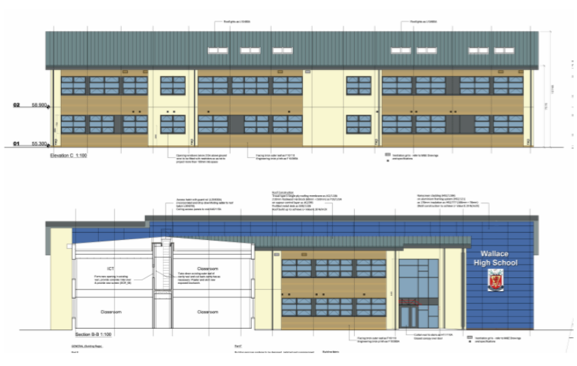


**THE WALLACE HIGH SCHOOL**

**SCHOOL DEVELOPMENT PLAN**

**2018-2021CONTENTS**

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1. **A statement of the ethos of the school**

The Wallace High School is a selective grammar school situated in a residential area of the city of Lisburn. Lisburn Intermediate and University School was founded in 1880 by Sir Richard Wallace and was later renamed as The Wallace High School. Sir Richard was an MP for the area and a philanthropic aristocrat. His generous legacy is evident in the infrastructure of Lisburn and the school ethos reflects his generosity in our ongoing philanthropic endeavours.

Wallace is a caring, progressive, creative, academically focused organisation which is committed to offering our young people a personalised, educational experience in a happy, safe and inclusive environment. Celebrating individual, group and whole school success is important to us; in doing so we seek to instil in our young people the capacity to celebrate not only their own successes, but the successes of others, with pride and without envy. We seek to recognise that each young person, as an individual, has his/her own unique potential and it is our goal to unlock this potential, stimulating in each young person a desire for learning. As a school, we are committed to achieving the highest possible standards for our young people in external examinations and to preparing our young people for adult life as employees, employers, lifelong learners, leaders, mentors and members of a community and family.

We believe that the effective pastoral care of our students is core to the success of each individual and of the school. We aim to provide a rich range of experiences which both support and challenge the development of our young people.

Our young people are encouraged to take considered risks in their learning, to try new educational and extra-curricular experiences and to move their thinking and learning beyond their comfort to build resilience, to learn to deal with challenges and obstacles and to become robust adults. We are always striving, as a school, to empower our young people to extend themselves, whilst simultaneously equipping them to be self-aware and realistic in their goals and expectations. We affirm, at Wallace, in all we do, that our young people are each unique and each young person is equally worthy of our time, support, encouragement and challenge.

Our core values of commitment, opportunity, respect and excellence optimise our ethos as follows:

***Commitment*** *by all members of the school community to our caring ethos and academic traditions;*

***Opportunity*** *within a supportive environment for all to fulfil their potential as individuals, lifelong learners and contributors to society;*

***Respect*** *for others and self and the building of harmonious relationships within the school and wider community;*

***Excellence****, personal achievement and high standards in all areas of school life.*

**Evaluation of our Ethos**

Our core values allow us to maintain a constant ideal while simultaneously allowing changes in our practice to reflect the ever evolving world in which we live.

Wallace is a family and we aim to promote open discussion to engender a sense of ownership among our students, staff and parents to allow them to express their views. A number of consultative vehicles have been developed to allow our ethos and practice to be evaluated, informed, celebrated, challenged or adapted.

*Students*

A student council exists to encourage ownership, ideas, the appreciation of organisational structures and the development of leadership skills. The student voice is also valued more generally and small surveys are carried out on issues such as homework, assessments, elearning and curriculum by a variety of staff.

*Parents*

Parents are invited to parent teacher interviews, parent information evenings and to meet Heads of Year/Heads of Department to discuss the progress of their son/daughter.

The school has a published Communication Procedure and a Complaints’ Policy. Parents may communicate with the school in a variety of ways: telephone calls, school email, letters and meetings. Underpinning all communication with parents is the school’s wish to attempt to deal with concerns or queries as efficiently and effectively as possible.

The school communicates regularly with parents by email and consults on new policies and development planning via the website and questionnaires. To inform the new School Development Plan, every three years, a consultation takes place with parents.

Importantly too, the voice of parents is also heard through the work of the Board of Governors and the school’s vibrant Parent Teacher Association.

**2. A summary of the school’s strategies for learning, teaching, assessment and the raising of standards and attainment among all students, in particular in Communication, Using Mathematics and Using ICT**

In Wallace highly effective teaching and learning is underpinned by a collegial environment in which young people are encouraged to be resilient learners, be creative, explore, research and apply their learning to a range of contexts, both familiar and unfamiliar.

Each year the PRSD process focuses on the development of an element of learning and teaching.

Wallace’s Teaching, Learning and Assessment Policies outline our aims and practice in these areas. In particular, these policies and our associated practice highlight the pivotal role of the teacher in the provision of highly effective teaching and learning, the vital role of teacher planning, summative and formative assessment, marking for improvement and the facilitating role that a teacher should play in individual target setting with students.

The curriculum is broad and balanced; it is designed to meet the needs of our students and adapts to meet the changing needs of the economy and the Further and Higher Education sectors.

The school meets the breadth required in the Entitlement Framework.

Three areas of focus in the last School Development Plan 2015-2018 were:

1. Reducing the intra-subject variation in teaching, learning and assessment,
2. Increasing active learning and using a richer diversity of teaching techniques, and
3. Continued improvement in standards of achievement at GCSE, AS and A2.

Significant process has been made in these areas – Heads of Department now produce an Annual Action Plan and have assessed the extent to which these areas have been developed. A new Common Scheme of Work format has been developed during the three years. A’Level results at both AS and A2 have improved significantly. A new focus is needed on improving % 7+ A\*-C grades achieved by students at GCSE and this will be an important target in the new School Development Plan.

Targets for student achievement in external examinations are set, monitored and evaluated each year by Heads of Year, Heads of Department, individual class teachers, the Senior Management and Leadership Teams and by the Board of Governors. Benchmarking data is used to compare the performance of students at Wallace with selective grammar schools in the same free school meal band.

Significant work has been carried out by the school to establish a baseline from which value-added can be measured. Over the three years of the last School Development Plan a Wallace Stanine measure was established combining the AQE and CAT scores. This is now used to identify early underachievement and disaffection. Its continued use in more rigorous and consistent ways when compared to internally generated data from summative assessments, will be an important focus of the School Development Plan 2018-2021.

*Benchmarking Data 2015/16– The Wallace High School compared with Grammar Schools in the same FSM Band*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| FSM Band  0-9.99% | WHS 2015 | WHS 2016 | WHS 2017 | 99th Percentile | Upper Quartile | Median | Lower Quartile |
| 5+ GCSE A\*-C Including English and Mathematics | 98.9 | 97.1 | 98.9 | 100 | 99.2 | 97.1 | 94.9 |
| 7+ GCSE A\*-C Including English and Mathematics | 97.7 | 92.6 | 94.9 | 98.9 | 97.1 | 96.0 | 90.5 |
| 3+ A\*-C at A’Level | 77 | 84 | 87 | 88.8 | 84.2 | 77.7 | 71.1 |

**3. A summary of the strategies for providing for the special, additional or other individual educational needs of students**

Investment was made in SENCO leadership during the term of the last School Development Plan which saw the appointment of a second Senior Teacher with responsibilities in this area. The SENCO team maintains a register of SEN students, shares information with teachers and creates and updates subject specific and more general Individual Education Plans. An annual statement review meeting is held with the parent of each child with a Statement of Need on the Code of Practice.

The school has a regularly updated Special Educational Needs Policy. The underpinning rationale of all SEN related work is to create support mechanisms which allow those with pastoral or educational needs of any kind to overcome barriers to their learning and achieve in line with their peers and in line with our expectations based on baseline data, including the Wallace stanine.

*SEN Information – The Wallace High School*

In addition to the SEN framework of support, over the last six years the school has focused on the provision of opportunities to stretch the most able student academically. This has seen the introduction of GCSE pathways of up to 11 subjects for many students. A range of co-curricular competitions, residentials, summer programmes and other gifted and talented opportunities have been developed in school by subject Departments.

The longer serving SENCO has completed the CCET qualification allowing her to assess the students’ eligibility for Access Arrangements and areas of disparity in academic performance. The second, more recently appointed SENCO is in the process of completing the CCET qualification.

Much research and development work has been carried out by the school in the area of Social Emotional Behavioural Difficulties (SEBD). In the final year of the 2015-2018 Development Plan all teaching staff were trained on the definition of SEBD, the school’s decision to hold a SEBD register and the associated IBPs produced.

The area of SEBD will be a focus for further development insofar as the strategies used, the uniformity of application of the policy, needs some further work. The new School Development Plan will focus on careful tracking and evaluation of the impact of the register, the policy, teachers’ practice and the impact on students identified as having SEBD.

**4. Strategies to promote the health and well-being, child protection, attendance, good behaviour and discipline of students**

At Wallace, staff are aware that pastoral care is their responsibility, every member of staff is a member of the pastoral team.

Student well-being is promoted through the provision of a wide range of extra-curricular activities. Students from Years 8-12 meet every day with their Class Tutors and in Years 13 and 14 they meet daily with their Head of Year and Assistant Head of Year.

