5 staff with a focus on: organisation, flipped learning, challenge.</p> <p>A list of common elements which should be found in all lessons, including high challenge and flipped learning practices.</p> <p>Timetabled Sixth Form DDIs from MLC and GD (facilitated by increased capacity in Sixth Form).</p>	<p>Ongoing CPL delivered, informed by the coaching programme.</p> <p>Quality of high challenge and flipped learning monitored through coaching, temperature checks, student voice & faculty reflections. Aim - 80% of staff use high challenge and flipped learning effectively.</p>	<p>Quality of high challenge and flipped learning through coaching, temperature checks, student voice & faculty reflections. Aim- 95% of staff use high challenge and flipped learning effectively</p> <p>Faculty reviews elicit implementation success</p> <p>Best practice high challenge bank established</p>	
<p>3. Study Habits There has been considerable progress in this area, but students are still not empowered with the independent learning skills to achieve their full potential. This is particularly evident in attitudes to learning at home.</p>	<p>Sixth form students are independent, autonomous learners. They leave the Sixth Form empowered with the skills to thrive in HE.</p> <p>Students understand their targets and how they can achieve them through effective study skills.</p>	<p>Develop links with other post 16 centres (BCCS) to reinforce the expectations that students have about the amount of work that is required to be a successful A level learner.</p> <p>Parents'/Carers' information evening with a focus on home learning and academic expectations.</p> <p>Launch termly reporting, which focuses on student progress</p>	<p>Termly focus on study habits continued and effectiveness monitored.</p> <p>Student voice survey.</p> <p>Year 12 visit to BCCS and presentation.</p> <p>Ensuring termly reports are used to provide timely and meaningful academic intervention (tutors, Learning Mentor, Panel Meeting) .</p>	<p>Use assessment to gauge effectiveness of academic interventions. Reflect and refine systems.</p>	

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	<p>Study skills are embedded within the Sixth Form curriculum via a termly focus.</p> <p>Parents are fully informed of the expectations of students' learning at home and support the school in achieving this.</p>	<p>towards targets, as well as termly focus on Study Habits.</p> <p>Embed termly focus in KS5 curriculum: Term 1 - Organisation, Term 2 - Consolidating Notes Term 3 - Revision Term 4 - Wider Reading etc.</p> <p>Embedding of Tutor as Academic Mentor model. (GD visit to BCCS)</p> <p>Continued embedding of Panel Meeting model for underperforming students.</p>			
<p>RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective Abandoned</p>					
<p>Evaluation notes:</p>					

9 Leadership and Management Targets

1. **Culture of alignment** to school and trust **values** in all we do
2. Competent articulation of our **curriculum** and **progress over time** at all levels
3. **Reduce In school variation** by improving the quality of leadership at senior and middle leadership level
4. Sustainable ways of working (**staff wellbeing** and workload)

Starting points – how is it now? We know this area needs to improve because:	What we want to achieve – the future. We will be successful when:	Milestones, strategic actions, evaluation opportunities			
		Term 1-2	Term 3-4	Term 5-6	The Impact:
1 alignment renewed clarity on trust vision and values	the vision and values of the trust and school align and speak to all stakeholders	all stakeholders fully aware of trust and school values evidenced through surveys discuss values and purpose at each opportunity to embed understanding values are heard as part of everyday language	Parent, staff survey reflects clear understanding of values Student surveys and focus groups reflect understanding and clear reference to values review vision and values with governors	outcomes of revised vision and values shared with stakeholders	
2 articulation of curriculum not all leaders (SLT, HoF, HoH, HoD) are able to articulate their curriculum in detail and with clarity	All leaders can professionally articulate their curriculum, the improvements they have made, how they are shaping their curriculum and what their priorities are for 2021/22 All leaders can clearly evidence the impact of their curriculum through student voice and quality of work in books/through QA	Line management and meetings provide evidence of clear articulation DDIs and planned reviews reflect confidence with clear articulation All stakeholders can articulate our journey and progress clearly (Term 1) 'Ofsted Ready' plan communicated with all stakeholders (Term 1) Good Ofsted	Review of school and faculty curriculum schemes CPL and partner HOFs reviewed in light of evaluation of curriculum schemes and articulation of curriculum	Critically evaluate progress on curriculum at all levels to inform future development	
3 in school variation variation in experiences, outcomes and leadership results	strong leadership at all levels delivering improved consistency of experience and outcomes across all areas	100% planned self evaluation cycle completed Leadership development through NPQ	reevaluate QA self evaluation to prioritise		

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<p>in differences in experiences and outcomes for students, including groups</p>		<p>collaboration established within curriculum development groups Focus within Key Stage (KS4 and KS5) and subject areas Leadership partnerships established, Development areas clearly identified and understood Gaps in implementation monitored and challenged</p>	<p>positive developments in targeted leadership areas validated through documentation and review monitoring plan in place</p>		
<p>4 sustainable ways of working staff wellbeing is critical to sustaining our success</p>	<p>staff wellbeing is reported positively on all staff surveys and temperature checks</p>	<p>review successful changes and embed in annual calendar/ways of working Positive comments relating to wellbeing on survey results PSG actively driving change with recommendations implemented implementation of mental health first aiders</p>	<p>90%+ comment on positive wellbeing in annual survey Positive comments relating to wellbeing on survey results</p>		
<p>RAG rating: Exploring Still in the planning phase/not started Progress Not yet fully in place Complete In place and working Sustained Embedded and effective Abandoned</p>					
<p>Evaluation notes:</p>					