

GOFFS SCHOOL

STRATEGIC DEVELOPMENT PLAN

2017 – 2018

Our Strategic Development Plan sets out:

1. Our commitment as a community
2. Our vision and aims
3. Our operational plans which detail the actions to be taken in the current year. Each member of our senior leadership team and each curriculum/year leader have their own development plan. Students also have their own development plan. Our SDP is reviewed termly by the entire community to assess progress being made towards our objectives, to review actions and to plan the next term's work. Some priorities will continue throughout the year, with others being changed in response to progress/developments. In doing this we ensure that our SDP is both current and responsive to the community's needs

Goffs School is a community that values respect, confidence and achievement

Our Commitment



Our Vision

- 1. To be the best teachers/professionals that we can be:** embedding rigorous and systematic processes which continuously raise the quality of teaching and which are based on a balance of support and challenge. We will ensure that everyone understands what exemplary practice looks like in their field of work, and that we share the best practice within and outside of our school
- 2. To realise the potential in everyone:** we will ensure that the academic and social potential in our students is realised through outstanding teaching, tutoring and rigorous tracking. Our professional development will nurture talent and grow both outstanding practitioners and future leaders for our profession
- 3. To be leaders & educators who aspire to excellence & who are passionate about delivering our vision, guided by our values:** our values are reflected in our school motto of Respect – Confidence – Achievement
- 4. To provide opportunities which enrich our students' lives now and in the future:** these opportunities will be in and outside of the classroom and will enable our students to widen their experiences and to be inspired to learn more
- 5. To deliver outstanding business support which underpins and enables the community's work:** we will ensure value for money in times of economic challenge without compromising on delivery

Our Stakeholder feedback during 16/17 highlighted the following strengths (in no particular order):

- Facilities/the new build (Parents/Students/Staff/Governors)
- Progress and outcomes for students (Parents/Students/Staff/Governors)
- Happy/safe community where wellbeing and support are important (Parents/Students/Staff/Governors)
- Quality of teaching (Parents/Students/Staff/Governors)
- Behaviour (Parents/Students/Staff/Governors)
- Quality of leadership (Parents/Students/Staff/Governors)
- Quality and frequency of communication (Parents/Students)
- Continued Professional Development Opportunities for staff including Leadership development (Staff)

Our Stakeholder feedback during 17/18 highlighted the following priority areas (in no particular order):

- Ensuring consistently high quality Home Learning and feedback (Parents/Students/Staff)
- Embedding consistent levels of outstanding learning and achievement across all departments including any cover lessons (Parents)
- Ensuring consistently exemplary behaviour across the community (Parents/Students/Staff)

Our key foci for 17/18 are:

- Ensuring consistently high quality Home Learning and feedback
- All students reaching their full potential including the most able
- Ensuring consistently exemplary behaviour across the community
- Ensuring regular and high quality student extra-curricular activities

Nb: the large and diverse nature of our community means that some areas were common to both strengths and target areas, and as such this is reflected in the priorities for the year ahead. Our Sixth Form has a dedicated Strategic Development Plan in a separate document.

Commitment 1: To be the Best Teachers/Professionals That We Can Be

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
<p>Continue to ensure consistently <u>outstanding learning</u>, proven by associated outstanding exam outcomes, with a particular focus on:</p> <ul style="list-style-type: none"> Ensuring challenge for all Sophisticated questioning Checking learning of all students 	<p>These areas are the top three 'areas for development' in observations to date during 2016-17</p> <p>It should be noted that they are often identified as strengths, reinforcing the need to ensure consistency</p>	<p>100% of teachers are teaching consistently good or outstanding lessons</p> <p>65% of teachers are teaching consistently outstanding lessons</p> <p>The areas listed are identified more frequently as key strengths than as areas for development</p> <p>Exam outcomes indicate that all students, including the most able, are reaching their full potential</p>	<p>None</p> <p>Enhancing Teaching Programme (£2,450)</p>	
<p>Continue to ensure <i>consistently</i> regular and high quality <u>home learning</u>, across all departments, that supports student progress</p>	<p>To ensure that students' learning in school is supported and enhanced via high quality home learning tasks that consolidate and extend (student and parental request)</p>	<p>Parents consistently comment on the quality and consistency of home learning being set, both through in-year feedback and in the outcomes of the SDP survey</p> <p>Student feedback via learning observations and other student voice confirms that tasks are set regularly and support their learning</p>	<p>£5,300 Doodle Subscription</p>	
<p>Continue to ensure that all <u>marking</u> is consistently outstanding; demonstrating clear responses to marking by students and rapid progress</p>	<p>The quality of student work and teacher assessment and feedback is a central theme for outstanding teaching and learning</p>	<p>The average grade for Work Sampling through lesson observations and other sampling methods is 1.2 or higher</p>	<p>None</p>	

