

DAVENANT FOUNDATION SCHOOL



SCHOOL DEVELOPMENT PLAN

2016 - 2018

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DEVELOPMENT PLAN

INTRODUCTION

The School Development Plan is a formal and public document, approved and monitored by governors, which provides the direction and clear objectives for the school over the medium term i.e. 2016-2018. It also contains some more general objectives that the Leadership Group and governors agreed to pursue in 2011 over the longer term until 2016 (to be reviewed in 2017).

The governors and staff remain committed to the priorities of school improvement, maximising the potential of our students, positive partnerships and effective self-monitoring. We aim to achieve the highest possible standards.

However, the school faces considerable financial challenges which are a priority for governors and senior staff. While these challenges are not directly mentioned on pages 5-11, they will underpin the decisions made over the next two years and beyond.

First and foremost, however, we are a Christian school. In a time of continued change and development, the teachings of our faith remain consistent.

THE STATED COMMITMENTS OF THE SCHOOL

The Development Plan is based upon the Statement of Commitments first adopted by the school's governors in 2003. Each of these statements is linked to areas of work which are reviewed regularly and shown below in italics.

- ❖ To foster the full development of each member of our community
i.e. learning in its fullest sense, extra-curricular involvement, staff development, performance management, worship and prayer
- ❖ To seek excellence in teaching and learning
i.e. curriculum provision, styles of learning, attainment and progress, personalisation, use of resources
- ❖ To encourage individual learning, personal responsibility and a commitment to the care and well-being of others within the school
i.e. safeguarding, target setting, behaviour and attendance, leadership, mentoring, social and emotional aspects
- ❖ To build partnerships and teams that bring together students, staff, parents and members of the local community
i.e. parents association, home-school links, collaboration with local schools and college, business, church and multi-agency links
- ❖ To develop links with the wider community, to value diversity and to foster a generosity of spirit towards others
i.e. overseas links, work with Christian and other faith groups, charities and service to others
- ❖ To maintain and enhance a safe and healthy environment that promotes pride and achievement
i.e. premises, maintenance, buildings development, sustainability, accessibility

REVIEW OF THE 2015 DEVELOPMENT PLAN

The process of school planning involves a full evaluation of the progress made on implementing last year's plan and, where appropriate, items have been included again. Listed below are some of the notable achievements from the 2015-2016 Plan.

Notable Achievements

- Introduction of new, electronic system for recording student behaviour (rewards and sanctions)
- Integration of new structures for the management of behaviour and pastoral needs of students
- Implementation of new examination syllabi
- Readiness for the introduction of Progress 8
- Confirmation of new approaches to Key Stage 3 assessment
- Delivery of anti-radicalisation training to all staff and students
- Development of WETSA
- Organisation of a Diversity Month
- Improvement of the school's estate: security, new windows, improved wi-fi

Among the targets that were not fully completed and need further emphasis in the 2016-2018 plan:

- Final decisions on long-term policy for AL provision
- Introduction of a new system for the evaluation of teacher performance

In all respects, the Governing Body wishes to give full recognition to the dedication and hard work of all the staff who continue to move the school forward to the enormous benefit of all our students.

THE PLANNING CYCLE

- March:** Governors meet with Leadership Group to review and revise long-term objectives for the school
- April -June:** Leadership Group work with staff to draft Development Plans that reflect long-term objectives
- June – July:** Governors receive draft and give final approval to 2016-2018 Plan

It is intended that every target in the development plan will be measured against the effect it will have on the teaching and learning process and on the development of individuals within the school.

PRESENTATION OF THE PLAN

Two versions of the plan have been produced. The shortened version contains the sections covered by the various governors' committees. These sections relate to each of the six commitments and will be monitored regularly by governors' committees. There are inevitably, some areas of overlap.

