

GOFFS SCHOOL

STRATEGIC DEVELOPMENT PLAN

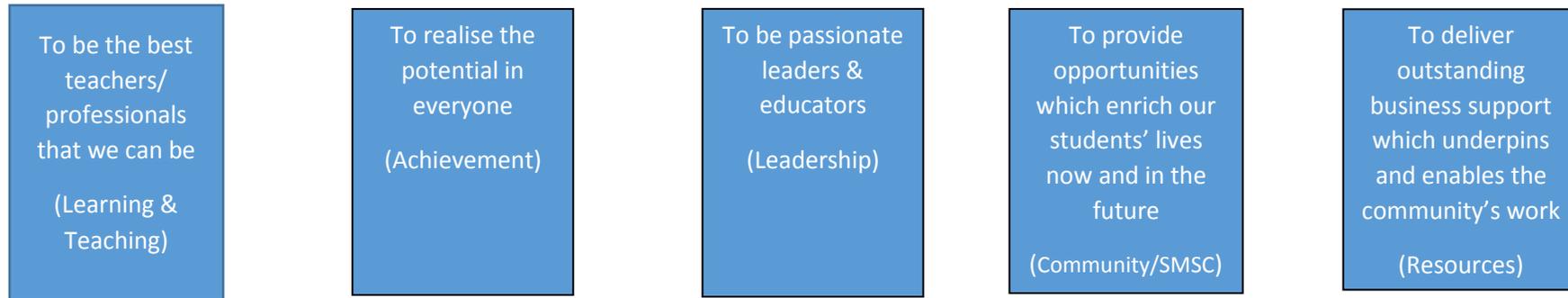
2016 – 2017

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 15/16 highlighted the following strengths:

- Progress and outcomes for students (Parents/Staff/Governors/Students)
- Quality of Teaching (Parents/Staff/Governors/Students)
- Quality of Leadership (Staff/Parents/Governors)
- Quality and frequency of communication (Parents)
- Continued Professional Development Opportunities for staff including Leadership development (Staff)

Our Stakeholder feedback during 15/16 highlighted the following priority areas:

- 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 16/17 are:

- Ensuring consistently high quality Home Learning and feedback
- Maximising A*/A outcomes
- Ensuring consistently exemplary behaviour across the community
- Looking after each other and our community

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 |
|---|---|--|------------------------------------|--------------------|
| Continue to ensure regular and high quality <u>home learning</u> that supports student progress | To consolidate and extend students' learning which will help to ensure that they continue to make excellent progress in all subject areas | Departments rate <u>consistently</u> highly in regular home learning audits and student voice surveys; there is further improvement in the outcomes of SDP surveys to all stakeholders in relation to home learning | £5,300 ongoing Doodle subscription | |
| Ensure that all <u>marking</u> is consistently outstanding; demonstrating rapid progress and clear responses by students to marking | To ensure students understand exactly what they need to do to improve to at least their target grade, and that they act upon the feedback given | The proportion of outstanding marking assessments improves each term (based on solid data from learning observations and SLT work sampling carried out termly with every member of staff) | N/A | |
| Continue to ensure consistently <u>outstanding</u> learning, with a particular focus on A/A* stretch and challenge work, pace and engagement, and sophisticated questioning | To ensure students have the very best learning experience and make progress over time | The proportion of colleagues consistently teaching outstanding lessons increases (based on learning observations carried out with every member of staff) Feedback from students/parents (student/parent survey) Achievement: high quality teaching contributes to excellent overall progress | N/A | |
| Ensure consistently <u>high standards of behaviour and engagement in cover lessons</u> | To ensure students have the very best learning experience in <u>all</u> lessons and make progress | Learning observations (both formal, scheduled observations and learning walks) of cover lessons show that the vast majority of cover lessons are good/outstanding Behaviour records reflect an improvement in behaviour/engagement | N/A | |

