



# Sandbach High School & Sixth Form College

## School Growth Plan

### 2016-20



#### **Valued, Challenged and Secure**

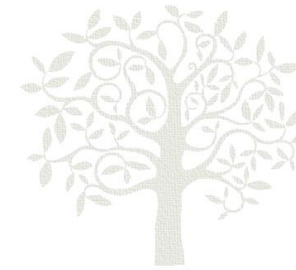
*Teachers, support colleagues and governors aim to provide a secure and caring environment in which learners are prepared for full independent lives when they leave us. Alongside respect for themselves and others the development of the sensitivity, confidence and self-esteem of our learners means that only the highest standards are acceptable throughout all aspects of school life.*

*As a school that has enjoyed a continuous period of success we aim to avoid complacency by maintaining a community where students and staff feel valued, challenged and secure, and where there is a strong commitment to comprehensive and inclusive education. We aim to build on our current record of success and popularity by sustaining our commitment to the achievement of each individual's potential and excellence in all spheres.*

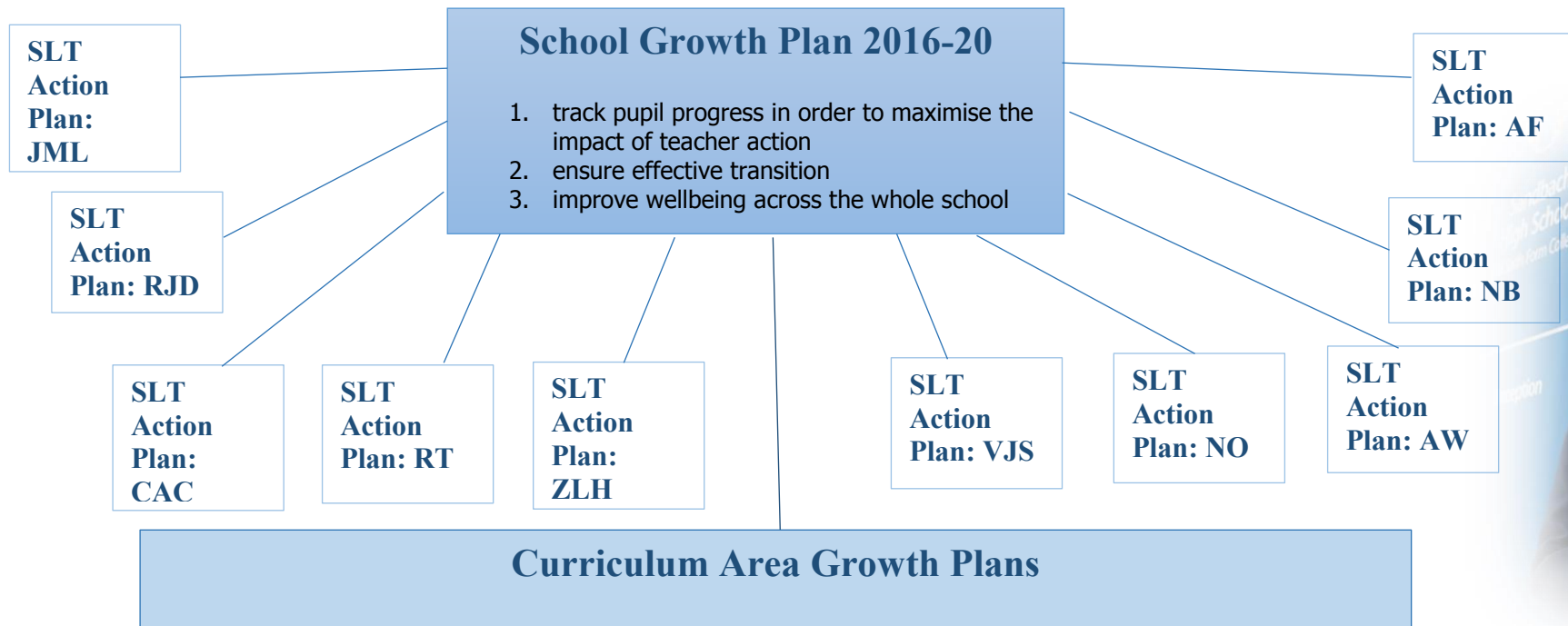


*The SGP is based upon the following processes and documents:*

- The school self-evaluation processes
- The National Agenda
- SLT Action Plans
- CAGplans (Curriculum Area Growth Plans)
- Governance
- Annual Surveys: Pupils (Autumn); Parents (Spring)
- Our Professional Learning Community process
- Recommendations from staff put forward through SDMs during the year
- School Council Minutes
- The ongoing SGP process eg. RAG-rated actions rolling over (Red= previously no progress towards success criteria; Amber= significant progress towards success criteria)