<u>COMMITMENT NO.</u>	<u>GOVERNORS COMMITTEE</u>
1	PERSONNEL
2	CURRICULUM
3	PERSONNEL
4	STANDING
5	STANDING
6	ESTATES

The Headteacher, Leadership Group and Governors have adopted the following long term objectives for the period until 2016. Relevant outcome targets are shown re each objective

OBJECTIVE	OUTCOME TARGET
To invest in and to use advances in technology as a means of extending learning, tracking performance and providing more effective communication in all aspects of administration for every member of staff.	2b
To provide every student with the opportunity to develop a passion for their subject(s) and to be independent learners through all Key Stages	2d, 2e, 4b
To maintain a curriculum that is appropriate to all students and relevant to the changing needs of society and of learners.	1d, 2a, 2c, 2f, 3a
To ensure all students embrace opportunity for positive involvement in the school and recognise our distinctive, Christian ethos within the context of a modern, multi-faith society.	1c, 3b, 4c, 4e, 5a
To encourage recruitment and retention of staff by supporting the development of a highly skilled workforce, valuing their strengths and fostering their well-being.	1a, 1b
To manage a budget where there is efficiency, best value and strategies for maximising income.	Page 1
To achieve best use of our resources for the benefit of the local, national and international community with whom we are partners.	4a, 4d, 5b
To maintain and develop the school's site in a planned and sustainable manner and to ensure a safe environment for students, staff and visitors.	6a – 6f

GLOSSARY OF ABBREVIATIONS

ADP	Area Development Plan	JSLA	Junior Sports Leader Award
CC	Curriculum Co-ordinator	LA	Local Authority
CEG	Careers Education and Guidance	SLG	Senior Leadership Group
DFE	Department for Education	NCTL	National College of Teaching and Leadership
EFDC	Epping Forest District Council	NHSS	National Healthy Schools Standard
EPQ	Extended Project Qualification	NQT	Newly Qualified Teacher
G&T	Gifted and Talented students	PC	Personal and Citizenship Education
HOTLA	Head of Teaching and Learning Area	PLT	Primary Link Teacher
HOS	Head of Subject	SD	School Direct
HOY	Head of Year	SOW	Scheme of Work
ICT	Information and Communications Technology	SSCo	School Sports Co-ordinator
ITT	Initial Teacher Training	TA's	Teaching Assistants
		WESSP	West Essex School Sports Partnership
		WETSA	West Essex Teaching School Alliance

ELEMENTS OF PC

Careers, Business, Wider World, Citizenship, Personal Development, Healthy Living, Sex and Relationship Education

PERSONAL INITIALS

MDA	M	Austin	JPD	J	Doherty	DHL	D	Lake	JCR	J	Robinson
JCB	J	Ball	KJD	K	Doherty	MML	M	Lamb	CJS	C	Seward
AAB	A	Bishop	MDE	M	Escott	SEL	S	Laws	RT	R	Taylor
JB	J	Blair	GE	G	Evans	DLL	D	Lear	TMT	T	Theron
SB	S	Blow	KLF	K	Fisher	DDL	D	Liebeschuetz	AT	A	Thorne
LBB	L	Bray	JG	J	Greagsby	ADM	A	Midgley	BW	B	Wenden
YYB	Y	Brody	PH	P	Holmes	CM	C	Morris			
SAB	S	Brookes	CH	C	Hulson	DSP	D	Parker			
CoG		Chair of Governors	VCK	V	Kennedy						

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AREA/THEME: To foster the full development of each member of our community (Commitment 1)

Outcome Target	Process Target	By when	Who Monitors	Resources & Training Needs (with costs)	Evaluation of Impact and Improvement
<p>A. To ensure the maintenance and continuation of high quality performance appraisal for all staff</p>	<ul style="list-style-type: none"> • Transfer of clearly defined responsibilities to senior staff 1/c process • Monitoring of process for a) teaching b) support staff with special attention to deadlines, part-time and returning staff • Reports to Personnel and Salaries Committees 	<p>Sept. 2016</p> <p>Oct. 2016- March 2017</p> <p>Dec. 2016- May 2017</p>	<p>AT</p> <p>AT</p> <p>AT</p>	<ul style="list-style-type: none"> • Time allocated for meetings and reports 	<ul style="list-style-type: none"> • Quality assurance process to monitor consistency of objectives, appropriate pay progression etc. • Review of overall process e.g. if necessary, regarding appeal procedure
<p>B. To develop a system of teacher evaluation that better reflects all aspects of staff contribution to the school</p>	<ul style="list-style-type: none"> • Identification of Key aspects of staff performance to be evaluated • Agreement with staff and union representatives • Use of Blue Sky to accommodate the necessary evidence • Evaluation and feedback to staff as part of annual review process 	<p>Nov. 2016</p> <p>Dec. 2016</p> <p>Jan. 2017</p> <p>March - Sept. 2017</p>	<p>AT</p> <p>AT</p> <p>AT</p> <p>AT</p>	<ul style="list-style-type: none"> • Time allocated for meetings and reports 	<ul style="list-style-type: none"> • A more holistic approach to teacher evaluation • A system that differentiates staff performance and values a full contribution to the wider life of the school
<p>C. To develop further the systems and approaches to promote the highest standards of behaviour, safeguarding and pastoral care</p>	<ul style="list-style-type: none"> • Embed and extend the use of PARS to promote quicker, more precise identification of student achievement/pastoral needs • Implement fresh workable approach to a) rewarding students b) effective sanctions [e.g. detentions] • Decide upon necessary personnel resource to facilitate positive behaviour management/safeguarding 	<p>Nov. 2016</p> <p>Dec. 2016</p> <p>Jan. 2017</p>	<p>EB</p> <p>DHL</p> <p>DHL/AT</p>	<ul style="list-style-type: none"> • Staff training to update and refresh skill set • Time to focus on both rewards and sanctions • Allocation of staffing budget 	<ul style="list-style-type: none"> • Climate of positive behaviour within school: data on credits, sanctions etc. • Feedback from students staff and parents