<p>Ensure consistently <u>high standards of behaviour and engagement in cover lessons</u></p>	<p>To ensure high quality lessons in cases of unavoidable absence (student and parental request)</p>	<p>The work provided for 'planned cover' is always of a consistently high quality (90%+ rated as 'green')</p> <p>High levels of student engagement are evident in the vast majority (90%+) of cover lessons, as evidenced by Learning Walks and student voice</p>	<p>None</p>	
<p>To ensure ongoing very high standards of consistently <u>outstanding Behaviour for Learning</u> through ensuring:</p> <ul style="list-style-type: none"> ➤ the consistency of BfL practice in all lessons ➤ the behaviour in corridors and around school during break and lunch remains outstanding ➤ that rewards are readily available and consistently issued 	<p>To ensure behaviour in our community is the best it can be to support student welfare, behaviour and safety and ultimately ensure rapid student progress</p>	<p>Consistent BfL across all departments, year groups and classes, including consistent follow-up, rewards and sanctions, as evidenced by behaviour data including analysis</p> <p>The above is consistently reflected in stakeholder feedback</p>	<p>£15,000 for rewards</p>	

Commitment 2: To Realise the Potential in Everyone

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
<p>Rigorously ensure that we continue to minimise <u>In School Variation</u> by ensuring that at least 70% of students in Key Stage 3-5 in each department meet or exceed their minimum standard target and that all departments achieve positive value added outcomes</p>	<p>To ensure that every child, regardless of their starting point, makes consistently outstanding progress</p>	<p>70% of outcomes at Key Stage 3 to 5 will be at or above their minimum standard target</p> <p>Positive value added outcomes at KS4 and 5 for all department</p>	<p>Raising Achievement budget (not additional)</p>	

<p>Continue to drive up <u>outcomes at A/A*</u> at KS4 and KS5</p>	<p>To ensure that we cater for all students, including the most (including disadvantaged most able) able and support their higher education plans</p>	<p>Consistency is achieved across all subjects in terms of delivery, pace and engagement in lessons for the most able</p> <p>The departmental target figures for A/A* are met at KS4 and KS5</p> <p>Destinations data at KS5 shows that a minimum of 16% of students who progress on to University attended Russell Group Universities</p> <p>100% of students targeted AAB in at least 2 facilitating subjects achieve this</p>	<p>Most Able budget/ Sixth Form budget (not additional)</p>	
<p>Continue to ensure that, as we realise the potential in all students, <u>all groups of students are making rapid progress</u> especially focusing on the performance of lower ability students on entry and students with special educational needs</p>	<p>To ensure that all students are able to make the required progress so that they leave with a set of qualifications that allow them to access the next stage of their education or career, particularly those of lower ability on entry and those with special educational needs</p>	<p>Gaps in the value added performance of all groups of students continue to close year-on-year</p> <p>Low ability students on entry and students with special needs achieve a positive score in value added outcomes</p>	<p>Money from Raising Achievement Budget to support the work of Learning+ in supporting these students</p>	
<p>Continue to develop and refine our <u>assessment cycle</u> including ongoing focus on the accuracy of predictions, use of departmental trackers, <u>aspirational target setting</u> and communication of information to parents and students</p>	<p>To ensure that, despite the many curriculum and specification changes nationally, we are able to ensure that staff, students and parents are accurately</p>	<p>The accuracy of teacher predictions improves, year-on-year, as evidenced by summer results analysis</p> <p>Student and parental feedback regarding communication and reports improves in-year and in the SDP survey</p>	<p>No additional budget required</p>	