**'Securing progress for all'**





Strategic Objective 1:

## track pupil progress in order to maximise the impact of teacher action

Targets to bring about improvement	Actions	Source	Staff responsible for actions	Success criteria	Staff responsible for monitoring success	Resources	Review and Progress
1. Use progress data systematically to inform high quality planning, teaching, learning and assessment.  Ensure school structures promote effective use of pupil tracking data to inform actions	1.i) Staff to use data to inform teaching/planning and differentiation at lesson and SoW level.	School self-evaluation; national agenda	All staff	teachers assess pupils in a valid, reliable and generalizable way in accordance with the new qualifications and use this to inform their teaching  all PM and subject SLT link meetings begin with pupil progress/SISRA review	CAC	Time (Academy Data Manager)  CPD to provide teachers with increased knowledge and enhanced skills in assessing pupil progress accurately and taking action as a result of assessment: £750	Review Feb 2017 and termly thereafter
	1.ii) To improve in-term data analysis within Curriculum Areas. Ensure		AF; GE; NB	AWL and NNGG used accurately and	NB	AF meetings with CLs &	Review Feb 2017

	<p>accurate assessment of pupil attainment so as to effectively determine progress made. New assessment and data systems help subject leaders, ACs and teachers analyse pupil progress.</p> <p>To review the approach the school takes to the collating and presenting of data</p>		GE	effectively to inform teacher planning etc. and demonstrate progression.		ongoing support	Summer 2017 & thereafter linked to assessment monitoring cycle
	1.iii) Monitor specific 'at risk' pupil groups (for example pupil premium, FSM, SEN groupings incl the most able) ensuring support continues to lead to progress in line with other pupils nationally.		CLs	At risk groups make progress in line with other pupils nationally	RJD/ NO	Attendance data (LR/JW)  Regular meeting time LR/RJD (Pastoral agenda)	Christmas 2016  Easter 2017  End of summer term 2017  Then TBA
	1.iv) Identify new methods to raise the attainment in Maths and English of those pupils who have made limited progress [19]	Pupil data.	NO, AR, DE.	<p>Reduce the number of pupils who have made no progress in KS3 in Maths and English.</p> <p>Y8 by 30%</p> <p>Y9 by 50% figs available from NO</p> <p>Y10 by 90%</p>	NO	Time, money, staffing.          Y10 £3000	July 2017 & annually thereafter

	1.v) further develop a robust KS4 monitoring and intervention programme.		SH Academic mentors	More rigorous and frequent analysis of data in relation to LOP for each year group at KS4 and relevant intervention put in place to ensure they are not off target.  Increase in overall LOP data.	SH	Academic mentors identified and assigned to students.	
	1.vi) Monitoring of achievement and progress of students involved in intervention and catch-up programmes	Self Evaluation Progress Data	KS 3&4:y7 AW;y8&9 SD; y10 & 11 SH; SENCO  KS5: LM	A robust monitoring system which highlights pupils requiring additional support and intervention.  Structured tiered action to be triggered to include FTs/ SFAC / HoSF/ CLs / Subject Teachers	AW, NO  ZLH	Staff time	March 17  July 17
	1.vii) To develop Gateway 3 as the primary source of Progress information to parents (move to paperless system).	Financial/PEG	AF, GE, CS, PJ	Short Term (2016-17)  To research Gateway 3's potential to host reports.	AF	- Gateway 3. - Time for AF/CS/PJ to meet.	First Review – January 2017  Second Review – April 2017