D. To provide appropriate learning/development opportunities for SEND/less able students at a time of more rigorous examinations	<ul style="list-style-type: none"> Identify names/ numbers of students most affected by curriculum changes 	Dec.2016	DHL	<ul style="list-style-type: none"> Ring-fencing of funding for small groups/alternative provisions 	<ul style="list-style-type: none"> Student engagement, motivation and self-esteem Likely/actual Progress 8 and attainment data
	<ul style="list-style-type: none"> Consider most appropriate [incl. alternative] provision 	March 2017	DHL		
	<ul style="list-style-type: none"> Provide personalised programmes 	June 2017	DHL		

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AREA/THEME: To seek excellence in Teaching and Learning

(Commitment 2)

Outcome Target	Process Target	By when	Who Monitors	Resources & Training Needs (with costs)	Evaluation of Impact and Improvement
A. To achieve excellent outcomes in Years 12/13 based upon a sustainable and appropriate curriculum plan	<ul style="list-style-type: none"> Continue the evaluation of new, revised A Level content Decide upon number of subjects/taught hours for Sep. 2017 Develop the sharing of best practice for post 16 teaching and learning Provide necessary support for the development of student learning skills 	End of term 1 and 2 Sep. 2016 March 2017 Sept. 2017	KLF RT KLF KLF	<ul style="list-style-type: none"> Time allocated within TLA's Line Managers and Governors time Sep. 2016 CPD provision for A Level teachers 	<ul style="list-style-type: none"> Successful implementation of revised syllabi (results/outcomes) Budget viability, student recruitment Lesson observations, student voice
B. To achieve accurate and rigorous assessment arrangements at Key Stage 3	<ul style="list-style-type: none"> Introduce new assessment arrangements for Year 7 Departments to review/amend/change half-termly assessments Monitor termly data checks to ensure student progress is recorded Ensure parental understanding of new approach 	Sept. 2016 Dec./March /July Oct./March	RT RT RT	<ul style="list-style-type: none"> Time for staff training and understanding Identify opportunities with parents (newsletter etc.) 	<ul style="list-style-type: none"> Clear understanding of new process Majority of students making expected/more than expected progress Feedback from parents
C. To ensure Years 6/7 transition takes full account of revised expectations in Key Stage 2	<ul style="list-style-type: none"> Facilitate visits to/discussion with Key Stage 2 teachers Identify aspects of SoW that require revision e.g. differentiation for most able Ensure students demonstrate progress in learning/understanding as seen through lesson observations 	On-going through Terms 1-3	DHL TMT TMT	<ul style="list-style-type: none"> Time for visits, review/update of SoW 	<ul style="list-style-type: none"> Students outcomes and feedback show appropriate levels of progress and challenge Feedback from Student Voice
D. To ensure quality and consistency of homework	<ul style="list-style-type: none"> Increase monitoring of setting/completion of homework in line with school policy Improve communication of homework to parents 	Dec. 2016 Jan.2017	EJB	<ul style="list-style-type: none"> Finance and training support for new, electronic recording system 	<ul style="list-style-type: none"> Review quality of homework: impact on students' learning and understanding Take feedback from parents (also students, staff)