A range of external agencies are invited to present to students on pastoral, well-being and other health related matters. Two school nurses share a full-time role as job share partners and the school employs the services of a second School Counsellor, in addition to the publically financed Counsellor.

Safeguarding procedures are in place which meet statutory requirements and are audited annually against the ETI standard. There is a Designated Teacher (member of the Leadership Team) and two Deputy Designated Teachers (Pastoral Vice Principal and a Head of Year). A member of the Board of Governors has specific responsibility for Safeguarding. Parents are sent information annually regarding the school’s Safeguarding procedures and all staff (including coaches) are required to attend the annual school Child Protection Training led by the Designated Teacher.

The attendance of students is closely monitored and the school works collaboratively with our assigned Educational Welfare Officer to ensure early intervention to improve attendance of below 85%.

*The Wallace High School Attendance*

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Group** | **2015** | **2016** | **2017** |
| Year 8 | 97.2 | 96.8 | 97.6 |
| Year 9 | 96.6 | 96.5 | 96.3 |
| Year 10 | 96.5 | 96.5 | 96.4 |
| Year 11 | 95.8 | 96.4 | 95.7 |
| Year 12 | 96.9 | 97.0 | 97.2 |
| Year 13 | 96.6 | 96.7 | 96.7 |
| Year 14 | 95.6 | 95.8 | 94.7 |
| Whole School Average: Wallace | 96.5 | 96.6 | 96.4 |
| Northern Ireland Grammar School Average | 95.6 | 95.6 | Not available |

The school’s Positive Behaviour Policy and associated Sanction Policy are regularly reviewed. A need has been identified to refocus on junior school (Years 8-10) manners, behaviour and appearance to ensure high standards are maintained and improved in school over the term of the next Development Plan 2018-2021. To balance this a new reward system, to ensure a balanced pastoral care system at Key Stage 3, will be researched and introduced. This will form an important part of the work of the Student Council.

There is a strong sense of loyalty to the school evident in the actions and behaviour of students, staff, governors and parents. The many achievements of the school and individual students are recognised in Assemblies, specialised Celebration events such as Prize Days and the Annual Sports’ Dinner. Significant progress has been made in the previous School Development Plan 2015-2018 in celebrating and sharing success using social media.

There is a strong focus on philanthropic giving and a rich association with a range of Charities. The school works in partnership with a number of community organisations and sends students to work in the slums of New Delhi every other year with the now well-developed link with the Asha Charity and NI Cancer Fund for Children, birth of which are considered as legacy charities. There is a tangible focus on giving service. The Charity Committee is made up of students and facilitated by a Senior Teacher.

During the period of the previous School Development Plan a decision was taken to outsource catering to Mount Charles Caterers. The school meals provided conform with Nutritional Standards.

**5. Strategies for providing for the Professional Development of Staff**

Each year a series of Staff Development Day Programmes are designed to meet the identified needs of staff and to complement the priorities of the School Development Plan. This is evaluated by means of staff surveys.

An increasing number of teachers in Wallace have taken responsibility for the development of their own learning by accessing Leadership Pathway training and other related training.

Recently a need has been identified to provide more professional structures to the Support Staff in Wallace to ensure their professional development needs are being met. A significant part of the work of the new School Development Plan will focus on creating professional structures such as a Support Staff Handbook, Support Staff Policies, Review of Job Descriptions, the introduction of an appraisal system similar to PRSD and the identification of professional development opportunities and needs.

The annual cycle of Teaching Performance Review and Staff Development (PRSD) process for teachers identifies two whole school objectives linked to the School Development Plan and ongoing professional development. Teachers then identify a third objective based on their own self-evaluation. This process is overseen by a Senior Teacher.

During the period of the previous School Development Plan 2015-2018 a new evaluation section was added to the PRSD paperwork to ensure associated needs were identified and training or support put in place.

The same Senior Teacher takes particular responsibility for the pastoral care, induction and professional development of all PGCE teachers, Beginning Teachers and the Early Professional Development process.

All teachers have had personalised needs based training over the last six years in the use of digital technology in teaching, learning and administration.

During the next School Development Plan period (2018-2021), a new scheme offering teaching staff the opportunity to gain an insight into a management role in which they are interested will be piloted. It is hope that this scheme will not only provide invaluable CPD opportunities but will provide a wider range of staff with the opportunities to develop their skills and make a greater contribution to a variety of areas of school life thereby helping to move the SDP forward.

**6. Strategies for managing the attendance and promoting the health and well-being of staff**

In line with Department of Education guidance, the attendance of all staff is carefully monitored. The procedures laid down by the Department of Education are applied. Teachers complete a self-certification form for absence of up to three days after which a medical certificate is required. Concerning patterns of attendance are dealt with by a meeting with the Principal and may be referred to an Occupational Health Professional if necessary.

The school makes staff aware of the support services, i.e. Carecall, made available to them by the Department of Education. A range of “One Staff” exercises and events will be planned over the next three years to encourage a “One Staff” culture, build on the already well established sense of ownership of the values of Wallace and encourage greater Support Staff and Teaching Staff inclusion.

Recently, Dignity in the Workplace Training has been offered to small groups of teachers to encourage honest self-reflection on their own professional practices. This training will continue until all staff, teaching and support, have accessed the training. After this an agreed set of practices will be introduced to ensure every member of staff adheres to agreed and published Dress Code, School Culture and Professional Standards.

**7. Strategies for promoting links with the parents of students at the school, the local community, including other schools, the business community and voluntary and statutory bodies**

Parent Teacher Meetings and Parent Information Evenings are well attended. The majority of parents actively support the work of the school and the education of their children. Parents regularly attend celebratory, social and sporting events. Many parents help out at the Sixth Form Mock Interviews as employers with recruitment experience.

The Parent Teacher Association is a vibrant, supportive arm of parents connecting the parent body and the teaching body to raise funds and promote the work and life of the school.

The school is a member of the Lisburn Area Learning Community. The Principal is the current Chairman of this group. The Curriculum Vice Principal and Head of Careers attend relevant meetings of the LALC.

Wallace enjoys close links with Primary Schools. Those links see students teaching in the Primary Schools, coaching sport and visiting to talk to pupils about transfer and the Wallace experience. The Principal continues to develop working relationships with Primary School Principals by inviting individual Principals to meet to see Wallace and learn of the work of the School Development Plan. The Head of Year 8 also has regular contact with local feeder schools.

Primary School children are invited to Wallace for a range of events such as sports coaching.

The school works closely with a range of employers, particularly in the field of computing and programming to support and develop the curriculum on offer to meet industry needs. A very wide range of community and business organisations regularly visit the school to speak to groups of students about local community service opportunities, careers and entrepreneurship. The school is a Centre of Excellence for Young Enterprise.

Over the period of the last School Development Plan an extensive Erasmus Project took place which saw teachers and students visiting link schools in Spain and Belgium to share practice on the use of digital technology in learning.

The school has recently built on the excellent work of the Old Girls’ Association and created an Alumni Association.

**8. Strategies to promote the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management**

The last 6 years, over the period of two consecutive School Development Plans 2011-2015 and 2015-2018, has seen the roll out and normalisation of a pioneering one to one digital technology practice. This new practice has been developed through incremental teacher training and quality assurance frameworks.

During the period of the current School Development Plan 2015-2018 there was a particular focus on deepening learning using the medium of digital technology using Bloom’s Taxonomy.

Software Systems Development has been introduced as a new A’ Level subject with pleasing results and a high level of uptake. A Key Stage 3 Computing Module was introduced during 2011-2015 and will now be reviewed to include Artificial Intelligence work with the support of a range of external agencies.

Wallace now has a province-wide and UK reputation in the innovative use of digital technology. This reputation has been further extended to Europe thanks to our recent Erasmus Plus participation.

The focus in the next three years will be on continued innovation, a uniformity of approach in the methodology of teachers, encouraging student individual learning styles to develop through the medium of digital technology, an agreed Digital Literacy Framework and Policy and ongoing staff development.

**9. An assessment of the school’s current financial position and the use made of its financial and other resources**

The use of resources in 2016/17 was as follows:

|  |  |
| --- | --- |
| INCOME | |
| DENI Grants | £5,244,648 |
| Income from other sources | £370,175 |
| Total Income: £5,614,823 | |
| EXPENDITURE | |
| Teaching Staff Costs | £3,877,541 |
| All other staff costs | £936,999 |
| Other general costs | £908,191 |
|  | **Total Expenditure: £5,722,731** |
| DEFICIT: (£107,908) | |

In 2018-2021 the planned use of resources, assuming a flat budget for three years, will be as follows. Despite full enrolment there are very significant budgetary pressures and an accumulating deficit which will be met by reserves.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2017-18 | 2018-19 | 2019-20 |
| INCOME |  |  |  |
| DENI Grants | 5,157,459 | 5,143,931 | 5,140,360 |
| Income from other sources | 312,500 | 279,500 | 264,250 |
| Total Income | 5,580,588 | 5,423,431 | 5,404,610 |
| EXPENDITURE |  |  |  |
| Teaching staff costs | 3,895,814 | 3,852,089 | 3,901,043 |
| All other staff costs | 908,013 | 906,190 | 900,624 |
| Other costs | 921,450 | 600,965 | 906,780 |
| Total Costs | 5,835,906 | 5,659,244 | 5,708,447 |
| Estimated deficit | **(255,318)** | **(235,813)** | **(303,837)** |

The estimated deficit will be met by the use of Trustee funds. It is likely that by 2020, based on these projections, Trustee reserves will be depleted.