				<p>To host all reports for Year 7 – 13 via Gateway 3. To trial a paperless reporting system with Year 7 (with opt-out option). Possibly combining Gateway 3 and In-Touch.</p> <p>Long Term (2016-18)</p> <p>If trial identified above is successful:</p> <p>To implement a paperless reporting system for all years (with opt-out option for parent). Possibly combining Gateway 3 and In-Touch.</p>			<p>Third Review – July 2017</p> <p>Additional Review TBA.</p>
	1.viii) As a result of tracking and review, use targeted lesson observations to ensure robust learning opportunities for all students.	School improvement; Performance Management	JML/CAC	Pupil progress data demonstrates robust learning opportunities for all pupils	CAC	- Lesson obs & f/back time	Feb 2017 and termly thereafter



Strategic Objective 2:

## ensure effective transition

Targets to bring about improvement	Actions	Source of Action (eg questionnaire)	Staff responsible for actions	Success criteria	Staff responsible for monitoring success	Resources	Progress made?
2) Ensure curriculum is appropriate to the needs of learners and the national agenda	2.i) Revise y7 SoW in all CAs to take account of prior learning at primary school. Follow this by further revision of years 8 & 9.	National changes	CLs	Learners make good progress and are sufficiently challenged by an appropriate and challenging KS 3 Curriculum, which bridges the gap from KS2 to 3. Positive feedback from pupils regarding challenging curriculum.	CAC/AW	Curriculum Leaders time. Cover to release teachers to complete Primary school visits.	January 2017 September 2017 January 2018
	2.ii) Ensure smooth Transition from Key stage 2 to Key stage 3: implement a series of measures including extending y6 induction to 4 days and engaging year 5 & 6 pupils in secondary school activities.	Self Evaluation	AW	Positive feedback from pupils regarding challenging curriculum. Positive responses from pupil transition survey.	AW	Staff to deliver activities and time allocated to visit primaries <b>£ 3500</b>	October 17 October 18 October 19

				Target of 230+ on role Sept 17 Target 230+ on role Sept 18			
	2.iii) To review Year 9 options process and year 10 curriculum to ensure students (and school) are making informed choices.	National agenda	RT/AF	Curriculum meets needs of all learners and school accountability measures	RT	-PEG event funding -SLT time -RT attendance at courses -Amend options process as required £2,000	November 2016 February 2017 April 2017
	2.iv) To enhance provision of 'how to study' information and practice including a Year 10 how to study at GCSE level day during Learning Week.	National agenda	SH	KS4 students feel more confident in how to approach learning/revising, with accompanying improvement in LOP	RD	Planning & prep time Photocopying(£100)	Summer 2017 Annually thereafter
	2.v) Ensure CPD is maximised: ensure all teachers contribute to professional development of colleagues appropriate to their and their colleagues' career stage ensure maximum impact from external training courses (including CHA) by monitoring feedback and ensuring participants evaluate impact on their and their colleagues' performance against the Teacher Standards and contribute to the key areas of the SGP	Performance management	RT/NB	effective delivery of training and CPD by a variety of means, including coaching, mentoring, taught sessions, programmes of study etc, which lead to improvement in meeting the professional standards and contribute to the key areas of the SGP  teachers record how they disseminate information and skills from CPD and	RT	School training budget £30,000	Jan 2017 Summer 2017 & annually thereafter



				identify ways in which they can have an impact in school on the key areas of the SGP; teachers revisit this to assess impact after a period of time and this information is shared with other colleagues where relevant			
	2.vi) provide effective transition from y11 to KS5 by: appropriate IAG to Year 11 students in light of linear changes; SFAC to work closely with Y11AC to develop a more effective transition from KS4-5; KS5 induction programme; ensure appropriate curriculum available	National agenda and school self-evaluation	LM/ SH	Students successful on suitable and appropriate programmes of study. Retention figures positive.	ZLH	- PEG event £500	Oct 2016 Jan 2017 July 2017
	2.vii) To develop a tracking working group who focus on the data that is needed between each transition period so teachers are better informed when they pick up a group	National agenda	AF/GE	Short Term – 2016-17 To research data needs for Curriculum Area and Analysis Tools. -To create a steering team to team (CLs from a number of different departments) to experiment with in term data.	AF	Short Term - Data analysis tools (SISRA, homemade). - CA time to perform analysis. - £100 to supply food for meetings  Long Term Whole staff time to train and implement.	First Review – January 2017 Second Review – April 2017 Third Review – July 2017  Additional Review TBA.