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| <p>Continue to ensure that students in Key Stage 3 make excellent progress and are GCSE ready by the end of Year 8, having developed the <u>Literacy and Numeracy skills</u> needed to tackle new specification GCSEs and full terminal exams</p> | <p>To ensure that all students have effective Literacy/Numeracy skills and are GCSE ready by the end of Year 8 – able to access/respond to GCSE level questions</p> | <p>The vast majority (80%+) of students make at least expected progress in English/Maths by the end of Key Stage 3</p> <p>Students identified for intervention/additional support make rapid progress to 'close the gap'</p> | <p>Literacy/numeracy resources £700 External speakers for Curriculum Enrichment Day Accelerated Reader Programme KS3 Catch-Up Funding</p> | |
| <p>Through the introduction of a <u>Flipped Learning</u> approach, further improve the effectiveness of independent learning at KS5</p> | <p>To ensure independent learning contributes to students' progress and achievement</p> <p>To develop excellent attitudes to lifelong learning, and to prepare students for further education and employment</p> <p>To contribute to securing excellent progress and achievement</p> | <p>Learning walk observations consistently show that independent study time is being used effectively</p> <p>Achievement: This contributes to excellent overall progress (overall VA = sig +)</p> | <p>N/A</p> | |
| <p>To ensure consistency in <u>outstanding Behaviour for Learning</u> Systems with a focus on rewards, use of positive language, any low level disruption</p> | <p>To ensure that all students are focused on learning through all lessons</p> | <p>Outstanding behaviour in all lessons evidenced through learning walks and lesson observations</p> <p>Consistency across all departments and staff</p> <p>Achievement: This contributes to excellent overall progress (overall VA = sig +)</p> | <p>Pride of Goffs Evening £3000</p> <p>Class Charts £2750</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 |
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| 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 | To ensure that every student has a <u>consistent</u> educational experience and outcome | Over 70% of entries at KS4 and KS5 meet or exceed their minimum standard; over 70% of KS3 students meet their minimum standard Ensure there are no SIG- outcomes for progress or attainment | N/A | |
| Continue to drive up <u>outcomes at A/A*</u> at KS4 and KS5 | To ensure that our most able students are achieving the highest grades across all subjects | All subjects achieve their A and A* targets Ensure A/A* GCSE overall target is exceeded | A/A* Budget £4000 including Villiers Park events for GCSE and A level. | |
| Ensure that, as we realise the potential in all students, <u>all groups of students are making rapid progress</u> especially focusing on boys' performance and SEND students | To ensure that all groups of students achieve in line with targets, regardless of their context | Gaps at KS4 are minimised and all groups are performing consistently above National Averages Ensure there are no SIG- outcomes for any student groups and that SIG+ outcomes are maximised | N/A | |
| Drive up <u>outcomes of students, targeting C to B</u> in particular, at KS4 and KS5 | To ensure that our students exceed the national expectation of 3 Levels of Progress to 4 Levels of Progress | The proportion of GCSE and A Level students achieving a B increases over time | N/A | |
| 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 | To ensure that student performance data can be quickly acted on with targeted strategies; to ensure that students and | The gap between predictions and actual exam outcomes narrows to 5% across all departments Students are making outstanding progress Progress and Attainment 8 measures are clear | N/A | |

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| | parents are always fully aware of progress | to all stakeholders | | |
| Continue to drive up <u>standards of attendance</u> focusing on Persistent Absence at 10% and ensuring high attendance for Pupil Premium and PA | To ensure that every student is able to learn and make progress. | Refined systems in place for PA 10% Pupil Premium students achieve PA and attendance targets | N/A | |
| To ensure a wide range of access to <u>alternative provision</u> is available for our students | To ensure support and access to any additional support is in place | Achievement: This contributes to excellent overall progress (overall VA = sig +) Students and families access appropriate and timely support in a wide range of areas to support the best outcomes for the student | CHEX (£15,000) provision and any additional support needed £2000 | |

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 |
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| Continue to develop and promote the Goffs Leadership Academy | To continue to develop leadership capacity in our staff body and for the wider profession | A full Goffs Leadership Academy programme is in place, with positive feedback from colleagues participating at Bronze, Silver and Gold levels Staff undertake and share research projects through CAMSTAR Successful succession planning is evident through the Community Extremely high levels of staff satisfaction (relating to the leadership programme) in the annual staff survey | N/A | |
| Ensure an outstanding and bespoke school based <u>professional development</u> programme for all staff | To ensure that staff remain enthused about their profession | The highly personalised staff development programme is in place, evidenced by extremely high levels of staff satisfaction in | External BfL CPD – upwards of | |

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| | and up to date with the most recent thinking and pedagogy | the annual staff survey | £2,000 | |
| 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 strip out any extraneous structures/systems that detract from our key focus of quality first delivery | The school working calendar has been rigorously reviewed and refined A majority of staff feel that the structures facilitate them in focusing on quality first teaching and delivery | N/A | |