In light of the accruing deficit, a decision was made during the period of the last School Development Plan 2015-2018 to change the make-up of the Governors/Trustee balance of membership from a Voluntary A Grammar School funded by DENI for approved capital projects at 85% to a Voluntary A Grammar School funded by DENI for approved capital projects at 100%. This made the School’s Enhancement Project possible and the new three phase extension will be fully completed in August 2018.

A further application for Minor Works and/or SEP will be made for new windows and other ongoing Premises needs to ensure the school campus meets the needs of the students and the curriculum.

It is also anticipated that further applications will be made for a variety of Sports NI grants to continue to enhance the sporting provision for our students and become an important community hub.

**10. An assessment of the extent to which the school has met its key targets in the 2015-2018 School Development Plan**

The previous development plan identified 6 Strategic Priority Areas:

1. Pupil Achievement
2. Pastoral Care
3. Pupil and Staff Development
4. Leadership and Management
5. Digital Technology
6. Ethos

Area 1: Pupil Achievement

Progress made in achieving the key targets was as follows:

*TARGET*

*AS and A2: all subjects 90% A-C 100% A-D*

The school recorded its highest ever % of students achieving 3+ A\*-C at A’ Level and 3 A-C at AS in the last year of the development plan (A’ Level: 87%, AS 79%)

The subjects in Year 2 of the Development Plan which did not have 100% A-D at AS are:

Biology (97); Business Studies (96); Chemistry (95); History (88); Mathematics (96); Physics (77); Politics (93).

The subjects in Year 2 of the Development which did not have 90% A-C at AS are:

Biology (81); Business Studies (88); Chemistry (90); English Literature (86); History (76); Music (83); Politics (73); Spanish (83).

The subjects in Year 2 of the Development Plan which did not achieve 100% A\*-D at A2 were:

Biology (98); Mathematics (98).

The subjects in Year 2 of the Development Plan which did not achieve 90% A\*-C at A2 were:

Design & Technology (71); ICT (64); SSD (87).

*TARGET*

*GCSE % of students achieving 7 or more GCSEs including English and Mathematics*

Whilst the % of students achieving 5 or more GCSEs including English and Mathematics has remained at 97-99% through the two years of the development plan, the first year of the development plan saw a 7+ A\*-C figure of 92.6% and this increased to 95% in 2017, the second year of the plan.

Careful scrutiny of the 2018 published results will further inform the targets for 2018-2021. However, some changes have been made to the GCSE curriculum offer which are aimed at improving the 7+ A\*-C figure.

Area 2: Pastoral Care

The target to expand the Pastoral Team to include Tutors, Careers Staff and SEN Staff with agendas, minutes which are circulated to the Senior Management Team proved difficult to achieve in light of industrial action.

A continued priority in the new School Development Plan 2018-2021 will be to formalise some of the excellent pastoral tracking and follow-up work which is happening in school by sharing practice in timetabled meetings.

The new PD programme was delivered by Class Tutors and has been coordinated and quality assured by Heads of Department. There are some clear areas for improvement including the timing and nature of the programme. Questionnaires will be sent to pupils at the end of this academic year, Year 3 of the current Development Plan, and the results from these used to inform planning.

Learning for Life and Work Schemes of Work have been published at KS3 and KS4 for the non GCSE programme. A decision has now been made to make all LLW resources digital to further improve uniformity of approach and share good practice.

Area 3: Pupil and Staff Development

An audit of CEAIG provision in each Department has been completed and is held by the Head of Careers. Any areas of weakness he has identified have been addressed by him with individual Heads of Department.

All Yr13 and Yr14 pupils are interviewed at the start of the academic year to ensure that they understand the challenges ahead and how to manage their time and work/life balance effectively. This is then followed up by review and target setting interviews throughout the year.

The target to extend the use of Pathbrite/eportfolio work in KS4 and KS5 has made limited progress. This is as a result of teacher absence, internal restructuring and will be an area for further consideration in the next plan.

Staff Development through PRSD has included a focus on the use of Bloom’s taxonomy in creating iPad learning activities, awareness of how gender may affect learning preferences, the introduction of the new GCSE, AS and A2 specifications and the expansion in the use of new apps at KS3 and 4.

Members of staff with either a responsibility in SEN or who are a member of the SEN Action Planning Group included an SEN target in their PRSD work.

There has been significant development in the SEN systems and the tracking and recording of information.

Annual Reports of the extra-curricular programmes are published.

The work of the Student and Executive Council continues to grow and in Year 3 of the plan has included each Year Council having a meeting, one month at a time, with the Mount Charles Catering Manager.

Area 4: Leadership and Management

The Chairs of each of the Action Planning Groups:

1. Data Analysis and Target-Setting J Reid
2. Digital Technology J McMath
3. Careers P Beaton
4. SEN H Gracey and N McKnight
5. Heads of Department Forum D Cleland
6. Heads of Year Forum D Atkinson

The Chairs have each presented a formal February/March evaluation on Year 3 of the Development Plan to the Leadership Team. The presentation is available in a written report and identifies key areas to move forward with in the next 3 year plan.

Area 5: Digital Technology

A Digital Literacy Policy has been produced but still needs careful explanation, integration and assessment.

The framework of Bath University’s PRIDE project has been carefully scrutinised and further work is still required in creating scaffolding frameworks in subject areas showing how the use of digital technology deepens learning. It is likely that the evaluation of the Key Stage 3 curriculum, over the period of the next 3 year Plan 2018-2021, will be planned in tandem with a framework of this type by Departments.

Area 6: Ethos

Charitable giving and links to a range of external organisations remains very strong. A restructuring of the Press Officer role was completed with a Senior Teacher writing articles and a Technician exploring innovative visual media.

A key area of focus for Heads of Year in the next three-year plan will be the development of a School Culture Document as this target was not achieved. This may be achieved through the publication of a Head of Year Handbook as a different approach, but with the same goals.

**11. The preparation of the School Development Plan 2018-2021**

The School Development Plan was initially prepared by the Principal from January to March 2018 and coincided with her interviews with teachers. The interviews served to allow teachers to express their individual views on what the priorities for the next three years should be, their working conditions, work related stressors and any support the Principal could offer. A list of ideas was consequently drawn up, circulated to the teaching staff and has informed the School Development Plan.

The Principal consulted on the School Development Plan with the Leadership Team in April and this consultation included an Away Day which focused on the Plan. Changes were then made as appropriate.

An Executive Summary of the Plan was then made available to the Education Committee of the Board of Governors in May and comments and ideas informed the Plan at that stage in the consultation.

The detailed Plan and Action Plans were then made available to teachers in June and all teachers met in Pastoral and Departmental groups to make comments and suggestions which further informed the Plan.

An Executive Summary of the Plan was made available to parents in June, both through a Parental Newsletter and on the website with the opportunity for comments and suggestions. These once again further informed the Plan.

Similarly, an Executive Summary of the Plan was made available to the Executive School Council and the Year Councils. Each group had the opportunity to comment, make suggestions and these further informed the Plan.

The Principal keeps in regular contact with the school’s District Inspector and discusses progress made in the current plan and likely targets for the new Plan. An informal meeting took place in March to continue this professional consultation.

As part of the ‘One Staff Culture’ focus, an external adviser interviewed all Support Staff in Term One, 2017-18 and a list of ideas informed the Principal’s planning in January to March as the initial Plan was drawn up. The Support Staff was further consulted on the Executive Summary in May and the full Plan in June.

**12. Identification of Areas for Development, informed by the school’s self-evaluation**

Following the school’s self-evaluation, including extensive consultation, 7 Priority Areas were established.

The Executive Summary in Chapter 14 summarises these areas.

Priority Area 1: Student Achievement

* The retention of upper quartile or better comparative performance at GCSE, AS and A2 throughout the 3 years.
* An audit, review and refresh of the Key Stage 3 curriculum to reduce content and deepen learning.
* Continued efforts to reduce inter and intra subject variation in the provision for learning.
* To build a series of “Wallace Way” Self-Evaluation frameworks in Departments, Pastoral Care and Classroom Teaching to ensure uniformity of approach.

Priority Area 2: Pastoral Care, SEN, SEBD and G&T

* Embedding current SEN, SEBD, G&T practice in all Departments.
* Creation of registers for internal use and tracking of progress.
* Creation of age appropriate reward structures for students to celebrate good behaviour.
* Targeting a group of parents whose children may be on the SEBD register and parents who do not engage with school.
* Study techniques, revision techniques for students to help organisation and planning.
* Building on existing practice to provide access to a supervised study facility/additional support.

Priority Area 3: Leadership: Staff and Student

* The creation of “Wallace Way” Department and Pastoral Handbooks for teachers.
* Development of coaching and mentoring skills for Senior and Middle Leaders.
* Development of a leadership programme for Senior Prefects, team captains.
* Extension of Prefect duties to include a range of specific pupil and school based responsibilities (e.g. mentors, iLeaders).
* The development of a ‘Management Shadowing Programme’ to allow individual teaching staff to gain an insight into the role and responsibilities of those who hold management points and to offer them the opportunity to contribute to the relevant are of school life.

Priority Area 4: Digital Technology in Teaching and Learning

* Sharing of new digital literacy framework.
* Development of the VLE
* Introduction of Department vlogs.
* Focus on subject twitter as a communication and learning tool.