	informed of their performance in relation to their targets at any time			
Continue to drive up <u>standards of attendance</u> , focusing on Persistent Absence at 10%, and ensuring high attendance for Pupil Premium students	To ensure all students access the provision and curriculum of Goffs School equally	FSM and PP PA to be in line with whole school PA	No additional budget required	
To ensure students are able to access a wide range of effective <u>alternative provision</u> . Alternative provision can take the form of additional academic support sessions, mentoring and extra-curricular activities such as team building through CHEXs	To ensure our most vulnerable students are supported to attend and achieve highly	Ensure that no students are disillusioned Reduction in Fixed Term Exclusions (FTE) and repeat FTEs to be below NA for all exclusion rates. Achievement of students at risk of FTE to be in line with expected progress. (80%+) of students make at least expected progress during KS3 and (70%+) of students make at least expected progress during KS4	CHEXs £15,000	
Continue to ensure that students in <u>Key Stage 3</u> make <u>excellent progress</u> and are GCSE ready by the end of Year 8	To ensure that students make a successful transition from KS2 and are well prepared for KS4	The vast majority (80%+) of students make at least expected progress during KS3 Many students (30%+) make better than expected progress during KS3 Learning observations indicate that KS3 students are challenged and engaged in all subjects	No additional budget required (use of Y7 Catch Up and PP existing budgets)	

Commitment 3: To be Leaders & Educators Who Aspire to Excellence & Who Are Passionate about Delivering Our Vision

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
Continue to develop and promote a programme to develop leadership at all levels (Goffs Leadership Academy), including through SSAT accreditation and external training where appropriate	<p>To provide career development opportunities for colleagues</p> <p>To provide robust succession planning for Goffs and GMAT</p>	<p>Robust leadership programmes are in place for leaders at all levels</p> <p>School-based leadership projects have a tangible positive impact on student progress</p> <p>Staff satisfaction regarding 'leadership development' is high (90%+), as evidenced by the staff survey</p>	<p>2 x Aspiring Senior Leader courses (total = £2,200)</p> <p>Leading Outstanding Schools x 1 (£1,000)</p> <p><u>NAML</u> Train the trainer events to become a SSAT licensed delivery partner for the NAML (£3,250)</p>	
Ensure an outstanding and bespoke school based <u>professional development</u> programme for all staff, with a focus on ensuring high quality learning and teaching	To provide outstanding career development opportunities for all colleagues, focused on ensuring consistently high quality learning and teaching	Staff satisfaction regarding 'CPD' is high (90%+), as evidenced by the annual staff survey	Train the trainer events to become a SSAT licensed delivery partner for the ETP - £2,450 (listed in commitment 1)	

Continue to review the school's <u>daily practices and systems</u> to ensure that teacher time is focused on delivery in the classroom	To ensure that all tasks required to be completed are directly related to improving student outcomes, learning and teaching or students' daily school experience (staff request)	Feedback from staff SDP survey indicates that they feel structures and systems are efficient and effective and not extraneous to their primary focus of student outcomes, learning and teaching and ensuring students have a positive daily experience	None	
Establish Goffs-Churchgate within the Generations MAT, building its distinctive ethos whilst also relentlessly focusing on ensuring consistently strong delivery and outcomes	To ensure strong academic and pastoral outcomes for students across the MAT, along with significantly enhanced life chances	Outcomes at GCSE start to show a steady upward trend Students are consistently engaged and aspirant Staffing stabilises and a consistently strong quality of delivery is evident across the school The school's position in the local community is reflected in an upward trend in the number of Year 6 parents placing the school first or second	Costed and accounted for via the centralised MAT levy	

Commitment 4: To Provide Opportunities Which Enrich Our Student' Lives Now and in the Future

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
Launch Student Leadership Accreditation programme through SSAT so that students can systematically log volunteering and leadership skills to produce future careers portfolio	To ensure we make it explicit to students that the skills they are developing within the school community are also developing their future employability.	Student Parliament, Student Leadership Academy and Top Team are involved in the Leadership Academy and are externally accredited for this work.	None	