<p>E. To achieve effective and efficient approaches to marking and feedback</p>	<ul style="list-style-type: none"> • Clarify marking policy for all staff • Ensure understanding of approaches that work for improved student progress • Develop method/practice for students responding to feedback (EBI) 	<p>Sep. 2016 Sep./Oct. 2016</p>	<p>AT</p>	<ul style="list-style-type: none"> • Staff CPD time (including September Staff Meeting) 	<ul style="list-style-type: none"> • HoTLA/SLG monitoring of books and files to review quality and consistency • Feedback from students
<p>F. To ensure effective and appropriate monitoring of teaching/learning takes place at all levels</p>	<ul style="list-style-type: none"> • Work with SLG/Leaders and Managers/Governors to agree a revised approach • Provide (at least) termly reports to Curriculum Committee 	<p>Sept. 2016 Jan/March 2017</p>	<p>AT/DSP DSP</p>	<ul style="list-style-type: none"> • Allocation of time to complete and disseminate reviews 	<ul style="list-style-type: none"> • Clear understanding of aims/process for monitoring • Precise analysis of strengths/areas for development in teaching/learning

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AREA/THEME: : To encourage individual learning, personal responsibility and a commitment to the care and wellbeing of others within our school (Commitment 3)

Outcome Target	Process Target	By when	Who Monitors	Resources & Training Needs (with costs)	Evaluation of Impact and Improvement
A. To deliver a revised, appropriate and holistic PSHCE curriculum to all students incl. Years 12/13	<ul style="list-style-type: none"> • New PSHCE Co-ordinator in post • Development and delivery of revised SoW • Introduction of occasional [termly] PSHCE forums for Years 12/13 	<p>Sept. 2016 On-going</p> <p>Nov. 2016</p>	<p>DHL</p> <p>KF</p>	<ul style="list-style-type: none"> • Time for staff training and development • Two hours per half-term "off timetable" 	<ul style="list-style-type: none"> • Programme of lesson observations • Regular meeting of teaching teams • Student feedback
B. To improve staff response in identification and support for hidden emotional and communication disabilities	<ul style="list-style-type: none"> • Raise awareness and understanding among staff and students • Provide Inset in specialist areas • Undertake assemblies and PSHCE provision 	<p>Oct. 2016</p> <p>Jan. 2017 Feb. 2017</p>	<p>DHL</p> <p>DHL DHL</p>	<ul style="list-style-type: none"> • Time for research and dissemination • Time and cost for INSET 	<ul style="list-style-type: none"> • Decrease in numbers of serious issues that become apparent • More effective support for students [and parents]

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AREA/THEME: To build partnerships and teams that bring together students, staff, parents and members of the local community (Commitment 4)

Outcome Target	Process Target	By when	Who Monitors	Resources & Training Needs (with costs)	Evaluation of Impact and Improvement
A. To further develop successful, effective and mutually beneficial partnerships with local schools	<ul style="list-style-type: none"> Consider preferred option for collaboration within a MAT Develop the work of WETSA ensuring a) cost effectiveness b) delivery of main objectives 	Dec. 2016 On-going	AT AT	TBC	Various indicators: <ul style="list-style-type: none"> quality of outcomes at DFS opportunities for financial effectiveness staffing: recruitment, retention and training maintenance/enhancement of DFS "brand"
B. To work in partnership to establish new, KS3 provision in Epping Forest	<ul style="list-style-type: none"> Support establishment of links with A.P provider within Essex Collaborate to ensure opening of Loughton based Free School A.P 	Sept. 2016 Sept. 2017	DHL DHL	<ul style="list-style-type: none"> DFE Funded Free School 	<ul style="list-style-type: none"> Improved provision for KS3 students
C. To embed the link between Governing Body and Student Council	<ul style="list-style-type: none"> Maintain involvement of link governor Develop a programme to ensure termly review of relevant School Policies by School Council 	Sept. 2016 Oct. 2016	AT AT	<ul style="list-style-type: none"> Time for School Council Meetings 	<ul style="list-style-type: none"> Regular input of student voice to Governor meetings
D. To extend the growing alumni programme in order to benefit the curriculum/wider school	<ul style="list-style-type: none"> Identify clear responsibility/role within staff group Maintain work with Future First Continue to actively promote alumni links 	Sept. 2016 On-going	DSP DSP DSP	<ul style="list-style-type: none"> Annual payment 	<ul style="list-style-type: none"> Establish target number of alumni links Annual review of activities with Future First incl. engagement of former students in curriculum
E. To develop new, updated documentation that reflects partnership between the school, parents and students	<ul style="list-style-type: none"> Review current Home-School Agreement Write new, draft documentation Consult with School Council and Home-School Links Issue and use with school community 	Aut. 2016 Jan. 2017 March 2017 July 2017	AT/DHL AT/DHL AT/DHL AT/DHL	<ul style="list-style-type: none"> Time for consultation 	<ul style="list-style-type: none"> Response from stakeholder groups including staff