Priority Area 5: Curriculum Development

* Introduction of AI modules at KS3.
* BTEC qualifications.
* Amendments to CEAIG and LLW planning, resources and SOW to reflect staffing changes and removal of LLW GCSE.
* Development of KS3, KS4, KS5 Careers Teams of teacher volunteers.
* 3 tier GCSE curriculum development.

Priority Area 6: Celebrating Success through Recognition and Awards

* To apply for a range of awards to enhance the standing of the school, celebrate success and recognise innovation.
* To maintain existing recognition

Priority Area 7: One Staff Culture

* The increased ‘professionalism’ of the systems in place for support staff to include review of job descriptions, PRSD system, professional development, Support Staff Handbook.
* Development of a One Staff Culture to improve whole staff communication, mutual respect and a sense of value.

**13. Arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the School Development Plan**

The Board of Governors meets as four Committees, 5 times per year. Each cycle of Committee Meetings is followed by a meeting of the full Board of Governors to discuss and approve Committee decisions and recommendations in the draft minutes.

The Education Committee is delegated the responsibility of monitoring, reviewing and evaluation progress made against the Development Plan. The Leadership Team give regular reports to the Committee on a range of issues relating directly to the Development Plan.

Furthermore, the Principal includes a section on School Development Plan progress in her Principal’s Report to the full Board of Governors.

**14. The School Development Plan 2018-2021: An Executive Summary**

**Overall Aims of the School Development Plan 2018-2021**

1. **Student Achievement**
2. To retain comparative upper quartile or better performance at GCSE, AS and A2 when compared to other similar grammar schools (similar = same FSME band).**YEARS 1, 2, 3**
3. To build whole school accountability structures in order to continue to improve the consistency of the quality of learning, teaching, assessment and feedback. **YEARS 1, 2, 3**
4. To continue to reduce intra and inter subject variation in the quality of learning, teaching, assessment and achievement. **YEARS 1, 2, 3**
5. To monitor, evaluate and reform the Key Stage 3 curriculum to reduce content, increase skill acquisition and deepen learning. **YEARS 1, 2**
6. **Pastoral Care, Special Educational Needs (Including SEBD and Gifted & Talented)**
7. To embed the SEBD policy and practice guidelines and audit outcomes to measure impact. **YEARS 1, 2, 3**
8. To provide high quality information and advice on all pupils with SEN, detailed IEP guidance on all students at stage 2 and above on the school’s Code of Practice and staff training on SEN issues through shared areas. **YEARS 1, 2, 3**
9. To develop a clear accountability structure to ensure consistency of approach in the management of SEN, SEBD and Gifted & Talented. **YEARS 1, 2**
10. To consult with the student body on age appropriate reward structures for young people to encourage and acknowledge positive behaviour and introduce a range of new measures. **YEARS 1, 2**
11. To develop a register of parents who will be encouraged to attend targeted information sessions. **YEARS 1, 2, 3**
12. To develop a range of opportunities to allow students to explore learning techniques, study patterns, stress management and relaxation strategies. **YEARS 1, 2, 3**
13. To provide staff and the Board of Governors with information and guidance on the new Code of Practice as it becomes mandatory and to evaluate the same Years 1, 2 and 3
14. **Leadership: Staff and Student**
15. To build on Departmental accountability structures and create ‘The Wallace Way’ to share outstanding learning and teaching, assessment, tracking, data analysis and target setting. **YEARS 1, 2, 3**
16. To build on Pastoral accountability structures and create ‘The Wallace Way’ to share outstanding practice, data analysis, tracking and target setting. **YEARS 1, 2, 3**
17. To develop the coaching and mentoring skills of the Middle and Senior Leaders. **YEARS 1, 2**
18. To provide leadership training to all sports and team captains. **YEARS 1, 2, 3**
19. To agree a ‘Wallace Way’ in the use of data (internally and externally generated) to shape pastoral intervention, teacher planning and Departmental and Pastoral Action Plans. **YEARS 2, 3**
20. To implement a Middle and Senior Leader self-evaluative framework. **YEARS 2, 3**
21. To specify particular student prefect roles through an application process in the following areas: mentors, coaches, iLeaders, library support, careers support, charity, Primary School liaison, Preparatory Department and school spirit. **YEARS 1, 2**
22. To provide opportunities to individual teachers to observe a senior colleague’s role and responsibilities and make a contribution to this aspect of school life. **YEARS 1, 2, 3**
23. **Digital Technology in Learning and Teaching (Cross Curricular)**
24. To implement a digital literacy framework and ensure Departmental Schemes of Work and teacher planning reflect this new framework. **YEARS 1, 2, 3**
25. To remain innovative in the whole school approach to the use of digital technology to support, extend and improve learning by encouraging innovative, creative thought and research. **YEARS 1, 2, 3**
26. To formalise the iLeaders structure and recognise the role played by these students. **YEARS 1, 2, 3** See priority area 3(g)
27. To introduce a Twitter account in each Department aimed at KS3 in particular. **YEARS 1, 2**
28. **Curriculum Development**
29. To introduce Artificial Intelligence (AI) Modules into Key Stage 3 Computing Curriculum. **YEARS 1, 2**
30. To introduce BTEC qualifications (PE in 2018-19) and review success and currency to decide on the extent to which qualifications, in addition to A’ Levels, should be offered. **YEARS 1, 2, 3**
31. To retain the current breadth of curricular provision at KS3, GCSE, AS and A’ Level

**YEARS 1, 2, 3**

1. To audit, refresh and update all CEAIG and LLW schemes of work. **YEARS 1, 2**
2. To stabilise membership of a specialised CEAIG team of teachers to build on consistency of approach at each key transition point. **YEARS 2, 3**
3. To create a three tier GCSE pathway framework for students to meet the needs better of the minority 11+ GCSE, 9-11 GCSE, 8-7 GCSE. **YEARS 1, 3**
4. **Celebrating Success Through Recognition and Awards**
5. To apply for the following awards/recognitions/charter marks:

* Investors in Pupils (J Reid and Heads of Year). **YEAR 3**
* NAACE ICT Mark (J McMath/DD Simpson). **YEAR 1**
* British Council International School Award (Relevant Heads of Department and P Brown). **YEARS 1,2**
* Eco Schools Green Flag Award (R Burns and J Reid). **YEAR 3**
* Geographical Association’s Secondary Geography Quality Mark (Head of Geography). **YEAR 1**
* British Education Awards (N McKnight). **YEAR 3**
* Horizon 2020: Centre of Excellence: Digital Technology (J McMath, DD Simpson). **YEAR 2**
* Website Design ([www.finalsite.co.uk](http://www.finalsite.co.uk)) (DD Simpson). **YEAR 1**
* Prodigy Learning Centre of Excellence Award (N McKnight). **YEAR 3**
* The Dyslexia Friendly Quality Mark (HG) Years 1,2,3

1. **‘One Staff’ Culture**
2. To build a framework of PRSD, Staff Development, Training and Social events which brings together support and teaching staff to work collectively in teams and as a whole staff. **YEARS 1, 2, 3**
3. To create a one staff forum to ensure a representative staff voice to consult on strategic change and working conditions. **YEAR 3**

**15. The School Development Plan and Performance Indicators**

**PRIORITY AREA 1: Student Achievement**

1. *To retain comparative upper quartile or better performance at GCSE, AS and A2 when compared to other similar grammar schools (similar = same FSME band).****YEARS 1, 2, 3***

**Performance Indicators**

GCSE – **YEARS, 1, 2, 3**

% 5+ A\*-C GCSE including English Language and Mathematics 98-100%

% 7+ A\*-C GCSE including English Language and Mathematics 97-100%

% 5+ A\*-B GCSE 90-95%

% 7+ A\*-B GCSE 85-90%

AS – **YEARS, 1, 2, 3**

% 3+ A-C 77-82%

A2 – **YEARS, 1, 2, 3**

% 3+ A\*-C 86-93%

% 3+ A\*-D 98-100%

GENDER TARGETS: A’LEVEL **YEARS 1, 2, 3**

Difference between male and female performance at A’Level: +5 or -5% maximum at

% 3 + A\*-C

ACTION PLANNING: Heads of Department

QUALITY ASSURANCE: D Cleland

1. *To build whole school accountability structures in order to continue to improve the consistency of the quality of learning, teaching, assessment and feedback.* **YEARS 1, 2, 3**

**Performance Indicators**

The Principal will produce a Teacher Self-Evaluation Framework for all teachers. **YEAR 1**

Staff Development Training led by Principal August 2018 on the use of the Wallace Teacher Self-Evaluation Framework. **YEAR 1**

In one Staff Development Session 2019-20, three members of the teaching staff will present on their use of the Teacher Self-Evaluation Framework to disseminate good practice. **YEAR 2**

Heads of Department to audit and collate the use of each member of staff’s Self-Evaluation Framework and write a 200 word report for Pam Brown with recommendations, if applicable. This will be a whole school PRSD focus in Year 3. **YEAR 3**

ACTION PLANNING: P Brown

QUALITY ASSURANCE: Principal

1. *To continue to reduce intra and inter subject variation in the quality of learning, teaching, assessment, external examination performance, extra-curricular provision.*

**YEARS 1, 2, 3**

**Performance Indicators**

Each Head of Department provides the Curriculum Vice Principal with an annually updated Scheme of Work for each Year Group by end of September. **YEARS 1, 2, 3**