Create student sports leaders within the PE department and ensure every student enrolled on the GSA completes a Sports Leadership qualification	To increase quantity of sporting opportunities available for all students (student request)	Minimum 5 students across every year group are trained as Sports Leaders Every member of GSA receives Level 3 Community Sports Leaders Accreditation	GSA Budget £50 per student through Young Sports Leaders' Programme plus kit costs £2,000	
Ensure every department across the school contributes a minimum of one competition or event to the House system	To ensure breadth of opportunities available to all students (student request)	There is a published programme of House activities scheduled to take place across the academic year, and the House System is rated as one of the school's key strengths by more than 50% of students	Additional cost within department budgets	
Develop intra-school sport competitions, in particular Basketball, Rugby and Badminton, linked to the House system	To increase quantity of sporting opportunities available for all students (student request)	Increase in the number of students who participate in extra-curricular school sport to 66% (currently 34% from PE department survey March 2017)	Equipment budgeted through PE Department	
Organise a programme of optional external speakers from across sporting, arts, science, humanities disciplines to foster student aspirations and ambitions as well as PSHE speakers and promotion of British Values	To ensure we provide enrichment opportunities which cater to a diverse range of student interests	Positive student and parental feedback coupled with a wide programme of external speakers	£5,000	
Ensure all students are fully aware of extra-curricular provision and uptake is high, with a minimum of 80% of students participating in at least one extra-curricular activity	To ensure participation rates in extra-curricular activities are high (student request)	Weekly distribution of student bulletin as monitored through ATM Learning Walks Improvement in participation in extracurricular clubs as reported by student survey – 66% of students regularly participating in clubs	No additional budget required	
Increase the number of whole school community events, led by student	To continue to embed the House ethos	Whole school event held at least once per term with positive stakeholder feedback	Covered by House budget	

leadership groups, to further embed the House system and foster community spirit	across the school community (student and staff request)		£1,000	
Systematically and regularly survey participation rates in extra-curricular activities (led by the House team) Ensure the range of activities is in line with student feedback and is tailored to meet their requirements	To ensure all groups of students are represented and resources are being deployed appropriately	There is a system in place to regularly capture participation rates and a feedback mechanism so that activities can be constantly improved Club provision is diverse and responds to students needs	No additional budget required	

Commitment 5: To Deliver Outstanding Business Support Which Underpins and Enables the Community's Work

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
Continue to ensure sound <u>financial management and strategic planning</u> to optimise resource allocation and ensure the continued financial viability of the organisation, as DfE funding moves towards a national school's funding formulae. Highlight the impact of changes to Governors and the senior leadership team within sufficient time to enable action to be taken where necessary	To maximise outcomes for students by ensuring a high quality teaching & support staff resource is in place and providing access to learning resources that are current and fit for purpose	Outcomes for students continue to improve and are consistently high throughout the school	N/A	
Continue to develop and implement a strategy for <u>income generation</u> through optimisation of revenue streams from lettings of the new school building, the operation of the school's sports facilities, and other sources such as grants. To be delivered by the Director of Income Generation.	To ensure that the best possible resources are available for student learning across the curriculum and to protect the school from other financial	Income generated increases to make a substantial contribution to the school's revenue stream	Upgrade to facilities included in capital plans to enhance revenue generation opportunities	

	shocks (e.g. from changes in DfE funding)			
Drive economies of scale across the Generations MAT to further ensure the financial efficiency of the organisation as a whole.	To ensure that we use best practice to achieve value for money in school procurement, and pooling of resources where appropriate / necessary	Real cost savings are delivered across the MAT to the benefit of every school	N/A	
Ensure that the catering service provided to students continues to deliver <u>high quality fare</u> at reasonable cost, to students' satisfaction. Specifically through the re-tendering of the service by the end of the Summer Term 2018, for implementation in the Autumn of 2018, ensuring the full engagement of student groups and facilitating their input into the process	To ensure that the ethos of health lifestyles continues to be embedded throughout the school in support of student learning and progress, and to continuously engage students in the provision of the service	Students are enthused by the catering offer, and take up of school meals continues to rise with ongoing positive feedback from students	N/A	