

## School Strategic Development Plan (SSDP) 2022-2025

*Pret D'accomplir - 'Ready to Accomplish'*

We have an awful lot of 'stuff' going on in schools that is getting in the way of our core business: teaching and learning. It's time to take a hard look at this 'stuff' and decide whether all of it is really necessary... Getting back to essentials is not easy, it takes real discipline. But it is worth it. ***'The main thing is to keep the main thing the main thing.'***  
*Mary Myatt 2021*

The Leadership of Bishop Heber High School is committed to school improvement through self-evaluation and has identified through rigorous self-evaluation with stakeholders the areas where there is capacity for improvement using the four sections of the last ASCL Ofsted School Evaluation Form (SEF) as a tool (see below).

### SCHOOL'S CONTEXT

1. QUALITY OF EDUCATION
2. BEHAVIOUR & ATTITUDES
3. PERSONAL DEVELOPMENT
4. LEADERSHIP AND MANAGEMENT AND THE EFFECTIVENESS OF THE 16 TO 19 STUDY PROGRAMMES

Ofsted's current evaluation schedule sets out the judgements that inspectors will make and report on from September 2021. In judging the OVERALL EFFECTIVENESS, inspectors will take account of the four key judgements above\* and:

Inspectors will always make a written judgement about the effectiveness of the arrangements for safeguarding pupils.

Inspectors will always consider the spiritual, moral, social, and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

The School Strategic Development Plan 2022-2025 will have the three strategic intentions (SI's) to improve the outcomes for students at Bishop Heber High School.

### Judgements: our working hypothesis in detail

<b>Quality of education</b>	<b>Intent</b> • Curriculum design, coverage and appropriateness	<b>Behaviour and attitudes</b>	<ul style="list-style-type: none"> <li>• High standards, consistent and for implementation</li> <li>• Attitudes to learning</li> <li>• Behaviour</li> <li>• Exclusions</li> <li>• Attendance</li> <li>• Bullying</li> </ul>
	<b>Implementation</b> • Curriculum delivery • Teaching (pedagogy) • Assessment (formative and summative)	<b>Personal development</b>	<ul style="list-style-type: none"> <li>• Spiritual, moral, social and cultural development</li> <li>• Character</li> <li>• Fundamental British values</li> <li>• Career guidance</li> <li>• Healthy living</li> <li>• Citizenship</li> <li>• Equality and diversity</li> <li>• Resilience for next steps</li> </ul>
	<b>Impact</b> • Attainment and progress (incl national tests & assessments) • Reading • Destinations	<b>Leadership &amp; management</b>	<ul style="list-style-type: none"> <li>• Vision, ethos and ethics</li> <li>• Staff development</li> <li>• Staff workload and well-being</li> <li>• Off-rolling</li> <li>• Governance/oversight</li> <li>• Safeguarding</li> </ul>

<b>Strategic Intent 1 (Excellence)</b>	<i>Maintain a high expectation and success culture with a relevant curriculum to meet the needs of the individual student, utilising the most up to date strategies and technologies in order to achieve improving standards, inclusion and <b>excellence</b> in learning</i>
<b>Strategic Intent 2 (Leadership)</b>	<i>Build up <b>Leadership</b> at all levels, with highly skilled improvement driven staff committed throughout to self-evaluation and review in a School having an excellent capacity for sustained improvement.</i>
<b>Strategic Intent 3 (Community)</b>	<i>Link home and School through the sustained development of a learning <b>community</b> to achieve responsible, well-behaved, healthy, self-motivated students whose progress is closely tracked, who are partners together with parents and teachers in their own learning.</i>



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### School Strategic Development Plan (SSDP) PRIORITIES FOR 2022-23 (specifically...).

#### Strategic Intention 1 – create a high expectation and success culture...

- ☑ Quality of Education gives all students (especially Disadvantaged and SEND) the knowledge and cultural capital they need to achieve well and succeed in life
  - ☑ Intent: There is high academic/vocational/technical ambition in our curriculum for all students to make outstanding progress (P8 > 0.5 and L3VA >0.1)
  - ☑ Implementation: QFT is underpinned by an ambitious curriculum which is coherently planned and sequenced (concepts and skills) with effective teacher modelling to develop understanding and student thinking and opportunities provided to stretch and challenge for wider learning
  - ☑ Teaching is responsive: high quality feedback and questioning, academic reading, writing and oracy that links to the 'bigger picture' in every lesson
  - ☑ Impact: Continue to close the gap by raising the standards achieved for identified areas (e.g. Disadvantaged / boys inc. MAT / SEND (EHCP <sup>(E)</sup> + SEND Support <sup>(K)</sup>)) to match that of their non-disadvantaged /SEND peers) through targeted support/interventions.
- ☑ The Behaviour and Attitudes of students give them the greatest possible opportunity to achieve positive outcomes (A8 ≥ 5.8 /Alps ≥ 3)
  - ☑ Challenging the pockets of underachievement, poor attendance & low self-esteem to improve staff & students' expectations and therefore their outcomes
  - ☑ Our 'words matter' strategy fosters an ethos of respect and belonging that builds on our culture of 'happy at Heber' that permeates all lessons and activities
  - ☑ Trauma informed practices enable all students, especially those that have adverse childhood experiences (ACEs) to thrive and grow in our school

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#### Strategic Intention 2 - Build up Leadership at all levels...

- ☑ Leaders ensure that the education that the school provides has a positive impact on all its students - accountable at all levels.
  - ☑ Quality Assurance ensures that progress over time for all subjects is exceptional from Year 7 to Sixth Form (meet or exceed Target Grades)
  - ☑ Performance Reviews (PRs) link explicitly to the Teachers' Standards and outstanding staff subject knowledge that leads to progress for ALL students
- ☑ CPD – Accountability (evidence informed CPD linking explicitly the teacher's PR and Subject Area RAP) – IMPACT positively on outcomes!
  - ☑ Welcome scrutiny from all sources (PiXL/SIP/SARs) to develop + share expertise throughout all phases & identified priorities to improve quality of education further
  - ☑ Embed a culture of self-improvement at all levels (all staff, pastoral, subject & students) through forensic analysis followed by using well-chosen evidence-based practices (PLPs) linked to our identified priorities (words matter strategy <sup>(reading and vocabulary)</sup>, boys and expectations)

#### Strategic Intention 3 – Link home and school through a sustained development of a learning community...

- ☑ The Personal Development of every student really does matter because 'happy, healthy and safe' students will achieve positive outcomes at Heber.
  - ☑ Improve communication further to enhance the links between Heber and employers (MAT / careers / futures / apprenticeships) as well as on/offline safety
  - ☑ Extend and enrich learning experience (inc. Homework routines that prioritises, reinforces, and/or extends learning and learners to become more resilient)
  - ☑ Microsoft® Teams used to develop students' knowledge, skills and understanding which underpins high quality home (remote) learning
- ☑ The Form Tutor enhances the personal development, behaviour and attitudes (culture) of all of their tutees
  - ☑ Engage and build deeper relationships with students (especially vulnerable and/or disadvantaged), leading to improvement in their outcomes (e.g. attendance / destinations / progress and well-being, learning habits and reading in all key stages)
  - ☑ The PSHCE curriculum is inclusive and develops positive characters, enabling students to grow emotionally to play their part and become actively involved in public life as adults