% of students achieving A\*-C grades at GCSE in each subject is 90-100%. **YEAR 2**

% of students achieving A\*-C grades at A’ Level in each subject is 90-100%. **YEAR 2**

Each Department offers selected students the opportunity to enter one competition at KS3 and one at either KS4 or KS5 as a minimum. **YEAR 1**

Creation of a clear record of all Year 12 and 13 Leavers and destinations annually in a report to be compiled by the Head of Careers by end of September and given to the Curriculum Vice Principal. **YEARS 1, 2, 3**

ACTION PLANNING: Heads of Department

QUALITY ASSURANCE: D Cleland

1. *To monitor, evaluate and reform the Key Stage 3 curriculum to reduce content, increase core skill acquisition and deepen student learning.* **YEARS 1, 2, 3**

**Performance Indicators**

All Departments to carry out a thorough audit of Key Stage 3 curriculum, develop a new Year 8 curriculum and refine the curriculum to meet the new demands of GCSE, A’ Level and to deepen learning and reduce content. **YEAR 1**

The production of a new Key Stage 3 Programme of Study for Key Stage 3 by each Department along with Years 8, 9 and 10 Schemes of Work. **YEAR 2**

Heads of Department to evaluate rigorously the efficacy of the new Key Stage 3 programme – pupil tracking, collation of pupil work, GCSE uptake numbers and produce a 200 word report for the Curriculum Vice Principal with recommendations, if applicable. **YEAR 3**

ACTION PLANNING: Heads of Department and

P Brown.

QUALITY ASSURANCE: D Cleland

**PRIORITY AREA 2: Pastoral Care, Special Educational Needs (including SEBD and Gifted & Talented)**

1. *To embed the SEBD Policy and practice guidelines, audit outcomes and measure impact.* ***YEAR 1***

**Performance Indicators**

Three members of staff to present to teaching staff on their work with a student on the SEBD register in August 2018 staff training. **YEAR 1**

The creation of a register of SEBD referrals by N McKnight. **YEARS 1, 2, 3**

N McKnight to pass the register of SEBD referrals relevant to each HOD with tracking of January and May examinations Years 8-14 January and Years 8-11 June from which Heads of Year should make supportive interventions. **YEARS 2, 3**

Annual Report by N McKnight to the Leadership Team in February and June of SEBD referrals and their outcomes in internal examinations. **YEARS 1, 2, 3**

ACTION PLANNING: N McKnight and H Gracey delegating to Heads of Year

QUALITY ASSURANCE: D Atkinson

1. *To provide detailed Individual Education Plan (IEP) guidance to all teachers for all students at Stage 2 or above on the school’s Code of Practice.* **YEARS 1, 2, 3**

**Performance Indicators**

Teaching staff training in August 2018 on all students at stages 1-5, guidance on the SEN register’s purpose, and how to access the individual IEPs /IBPs for relevant stages. **YEAR 1**

H Gracey/N McKnight to provide additional clarification on setting targets and monitoring the achievement of those targets. **YEAR 1**

HG to provide in an agreed format staff training on Access Arrangements, the meaning of standardised scores and the implications of certain scores for teaching and learning.

**YEAR 1**

A termly email to all teachers from N McKnight reminding all teachers of updated register of students at stages 2-5 and how to access the individual IEPs. **YEAR 2**

Compilation by N McKnight of an annual report on all students at Stages 2-5 each June – academic tracking, attendance, extra-curricular involvement. **YEAR 3**

ACTION PLANNING: N McKnight/H Gracey

QUALITY ASSURANCE: D Atkinson

1. *To develop a clear accountability structure to ensure consistency of approach in the management of SEN, SEBD and Gifted & Talented.* ***YEARS 1,2,3***

**Performance Indicators**

N McKnight and H Gracey to produce a SEN, SEBD, G&T Wallace Handbook explaining all procedures, tracking and the roles of staff in each area. **YEAR 1**

Staff Training on the introduction of this handbook in August 2019. **YEAR 2**

N McKnight and H Gracey to write a 200 word summary report on the out workings of this Handbook in practice with recommendations, as appropriate. **YEAR 3**

ACTION PLANNING: N McKnight, H Gracey, P Brown

QUALITY ASSURANCE: D Atkinson

1. *To consult with the student body on age appropriate reward structures for young people to acknowledge positive behaviour.* **YEAR 1**

**Performance Indicators**

The inclusion of reward structures as an item on each student council Agendas and Minutes at least twice for each year group and in the Executive Agenda and Minutes. **YEAR 1**

A range of new measures introduced to recognise and celebrate positive achievement/behaviour/contribution in line with the school values. **YEAR 2**

ACTION PLANNING: D Atkinson

QUALITY ASSURANCE: Principal

1. *To develop a register of parents who will be invited/encouraged to attend targeted parent information sessions.* **YEARS 1, 2**

**Performance Indicators**

Heads of Year to audit attendance of parents at Parents’ Meetings. **YEAR 1**

Heads of Year to cross reference parents who do not attend with students 150th or below in rank order and/or those with attendance of below 90% and create a target register. **YEAR 1**

Parents on target register to be invited to a session before the normal Parents’ Evening to meet HOY, have a coffee, hear about the work of the year group, how they can support Homework completion and school attendance. **YEAR 2**

Heads of Year to track attendance and outcomes of the children of the targeted group of parents. **YEARS 2, 3**

Heads of Year to write a 100 word report on the Pilot Parent Register and Informal Meeting and make recommendations, as appropriate. **YEAR 3**

ACTION PLANNING: Heads of Year

QUALITY ASSURANCE: D Atkinson

1. *To develop a range of opportunities to allow students to explore learning techniques, study patterns, stress management and relaxation strategies.* **YEARS 1, 2, 3**

**Performance Indicators**

Heads of Year to introduce Core Assembly Themes with S Stevenson in September, December, February to include learning techniques, stress management and relaxation. **YEARS 1, 2, 3**

Counsellors to be invited to speak to Year Groups in summer term. **YEARS 1, 2, 3**

Continued use of ‘Tree of Life’, ‘PSNI’, charities and other external inspiration speakers by Heads of Year, to support and extend Pastoral Care. **YEARS 1, 2, 3**

ACTION PLANNING: S Stevenson

Heads of Year

QUALITY ASSURANCE: D Atkinson

**PRIORITY AREA 3: Leadership: Staff and Student**

1. *To agree Departmental accountability structures and create ‘The Wallace Way’, i.e. a common understanding of what is outstanding learning, teaching, assessment, student tracking, data analysis and target setting.* ***YEARS 1,2,3***

**Performance Indicators**

The formulation of a Wallace Departmental Handbook with an agreed core approach to learning, teaching, assessment, student tracking, data analysis and target-setting. **YEAR 1**

Training around the launch of this Departmental Handbook for all staff led by HODs. Publication of the Handbook. **YEAR 2**

Quality assurance exercises by HODs in Departments in Annual Review Document – stratified sampling to prove that this Handbook is being followed. **YEAR 3**

ACTION PLANNING: Heads of Department

QUALITY ASSURANCE: D Cleland

1. *To agree Pastoral Accountability Structures and create ‘The Wallace Way’, i.e. a Wallace Head of Year/Assistant Head of Year Pastoral Handbook with an agreed core approach to parent contact procedures, strategies for management of difficult conversations, proformas to use, sanctions, student mentoring procedures, data analysis, student tracking and follow up procedures.* ***YEARS 1,2,3***

**Performance Indicators**

The formulation of a Wallace Pastoral Handbook with an agreed core approach to managing parents, difficult conversations, pastoral proformas, sanctions, student mentoring, tracking, data analysis. **YEAR 1**

Training around the launch of this Pastoral handbook for all staff led by HOY/AHOY. Publication of the Handbook. **YEAR 2**

Quality assurance exercises carried out by HOY/AHOY and published in their Annual Review Documents to prove the Handbook is being followed. **YEAR 3**

ACTION PLANNING: Heads of Year

QUALITY ASSURANCE: D Atkinson

1. *To develop the coaching and mentoring skills of the Middle and Senior Leaders.*

***YEARS 1,2***

**Performance Indicators**

To arrange, through the Staff Development Programme, coaching and mentoring training for all Middle and Senior Leaders. **YEAR 1**

The introduction of coaching and mentoring strategies by Middle and Senior Leaders in Staff Development (through PRSD Objective 3). **YEAR 2**

ACTION PLANNING: P Brown

QUALITY ASSURANCE**:** Principal

1. *To provide leadership training to all sports and team captains.* ***YEARS 1,2,3***

**Performance Indicators**

The Principal will develop a leadership training programme with the Senior Prefects. **YEAR 1**

This Leadership Training programme will then be amended to meet the needs of team captains and introduced in September. **YEAR 2**

A new area on the school website will be created which shows a bio of each team captain and explains what they have learned from their leadership training. **YEAR 3**

ACTION PLANNING: The Leadership Team, DD Simpson, I Latham, N Hinds, J Hinds

QUALITY ASSURANCE: J Reid

1. *To agree a ‘Wallace Way’ in the use of data (internally and externally generated) to shape pastoral intervention, teacher planning and Departmental and Pastoral Action Plans.* ***YEARS 2,3***