				<p>To trial data analysis with a target year group (Y9?), with steering team. Roll out to all CA (once successful methodology found).</p> <p>Long Term – 2016-2018 If trial identified above is successful: All CA to perform in term analysis at each data catch for KS3 and KS4. CA to document actions/concerns based on analyse of in term data.</p>			
	2viii) Pupils to develop further knowledge of external support mechanisms.	School Council	NO/SG/SM	Pupils to have a knowledge of external agencies that provide support for children out of the school environment.	NO	N/A	Review July 2017.



Strategic Objective 3:

## improve wellbeing across the school

Targets to bring about improvement	Actions	Source of Action (eg questionnaire)	Staff responsible for actions	Success criteria	Staff responsible for monitoring success	Resources	Review and progress
3) improve the wellbeing of staff and pupils in the increasingly challenging educational environment	3.i) Streamline and enhance provision for students with mental health issues.	National agenda/AC's raising concerns about growing MH problems	NO (pupils)	ACs receive further, specialised training to offer support. Students have greater awareness of mental health issues and understand how to access support.	NO (pupils)	Time and facilities to run a roadshow for students and parents	Streamline and enhance provision for students with mental health issues.
	3.ii) To develop a more robust approach to dealing with those students who present in school with 'Pathological Demand Avoidance'. [32]	Increase in number of students who are deemed as persistent absentees.	RJD/JF	Training for 'Pathological Demand Avoidance' to be accessed and then disseminated to the ACs and if necessary whole school staff.	RJD	Pathological Demand Avoidance training. <b>£250</b>	February 2017
	3.iii) enhance wellbeing in 6 <sup>th</sup> form: SFAC to access relevant external training on well being & mental health; utilise the SLG to 3.iv) introduce and establish a Student Well Being group; Increase the	Staffing changes	LM/ AL	Improved staff confidence when dealing with more complex mental health issues. Training cascaded to SF FTs. Increased student	ZLH	Training cost -Dec 2016 £200 -SLG budget req £250 -Life choices budget req £1000	Jan 2017 July 2017

	number of sessions to support well being via the Life Choices Programme			awareness of how to identify mental health issues and how to implement strategies and/or access relevant support			
	3.v) implement strategic plan to improve staff wellbeing, addressing issues highlighted by staff wellbeing survey	School self-evaluation; national agenda	VJS	Improved responses in next staff wellbeing survey; further improve communication	RD	-Time (SBM) Cost of work with IIP to be included when received  H&S Committee half-termly meetings: £550	Summer 2017 and annually thereafter
	3.vi) implement plan for smooth transition to shared resources with MAT	National and local agenda	VJS	MAT supports careers, counselling, maintenance	VJS	Time SBM SHSSFC & SBM Ruskin	Summer 2017 and annually thereafter
	3.vii) Develop parent, staff and pupils knowledge of online safety and how best to prevent/protect all concerned.	Parental requests	NO	Parental/Student questionnaire to assess increased K and U.	NO	Time off timetable to visit community with working party. Funding for training £250.	November 2016 initial review and final review in July 2017.
	3.viii) Raise profile of safeguarding in school	National agenda.	NO	All staff CEOP and safeguarding trained. Pupil Working party to raise awareness 'Big Sisters Safeguarding Sandbach' (see timeline).  Highlight and address issues re site safety, including traffic access during peak hours; visitor	NO	Police support	Termly review; culminating July 2017.

				access through main reception; lay-by in conjunction with CE			
	3.ix) develop teaching and learning resources and strategies which improve the wellbeing of staff and students	Staff wellbeing	NB	Staff wellbeing survey results	CAC/NB	It&lic group time + £250	Termly review  Evaluation by staff & pupils at end of risk week 2016-2017.
	3.x) ensure CPD both provides opportunities to address explicitly wellbeing and takes into account the impact of new developments on staff and pupils' wellbeing	Staff wellbeing	RT	Staff wellbeing survey results and CPD responses will show acknowledgement of school taking steps to improve wellbeing	RT	PLC meetings INSET days Training budget £1500	Jan 2017
	3.xi) To have a wellbeing week for everyone not just staff.  To review the food on offer in the canteen and have 'super brain food' available.	wellbeing	RD	Staff wellbeing survey results	RD	Programme of events: £1000	Christmas 2016 Easter 2017 End of summer term 2017 Remainder TBA