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 |
|---|---|--|----------------------------|--------------------|
| Ensure all staff and students are actively engaged in the <u>House System</u> through consistent application of House Rewards across all year groups and providing a wide range of House community events throughout the year | To encourage participation and involvement from all and further foster a sense of pride and belonging in the students | An increased number of House Points have been awarded consistently across all groups & departments in the school Increased rates of participation in House activities, all stakeholders reporting they value the House system in end of year survey | House £2000 | |
| Encourage even more students to <u>participate in volunteering</u> by ensuring that a wider range of volunteering opportunities are available, and that they are actively promoted to students and parents | To ensure an ongoing strong community ethos, and to provide opportunities for personal development | An increased percentage of students participate in volunteering, and complete a minimum of 20 hours. Students have a positive impact on the Goffs and wider community through their volunteering. | £500 (rewards) | |
| Further increase the number of students involved in <u>Student Leadership</u> opportunities | Develop leadership skills of students, positive role models and a sense of ownership from the | Increased number of students participate in student leadership groups and activities Led by Student Parliament, students contribute to and 'own' key development | £500 | |

| | pupils | priorities through the student SDP | | |
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| Further improve the participation and 'take-up' of the <u>clubs and activities</u> | High engagement through structured activities that are promoted and 'owned' by the students. | Increase participation at the additional clubs and after school sessions run Sixth Form Prefects are actively running lower school clubs | Lunchtime payments | |
| Further enhance the quality of <u>personalised advice and guidance</u> relating to student choices and future <u>careers</u> | To ensure that students starting KS4 and 5 are on the most appropriate pathways To ensure students are provided with high quality impartial careers education, information, advice and guidance at all key milestones To ensure that students are exceptionally well prepared for the next stage in education, training, or employment | No NEETS at KS4 and KS4 progress data is SIG+ KS5 Retention = 95% KS5 Achievement: % A-E = 100% KS5 Destinations: 95% of students leaving Y13 are in employment, training or further education by October | N/A | |
| To ensure that students are well prepared for life after Goffs by raising the status of ' <u>personal development</u> ' at KS5 and embedding high quality <u>specialist 'academies'</u> – Goffs Sports Academy (GSA) and Goffs Business Academy (GBA) | To ensure that students are exceptionally well prepared for the next stage in education, training, or employment | Curriculum: GBA/GSA offer high quality programmes alongside academic qualifications Review: Survey feedback – at least 90% students agree/strongly agree that 'The Sixth Form provides opportunities to support my | Separate budgets for GSA/GBA within KS5 budget | |

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| | | wider personal development’ See IAG indicators as described above | | |
| To embed high quality and engaging PSHE programme through <u>ATM and Curriculum Enrichment Days (CEDs)</u> | To ensure students are provided with high quality personal health safety and wellbeing advice across the school To ensure that students are exceptionally well prepared for the next stage in life and are able to cope with a range of environments To make students resilience and reflective in all aspects of life | ATM and Curriculum Enrichment Days sessions have high quality outcomes and consistent expectations across the school Students and staff are highly motivated by the PSHE curriculum | CED £9,500 ATM £1,000 | |
| To ensure students are more aware of how bullying is dealt with and how the school actively promotes <u>Anti-Bullying</u> | To ensure all students are safe and enable them to have a further thirst for learning | Renew and achieve the Herts anti-Bullying accreditation When student feedback is overwhelmingly positive about Anti-Bullying | £300 ABA accreditation | |
| Promote <u>mental health</u> across the whole school including Staff and students | To increase academic and personal resilience | Improved staff and student awareness of mental health through Survey Monkey Embedded mental health sessions across the school including ATM and curriculum enrichment days. | £1000 | |

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

| WHAT WE WILL DO THIS YEAR INCL SLT LEAD | WHY WE WILL DO IT | WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN | SPECIFIC ADDITIONAL BUDGET | END OF TERM REVIEW |
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| Ensure a successful relocation to the <u>new school building</u> | To ensure a seamless move into a new learning environment, with as little disruption as possible | The project remains on track and we undertake a successful transition to the new building in the Autumn of 2016 | Capital demands £161,280 as detailed in the capital business plan for equipping the new school | |
| Ensure that the current buildings remain <u>safe and operational</u> until the point of transition into the new school | To ensure the continued delivery of high quality education to students in the current environment | The school continues to operate effectively in its current facilities until the point of transition with no impact on outcomes for students but without wasteful expenditure | N/A | |
| 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 ensure that the best possible resources are available for student learning across the curriculum and to protect the school from other financial shocks (e.g. from | Income generated increases to make a substantial contribution to the school's revenue stream | Time based, plus resources may be required in support of specific initiatives £10,000 ring fenced for this | |

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| | changes in DfE funding | | | |
| Develop the School Business Managers' forum to enable collaborative working on specific procurement initiatives thereby ensuring <u>Value for Money</u> | To ensure that we share best practice on achieving value for money in school procurement, and pooling of resources where appropriate / necessary | The group delivers real cost savings | N/A | |
| Ensure that the Cucina catering service provided to students continues to deliver <u>high quality fare</u> at reasonable cost, to students' satisfaction, specifically through the engagement of student groups, facilitating their input into the service | To ensure that the ethos of health lifestyles is embedded throughout the school in support of student learning and progress, and to 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 positive feedback from students | N/A | |