**Performance Indicators**

The publication of new Pastoral and Departmental Handbooks. **YEAR 2**

An agreed regular method of communication by HODs and HOYs to staff regarding the out workings for individual pupils of pastoral intervention, Departmental and Pastoral Action Plans to ensure all teachers know the part they need to play in supporting these strategies. **YEAR 3**

ACTION PLANNING: Heads of Year and Heads of Department

QUALITY ASSURANCE: D Atkinson and D Cleland

1. *To implement a Middle and Senior Leader self-evaluative framework.*

**Performance Indicators**

The publication of a Pastoral Middle Leader and HOD Middle Leader and Senior Leader self-evaluative framework. The purpose of this is to inform annual action plans to ensure planning meets changing needs or fills gaps. **YEARS 2, 3**

ACTION PLANNING: D Atkinson, D Cleland and Principal

QUALITY ASSURANCE: Principal

1. *To transform the current Prefect system to specify particular student prefect roles in the following areas: mentors, coaches, iLeaders, library and literacy support, numeracy support, careers support, Primary School liaison, Preparatory Department, Charity, School Spirit (i.e. celebration events, e.g. support at matches and organising school chants).* ***YEARS 1,2***

**Performance Indicators**

Teacher in Charge of Prefects, I Latham, to plan each category and publish job descriptions. **YEAR 1**

Consideration is to be given to Year 13 and Year 14 Prefect allocation to increase numbers in the new system as the application process may reduce numbers. **YEAR 1**

Students are to apply for Prefect roles and indicate a preference for 1, 2, or 3 among the categories. They are then to be assigned a specific role (in addition to normal supervisory duties) and training provided in September. **YEAR 2**

New Prefect badges are to be introduced and presented in Assembly which reflect their roles. **YEAR 2**

ACTION PLANNING: I Latham

QUALITY ASSURANCE: D Atkinson

**PRIORITY AREA 4: Digital Technology in Teaching and Learning (Cross Curricular)**

1. *To implement a digital literacy framework and ensure Departmental Schemes of Work and teacher planning reflect this new framework.* ***YEARS 1-3***

**Performance Indicators**

Publication and sharing of the new digital literacy framework with HODs. **YEAR 1**

HODs to modify and update SOW and material on VLE to support their teachers in planning lessons to meet the requirements of the Wallace Digital Literacy Framework. **YEAR 2**

HODs to identify one or two expert teachers in their department and these teachers are to provide dissemination training to all teachers on effective digital literacy strategies in learning. **YEAR 3**

ACTION PLANNING: J McMath, Heads of Department

QUALITY ASSURANCE: D Cleland

1. *To remain innovative in the whole school approach to the use of digital technology to support, extend and improve learning by encouraging innovative, creative thought and research.* ***YEARS 1-3***

**Performance Indicators**

Publication of annual Action Plan for Digital Technology in Learning and Teaching.

**YEARS 1, 2, 3**

Publish a vlog on the value added to specific lessons by elearning. Clear guidelines on the criteria of each blog or vlog is to be developed. The blog/vlog is then to be used for whole school Staff Development Training by PBr. **YEARS 2, 3**

A rota of vlog, blog responsibility by Key Stage each term to be drawn up one year in advance to allow planning. **YEAR 1**

Reduction of printing and photocopying with specific targets set by DC and agreed with HoDs. **YEARS 1,2,3**

ACTION PLANNING: J McMath, Heads of Department

QUALITY ASSURANCE: D Cleland

1. *To formalise the iLeaders structure and recognise the role played by these students.* ***YEARS 1,2,3***

**Performance Indicators**

See Priority Area 3(g). **YEARS 1, 2, 3**

1. *To introduce a Twitter account in each Department aimed at KS4 in particular.* ***YEARS 1,2***

**Performance Indicators**

Training for all teachers on Twitter use. **YEAR 1**

Launch of Subject Twitter Accounts by all Departments to match changes in Key Stage 4 curriculum. **YEAR 2**

ACTION PLANNING: Heads of Department

J McMath and DD Simpson

R Foster

QUALITY ASSURANCE: D Cleland

**PRIORITY AREA 5: Curriculum Development**

1. *To introduce Artificial Intelligence (AI) Modules into Key Stage 3 Computing Curriculum.* ***YEARS 1,2***

**Performance Indicators**

A published review content, purpose and timetable of Key Stage 3 to include new content for Year 8. **YEAR 1**

Computing time at Key Stage 3 to include AI modules with support from industry/Higher Education. **YEAR 2**

ACTION PLANNING: Heads of Department?

QUALITY ASSURANCE: D Cleland

1. *To introduce BTEC qualifications (PE in 2018-19* **YEAR 1***) and review success and currency to decide on the extent to which such qualifications, in addition to A Levels, should be offered.* ***YEARS 1,2,3***

**Performance Indicators**

The introduction of BTEC Double PE and tracking of both results and the destination of leavers with the qualification. **YEAR 2**

A review of Wallace curriculum to be published with recommendations for curricular expansion if required. **YEAR 3**

ACTION PLANNING: N Hinds

QUALITY ASSURANCE: D Cleland

1. *To retain the current breadth of curricular provision at KS3, GCSE, AS and A’ Level* ***YEARS 1,2,3***

**Performance Indicators**

Annual DENI Entitlement Framework Audit is published. **YEARS 1, 2, 3**

Publication of GCSE, AS and A2, BTEC Schemes of Work by HODs at beginning of the three year development cycle. **YEAR 1**

Publication of new KS3 SOW by each Department. **YEAR 2**

ACTION PLANNING: Heads of Department

QUALITY ASSURANCE: D Cleland

1. *To audit, refresh and update all CEAIG and LLW Schemes of Work.* ***YEARS 1,2***

**Performance Indicators**

In Year 1 only the second year of the LLW GCSE will remain, i.e. Year 12 2018-19. Year 11, going forward, from 2018-19, will not be offered LLW as a GCSE. **YEAR 1**

The Head of LLW will be required to audit KS3 and KS4 LLW, including CEAIG provision, and amend SOW as appropriate. **YEAR 1: Audit YEAR 2: Amend**

An audit report should be produced by Head of LLW and published with any gaps identified and an Action Plan for Year 3 on how to fill gaps in provision. **YEAR 2**

ACTION PLANNING: P Beaton

QUALITY ASSURANCE: P Brown

1. *To stabilise membership of a specialised CEAIG team of teachers to build on consistency of approach to CEAIG at each key transition point.* ***YEARS 2,3***

**Performance Indicators**

Head of Careers to audit effectiveness of current CEAIG team and plan a KS3 CEAIG Team of specialists, with specific roles, a KS4 and a KS5 team. **YEAR 2**

The introduction of this Key Stage 3 Careers Team approach. **YEAR 3**

ACTION PLANNING: P Beaton

QUALITY ASSURANCE: P Brown

1. *To create a three tier GCSE pathway framework for students to meet the needs better of the minority (11 or more GCSE entry, 9-11 GCSE entry, 8-7 GCSE entry).* ***YEARS 1,3***

**Performance Indicators**

Timetabling Team to audit the current timetable blocks to see if a 3 tier entry can be facilitated. Top tier entry is likely to be 1 class, 8-7 GCSE entry, 15 students. **YEAR 1**

Year 10 students in YEAR 2 with academic advice based on Wallace stanine and previous outcomes select one of 3 tiers at GCSE for 2020-21. **YEAR 3**

ACTION PLANNING: The Head of Computing

The Head of LLW and Careers

The Timetable Team

Heads of Department

QUALITY ASSURANCE: D Cleland

**PRIORITY AREA 6: Celebrating Success Through Recognition and Awards**

1. *To apply for the following awards/recognition/charter marks.*

**Performance Indicators**

Application and success as follows:

|  |  |  |
| --- | --- | --- |
| Award | Timeframe | Responsibility |
| Investors in Pupils | **YEAR 3** | J Reid and Heads of Year |
| NAACE ICT Mark | **YEAR 1** | J McMath, DD Simpson |
| British Council International School Award | **YEARS 1,2** | Relevant HODs and P Brown |
| Eco Schools Green Flag Award | **YEAR 3** | R Burns and J Reid |
| Geographical Association’s Secondary Geography Quality Mark | **YEAR 1** | B McKee |
| British Education Awards | **YEAR 3** | N McKnight |
| Horizon 2020: Centre of Excellence: Digital Technology | **YEAR 2** | J McMath, DD Simpson |
| Website Design ([www.finalsite.co.uk](http://www.finalsite.co.uk)) | **YEAR 1** | DD Simpson |
| Prodigy Learning Centre of Excellence Award | **YEAR 3** | N McKnight |
| Dyslexia Friendly  Quality Mark | **YEAR 1** | H Gracey |

ACTION PLANNING: Heads of Department

Heads of Year

Leadership Team

J McMath and DD Simpson

P Brown

Pastoral and Curriculum Vice Principals

Support Staff

QUALITY ASSURANCE: Principal, 2 Vice Principals

**PRIORITY AREA 7: One Staff Culture**

1. *To build a framework of PRSD, Staff Development, Training and Social events which brings together support and teaching staff to work collectively in teams and as a whole staff.*

**Performance Indicators**

Review and publication of job descriptions of all support staff. **YEAR 1**

Introduction of a PRSD process for support staff:

Step 1 Training of all support staff on PRSD. **YEAR 2**

Step 2 PRSD reviewers assigned and trained. **YEAR 2**

Step 3 PRSD system introduced. **YEAR 3**

Refresh of support staff handbook to reflect PRSD and job description changes. **YEAR 2**