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AREA/THEME: To develop links with the wider community, to value diversity and to foster a generosity of spirit towards others: (Commitment 5)

Outcome Target	Process Target	By when	Who Monitors	Resources & Training Needs (with costs)	Evaluation of Impact and Improvement
A. To ensure all students reflect on the rich diversity of our community and the positive contribution of world faiths to our society	<ul style="list-style-type: none"> • Maintain an active approach with staff/students re anti-radicalisation • Create more opportunities to learn about/work with representatives of world faiths • Embed Spring Term Diversity Month as a regular feature of the school calendar 	<p>On-going</p> <p>Feb. 2017</p> <p>March 2017</p>	<p>DHL/DSP</p> <p>DHL</p> <p>DHL</p>	<ul style="list-style-type: none"> • Time for staff training • Funding for visiting speakers activities etc. 	<ul style="list-style-type: none"> • Positive student feedback • Evidence of diverse displays around the school
B. To establish a successful link to provide curricular and enrichment activities with a developing world country	<ul style="list-style-type: none"> • Work with Beyond Ourselves [project in Zambia] • Begin fund-raising and curriculum enrichment activities • Embed programme within ISA programme [appoint co-ordinator] • Plan/deliver a 6th Form visit to Zambia 	<p>Sept. 2016</p> <p>Jan. 2017</p> <p>July 2017</p> <p>Sept. 2017</p>	<p>DHL</p> <p>DHL</p> <p>AT</p>	<ul style="list-style-type: none"> • Time for Curriculum Post • Small level of funding for visit/ISA role 	<ul style="list-style-type: none"> • Successful establishment of link with Beyond Ourselves/Zambia • Start of work towards ISA re-accreditation [2018]

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AREA/THEME: To maintain and enhance a safe and healthy environment that promotes pride and achievement (Commitment 6)

Outcome Target	Process Target	By when	Who Monitors	Resources & Training Needs (with costs)	Evaluation of Impact and Improvement
A. To ensure the highest standards of safety and security on site	<ul style="list-style-type: none"> • Upgrade and extend the number and range of CCTV cameras • Replace fencing around the evacuation area 	Sept. 2016	CM/RT	<ul style="list-style-type: none"> • £15K 	<ul style="list-style-type: none"> • Reductions in areas not covered by CCTV • Reduced incidents that require extensive investigation • Secure barrier between evacuation area and car park
		Sep. 2016	CM	<ul style="list-style-type: none"> • £4K 	
B. To improve the standard of internal decoration within the school	<ul style="list-style-type: none"> • Redecorate areas around Swimming Pool, Sports Hall, Stairways, 1st Floor • Replacement/upgrading of Fire Doors 	Sept. 2016	CM	<ul style="list-style-type: none"> • £20K 	<ul style="list-style-type: none"> • Improved appearance and reduced maintenance needs
C. To repair and secure the Gym Roof	<ul style="list-style-type: none"> • Complete investigation of Gym Roof – establish what is required • Undertake/complete repair work 	Oct. 2016	CM	<ul style="list-style-type: none"> • £17K 	<ul style="list-style-type: none"> • Secure roof – no reports of leaks and no damage to gymnasium infrastructure
D. To improve efficiency of lighting systems	<ul style="list-style-type: none"> • Complete funding bid for LED lighting • Continue to install LED lighting (extent to depend on bid) 	Sept. 2016	CM	<ul style="list-style-type: none"> • TBC 	<ul style="list-style-type: none"> • Reduce cost and improve lighting
		On-going			
E. To ensure areas outside the school buildings are safe and attractive	<ul style="list-style-type: none"> • Undertake extensive tree surgery • Install extra areas for seats/benches 	Sept. 2016 Dec. 2016	CM	<ul style="list-style-type: none"> • £15K • £1.5K (donations plus R.D.F.) 	<ul style="list-style-type: none"> • Trees maintained safely • Students and staff able to use external areas more comfortably