Introduction of at least one support and teaching staff social event each summer term. **YEARS 1, 2, 3**

The configuration of a Staffroom Committee to include support staff and teachers. **YEARS 1, 2, 3**

The introduction of a ‘one staffroom for all’ environment to encourage all staff to avail of the main staffroom. This will include an extension to the Staffroom. **YEAR 1**

ACTION PLANNING: R Burns and Staffroom Committee

QUALITY ASSURANCE: Principal

1. *To build a one staff forum to ensure a representative staff voice to consult on strategic change and working conditions.*

**Performance Indicators**

Every 3 years the Principal, in the last year of the current School Development Plan, meets with all members of staff to listen to ideas for the next plan. **YEAR 3**

As the Principal is currently interviewing all teachers this year, the Principal will interview all support staff and ask the same questions of the support staff .as a bridging measure to the new system. **May 2018 to February 2019**

Following draft publication of the 2018-2021 School Development Plan all staff will be offered the opportunity to respond in an inclusive consultation along with governors, student council and parents. **YEAR 1**

ACTION PLANNING: Principal

QUALITY ASSURANCE: Principal

1. Member of SMT to approve Action Plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ YEAR: \_\_\_\_\_\_\_\_
2. SMT Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. February Evaluation: SMT Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  | **Strategic Priority Area of SDP** |  | **Specific Priority Taken from School Development Plan** | **Actions to bring about Change or Improvement** | **Deadline Set and Staff Member delegated to the task** | **Performance Indicators and Targets** | **February Evaluation Summary (red, amber, green)\*** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Student Achievement | a | To retain comparative upper quartile or better performance at GCSE, AS and A2 when compared to other similar grammar schools (similar = same FSME band). | Shared practice in Departments to continue to improve consistency of student experience | Action Planning HODs  Overseen by D Cleland. | GCSE –  % 5+ A\*-C GCSE including English Language and Mathematics 98-100%  % 7+ A\*-C GCSE including English Language and Mathematics 97-100%  % 5+ A\*-B GCSE 90-95%  % 7+ A\*-B GCSE 85-90%  AS –  % 3+ A-C 77-82%  A2 –  % 3+ A\*-C 86-93%  % 3+ A\*-D 98-100%  GENDER TARGETS: A’LEVEL  Difference between male and female performance at A’ Level  -1 + 5% maximum at % 3 + A\*-C |  |
|  |  |  | Use of Digital Technology clearly signposted in Key Stage 3 Schemes of Work to improve outcomes | Action Planning HODs  Overseen by D Cleland |  |
|  |  |  | Year 11 early intervention strategies introduced | Action Planning HODs and HOYs  Overseen by D Cleland and D Atkinson |  |
|  |  |  | All HODs set examination targets which are in line with whole school 3 year targets, including gender targets at A’ Level *and GCSE.* | Heads of Department in Annual Review Meetings. |  |
| 1 | Student Achievement | b | To build whole school accountability structures in order to continue to improve the consistency of the quality of learning, teaching, assessment and feedback. | Staff Development Training led by the Principal in August 2018 on the use of the Wallace Teacher Self-Evaluation Framework | Principal August 2018 | Staff training to take place in August 2018 on Wallace Teacher Self-Evaluation Framework. |  |
| 1 | Student Achievement | c | To continue to reduce intra and inter subject department variation in the quality of learning, teaching, assessment and achievement. | A greater consistency across Departments of opportunities for students to enter academic competitions.  All students to have the opportunity to enter one competition at KS3 and one at either KS4 or KS5 in every subject. | Heads of Department in their Year 1 2018-19 Action Plans | All Departments offer one competition minimum at KS3, one at either KS4 or KS5 in 2018-19.  The outcomes of these competitions should be published on school Twitter and Facebook. |  |
|  |  |  | Annually updated SOW for each year group provided by HOD each September and  submitted digitally | Heads of Department  End of September annually. |  |  |
|  |  |  | Creation of a clear record of all Year 12 and 13 Leavers and destinations annually in a report. | Head of Careers to monitor and record Year 12 and Year 13 Leavers in August. | Head of Careers to provide D Cleland with Year 12 and 13 report end of September annually. | Year 12 and 13 Leavers Report published. |  |
|  |  |  |  | Head of Careers to compile a report of Year 12 and 13 Leavers as well as normal UCAS report | Head of Careers to provide D Cleland with Year 14 UCAS report and include all non-university destinations by end of September annually. | UCAS and Year 14 Destination Report published. |  |
| 1 | Student Achievement | d | To monitor, evaluate and reform the Key Stage 3 curriculum to reduce content, increase skill acquisition and deepen learning. | All Departments to carry out a thorough audit of Key Stage 3 curriculum and refine the curriculum to meet the new demands of GCSE, A’ Level and to deepen learning and reduce content. | Heads of Department May 2019 | Heads of Department to have consulted with teachers, audited Key Stage 3 programmes and produced a list of areas to retain, a list of areas to remove and a list of areas to introduce in Years 8, 9, 10. |  |

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| 2 | Pastoral Care, Special Educational Needs (including SEBD and Gifted & Talented) | a | To embed the new SEBD policy and practice guidelines and audit outcomes to measure impact. | Sharing of good practice at August Staff Development | D Atkinson to select 3 members of staff to present to the teaching staff on specific work they have done with a designated SEBD student. | Pam Brown to build “Sharing of Good Practice – SEBD” into August 2018 Staff Development. |  |
|  |  |  | Publication of a SEBD Register to be shared with all teachers | N McKnight to create a SEBD Register August 2018 | SEBD register ready in August 2018 for September 2018 then updated once a term at end of term by N McKnight and circulated to teachers. |  |
|  |  |  | Annual SEBD reports to be produced by N McKnight February and June | N McKnight SEBD Tracking Reports Feb and June | SEBD Tracking Reports presented to Leadership Team by N McKnight Feb and June. |  |
| 2 | Pastoral Care, Special Educational Needs (including SEBD and Gifted & Talented) | b | To provide detailed IEP guidance on all students at stage 2 and above on the school’s Code of Practice. | Teaching staff training in August 2018 on all students at stages 2-5 and how to access the individual IEPs. | P Brown to organise August Staff Development session, led by H Gracey/N McKnight. | Staff Development Training shows teachers how to access IEPs for each stage 2-5 student on The Code of Practice. |  |
|  |  |  | IEPs to be produced prior to training or prior examples to be used. | IEPs need to be evaluated by all staff as they contributed to them.  New IEPs for all students at Stages 2-5 on the Code of Practice in September 2018 with termly reviews. (HG and NMcK) | Review of current IEPs by June 2019. Framework in place for staff to contribute in August 2019 |  |
| 2 | Pastoral Care, Special Educational Needs (including SEBD and Gifted & Talented) | c | To develop a clear accountability structure to ensure consistency of approach in the management of SEN, SEBD and Gifted & Talented. | The production of a SEN, SEBD, G&T Handbook explaining all procedures, tracking of the roles of staff in each area. | June 2019  H Gracey and N McKnight | Publication of “SEN, SEBD, G&T Wallace Handbook”. |  |
| 2 | Pastoral Care, Special Educational Needs (including SEBD and Gifted & Talented) | d | To consult with the student body on age appropriate reward structures for young people to encourage and acknowledge positive behaviour. | Consultation through the Student Council on the range of reward structures which are age appropriate. | Assistant Heads of Year to include rewards system as a core item on at least 2 Student Council Agendas 2018-19 | Recommendations made by end of February 2019 to be introduced in September 2019. |  |
|  |  |  |  | Pastoral Vice Principal to include rewards system on Executive Student Council Agendas 2018-19 |  |  |
| 2 | Pastoral Care, Special Educational Needs (including SEBD and Gifted & Talented) | e | To develop a register of parents who will be encouraged to attend targeted information sessions. | In Year One, Heads of Year will keep an attendance list of parents at Parents’ Meetings Years 8-12  Parents are to register as they arrive so that list can be compiled. | Heads of Year to compile and publish attendance after Parents’ Meeting is complete.  DA to organise registration procedure for each of the sessions. | Register of parental attendance published. |  |
|  |  |  | Then Heads of Year will cross reference parents who do not attend with students 150th or below in rank order and/or those with attendance of below 90% and create a target register. | Heads of Years 8-11 to cross reference non-attendance of parents with 150 or below in rank order in both January and June examinations. | List of parents to prioritise for future home-school contact in Year 2 2019-20 established by cross referencing non-attendance of parents with 150 or lower in rank order and/or under 90% pupil attendance. |  |
| 2 | Pastoral Care, Special Educational Needs (including SEBD and Gifted & Talented) | f | To develop a range of opportunities to allow students to explore learning techniques, study patterns, stress management and relaxation strategies. | Core Assembly Themes to be introduced in September, December and February to promote learning techniques, stress management and relaxation. | Heads of Year and S Stevenson to publish core themes by end of August annually. | Core Year and Whole School Assembly Themes published end of August. |  |
|  |  |  | Counsellors to speak to Year Groups | D Atkinson to arrange. | D Atkinson to arrange in summer term annually for Years 8-11 and for Year 12 March, Years 13-14 October. |  |
|  |  |  | PSNI, Charities, Tree of Life and external agencies invited to support programme of wellbeing for students. | Heads of Year  D Atkinson | Register of external speakers kept by Heads of Year and S Stevenson and published at end of June annually. |  |

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| 3 | Leadership | a | To build on Departmental accountability structures and create ‘The Wallace Way’ to share outstanding learning and teaching, assessment, tracking, data analysis and target setting. | In Year One 2018-19 D Cleland will work with Heads of Department to produce a Department Handbook. | Departmental Handbook published June 2019  D Cleland and Heads of Department. | Publication of Departmental Handbook with ownership of Heads of Department, informed by sharing good practice. |  |
| 3 | Leadership | b | To build on Pastoral accountability structures and create ‘The Wallace Way’ to share outstanding practice, data analysis, tracking and target setting. | In Year One 2018-19 D Atkinson will work with Heads of Year to produce a Pastoral Handbook. | Pastoral Handbook published June 2019  D Atkinson and Heads of Year. | Pastoral Handbook to include, among other areas, the following:   * An Agreed Approach to Managing Parents. * Managing Difficult Conversations. * Pastoral Proformas * Approach to Sanctions * Systems for Student Mentoring and When to Use * Tracking, Data Analysis and Target Setting – the Role of the Pastoral Team. * The use of SEN investigations * Behaviour management and related policies * Pastoral aims * School Ethos – Commitment, Opportunity, Respect, Excellence * KS3-5 calendar overview |  |
| 3 | Leadership | c | To develop the coaching and mentoring skills of the Middle and Senior Leaders.  *To pilot a Teaching Staff Management Shadowing programme for those interested in furthering their careers* | All LT Members, HODs, HOYs, AHOYs and Timetabler, ICT Coordinator to build coaching and mentoring skills through an in-school or online programme.  *To create a programme description, application procedure and review document as well as monitoring process* | P Brown to organise a rota of delivery and/or research online courses and build time into SDD Days to allow staff to complete the training during 2019-20  *During 2019-2020; P Brown to work with HODs and those who hold responsibility points* | Middle and Senior Staff will have completed coaching and mentoring training by end of June 2019.  *PRSD Objective for those who are shadowing; evaluation document to be completed by participants.* |  |
| 3 | Leadership | d | To provide leadership training to all sports and team captains. | The Principal will develop a Leadership Training programme, initially in Year One, 2018-19, for Senior Prefects. | September 2018  The Principal | Publication of the Senior Prefect Leadership Programme June 2019  Through the delivery of the programme it will be modified to meet the needs of team captains and amended by September 2019 |  |
| 3 | Leadership | g | To specify particular student prefect roles through an application process in the following areas: mentors, coaches, iLeaders, library support, careers support, Primary School liaison, Preparatory Department and school spirit. | Teacher in Charge of Prefects (I Latham) to plan each category and publish job descriptions | Job Descriptions (I Latham) June 2018 | By end of October 2018, 5 groups of roles for all Prefects in operation with job descriptions:   1. Tutor Group Support 2. Library Support 3. Preparatory Department Support 4. School Spirit Leaders 5. ILeaders 6. Charity |  |
|  |  |  | Consideration is to be given to Year 13 and Year 14 Prefect allocation to increase numbers in the new system as the application process may reduce numbers. | It may not be practical to make this change in one Year, i.e. for September 2018 in its entirety but a reduced set of specific roles should be allocated to all Prefects: Tutor Group Support, Library Support, Preparatory Department, School Spirit and iLeaders as starting groups in 2018-19. |  |

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| 4 | Digital Technology in Learning and Teaching (Cross Curricular) | a | To implement a digital literacy framework and ensure Departmental Schemes of Work and teacher planning reflect this new framework. | J McMath to publish and share with HODs, the Wallace Digital Literacy Framework | J McMath  End of January 2019 | Digital Literacy Framework published end of January 2019 |  |
| 4 | Digital Technology in Learning and Teaching (Cross Curricular) | b | To remain innovative in the whole school approach to the use of digital technology to support, extend and improve learning by encouraging innovative, creative thought and research. | To build the foundations for an in-school teacher professional development platform, a rota of vlog, blog responsibility, by Department, in rotation, to be drawn up in Year 1 and started in Year 2 2019-20  The purpose of these vlogs/blogs will be the dissemination of good practice ie they will become professional development teaching resources which will be used by P Brown in her planning. | J McMath  Publication of Year 2 2019-20 vlog and blog rota; one for KS3, one for KS4 and one for KS5 each term across 3 subjects.  End of December 2018 | J McMath publishes the plan December 2018 and provides HODs with training as necessary January – June 2019. |  |
| 4 | Digital Technology in Learning and Teaching (Cross Curricular) | d | To introduce a Twitter account in each Department aimed at  KS4 in particular. (age limit). Year 1 all departments with an account. By Year 3 Internal created content one tweet per week covering a dept. activity. | All teachers to be trained by DD Simpson on the use of Twitter in subjects | End of June 2019 DD Simpson with support of P Brown to include training in SDD planning. | All teachers understand how academic Twitter accounts can support extended learning, independent research of learners. |  |
| 4 | Learning and Teaching (Cross Curricular) / Digital Technology | e | To reduce the amount of photocopying and printing across departments. | Reduction of paper output with a move to digital resource management using WHS Campus.  A reduction of printing by students and an increased awareness on resources. | J McMath with the support of David Simpson. B McKee from an environmental POV. | 15% reduction across departments (not including examination papers). |  |

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| 5 | Curriculum Development | a | To introduce Artificial Intelligence (AI) Modules into Key Stage 3 Computing Curriculum. | Before AI modules can be introduced, an audit of all subject time i.e. the Key Stage 3 period allocation needs to take place. | D Cleland delegated to Heads of Department  End of December 2018 | Publication of report compiled by D Cleland end of December 2018. |  |
| 5 | Curriculum Development | c | To retain the current breadth of curricular provision at KS3, GCSE, AS and A’ Level. | All Heads of Department to publish GCSE, AS and A2/BTEC Schemes of Work at beginning of the 3 year cycle i.e. Year One 2018-19 | End of September 2018.  Heads of Department publish Schemes of Work for GCSE, AS and A2 | D Cleland is provided with an updated Scheme of Work by each Head of Department for each GCSE, AS, A2 or BTEC on offer in September 2018. |  |
|  |  |  |  | D Cleland completes annual Entitlement Framework Report for DENI by deadline. | Annual DENI Entitlement Framework Report is published. |  |
| 5 | Curriculum Development | d | To audit, refresh and update all CEAIG and LLW schemes of work. | Head of LLW P Beaton to audit and review KS3 and KS4 LLW provision including all three strands. | P Beaton  Publication of Schemes of Work Key Stages 3 and 4 (non-GCSE) Sept 2018 | Publication of KS3, KS4 LLW Schemes of Work: September 2018 |  |
|  |  |  |  |  | P Beaton  Publication of 200 word review of Key Stage 3 and non-GCSE LLW (all three strands) with areas for improvement  End of January 2019 | Publication of 200 word review of KS3 and KS4 LLW Schemes of Work: January 2019 |  |
|  |  |  |  |  | P Beaton to amend Schemes accordingly  June 2019 | Amended Schemes June 2019 published. |  |
| 5 | Curriculum Development | f | To create a three tier GCSE pathway framework for students to meet the needs better of the minority:   1. 11+ GCSEs 2. 9-10 GCSEs 3. 7-8 GCSEs. | Timetabling Team of L Topley and M Glenn to audit current timetable blocks to see if a 3 tier entry can be facilitated.  Top Tier entry – likely to be 1 class with majority of students studying 9-10 GCSEs and one small class studying 7-8 GCSEs | Audit of current GCSE blocks June – September 2018  Preparation of new 3 tier system October 2018 – January 2019 | Current blocks published.  New 3 tier system report published by L Topley and M Glenn end of January 2019 |  |

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| 6 | Celebrating Success Through Recognition and Awards | a | To apply for a range of awards/recognitions/  Charter marks | Beginning of application process:   * NAACE ICT Mark or Capita Award * Geographical Association’s Secondary Geography Quality Mark   Geography – Fair Trade.  Geography – ECO School.   * Website Design ([www.finalsite.co.uk](http://www.finalsite.co.uk)) * International School Award | J McMath delegated to HODs  B McKee delegated to Geography Department  D Cleland delegated to DD Simpson  P Brown and HODs |  |  |

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| 7 | ‘One Staff’ Culture | a | To build a framework of PRSD, Staff Development, Training and Social events which brings together support and teaching staff to work collectively in teams and as a whole staff. | Review and publication of all job descriptions of support staff  April – June 2018 | The Principal and R Burns, Bursar  Job descriptions all support staff published September 2018 | Support Staff Job Descriptions published. |  |
|  |  |  | Introduction of concept of PRSD in a framework of professional development | PRSD Framework for support staff consulted on and agreed December 2018 | PRSD Support Staff Policy and Process published |  |
|  |  |  | Introduction of minimum of 2 “one staff” social events annually. | Two social events for all staff by June 2019 | Cohesive ‘One Staff Committee’ organising social events. |  |
| 7 | One Staff’ Culture | b | To build on a one staff culture to ensure a representative staff voice to consult on strategic change and working conditions. | Consultation with all staff on Draft School Development Plan 2018-2021 | Principal  End June 2018  Information Sessions | Creation of a Consultation response form to gather staff responses to consultation – P Brown End of November 2019.  . |  |