Development Plan
2019-20

Stour Valley Community School is an 11-16 secondary school which opened as an academy on September 1st 2011 under the Free Schools initiative. It is now a part of Stour Valley Educational Multi-Academy Trust, with Clare Community Primary School having joined the Trust in April 2017. The Headteacher of Stour Valley is also the Trust Leader.

Stour Valley Community School will open in September 2019 for its ninth year of operation with approx. 575 students on roll. The school is on or over PAN in all year groups except Year 11, as a result of over-demand for places following extra house building in Clare and the success of the school resulting in increasing demand. We have taken the decision to increase the PAN to 118 for September 2020. The timetable has been reorganised to allow this to happen.

Stour Valley has achieved Progress 8 values of +0.12 and +0.06 (projected) in 2018 and 2019 respectively, showing that students are making above the level of DfE Expected Progress. Attainment 8 also continues to rise, to 4.6 in 2018 and 4.7 in 2019. The percentage of students achieving a minimum of Grade 4 in English & Maths has increased from 62% in 2018 to 65% in 2019.

Vision & Ethos

'Central to our vision is the belief in the uniqueness of every student, and that every young person has gifts to discover and share with others. We are committed to building brighter futures for our students, our local community and the wider world.'

We aim to open students' minds to their full potential so that when they leave us they have a firm foundation on which to build the next phase of their lives, whether that is in further academic study, vocational training or the world of work. We want our Students to be happy and confident, but also caring and tolerant. Above all we want them to have a thirst for knowledge and a real enthusiasm for life.

Aims

- To nurture and develop confident, caring, collaborative members of the community, well-qualified to make their mark on the future.
- To ensure leadership by inspired and inspiring teaching.
- To create a school in which teachers know each student's name, their strengths and their individual needs.
- To provide a stimulating curriculum with an emphasis on Maths, English and Science, supported by Modern Foreign Languages, Technology, Humanities, the Arts, Computing and Sport.
- To ensure a timetable that positively includes participation in both sport and the arts and provides an opportunity for children to excel in all areas, including academic and vocational option subjects at GCSE.
- To develop enquiring minds, creative thinkers and problem solvers.
- To develop partnerships and collaboration with schools in the area, sharing resources and developing best practice.
- To encourage students to develop the British values of understanding, tolerance and respect for others with an awareness of human rights and the courage to uphold and defend them.
- To provide personal learning pathways that allow students to make progress at a pace matching their skills and interests in a full range of subjects.
- To help students develop the skills of participation, teamwork, negotiation and leadership.
- To ensure excellence in all areas of school leadership at every level.
- To recruit committed and qualified governors with the time and motivation to be effective.
- To ensure a safe, enjoyable school environment with excellent classrooms and laboratories.
- To maintain extensive outdoor spaces including sports facilities and green spaces for students both to develop and relax.

Student Outcomes

- A fully subscribed Community School with all years filled to capacity and the possibility of a very small further expansion to take the final capacity of the school to no more than 600.
- Attendance above the national target of 95%.
- Very low levels of permanent exclusion with excellent standards of behaviour supporting other schools in the area.
- Progress beyond expectation i.e. Progress 8 indicators higher than the national average.
- A significant number of students able to successfully progress to Level 3 courses with all students progressing to further education or training.
- <5% NEETs, reflecting excellent careers and training advice and support and early identification of students in danger of becoming NEETs, followed by intervention and support.

Quality of Experience
- High retention rates for staff.
- Personalised CPD for all staff to ensure continuous improvement in lesson delivery and maximise student outcomes.
- A well maintained school environment.
- Parent satisfaction as indicated by significant positive responses on ParentView and in regular surveys.
- Staff and student satisfaction as indicated by results of regular surveys.

Progression
- A high level of Post 16 participation and engagement in Further and Higher Education, Apprenticeships and training alongside an insignificant NEET figure for students.
- Student progression to a wide range of quality destinations including Further and Higher Education, work placed learning or employment incorporating further training and development supported by high quality IAG.

Acronyms used in this plan:

CPD	Continuing Professional Development
DfE	Department for Education
FFT	Fischer Family Trust
H/M/L PA	High / Middle / Lower Prior Attainment
HT / DHT / AHT	Headteacher / Deputy Headteacher / Assistant Headteacher
HoF / HoD	Head of Faculty / Department
KS2/3/4	Key Stage 2/3/4
NEET	Not in Education, Employment or Training
NPQSL	National professional Qualification for Senior Leaders
SLT	Senior Leadership Team
SENCo	Special Educational Needs Coordinator
SMSC	Social, Moral, Spiritual and Cultural Education
PSHE	Personal, Social and Health Education
P8 / A8	Progress 8 / Attainment 8
SBM	School Business Manager
YL	Year Leader

Priority 1: Quality of Education

Quality of Education
1. To ensure all students make progress by achieving or exceeding expected standards. This to be achieved by delivering a challenging curriculum which values both academic and vocational learning and which meets the needs of all learners. 2. To research and implement strategies to ensure that all boys make progress which is at least at the expected level. 3. To implement effective strategies, supported, as necessary, by Pupil Premium funding, to ensure disadvantaged students make progress which is in line with that of their peers. 4. To use SEN department documentation, reviews and expertise to ensure students with SEN to make at least the expected level of progress. 5. To develop a universal approach to improving oracy (speaking and listening) for every student in every aspect of school life from corridor conversations to formal presentations.

Key area of development	**Outcomes** and Actions	**Timescales**	**Resources**	**Evidence of impact**	**Status update**
The quality of outcomes and uptake in MFL	**More students opt to continue study of MFL to GCSE level.** • Review Schemes of learning to ensure smooth transition from KS3 into KS4 whilst preparing students effectively for the GCSE exam. • Focus on ensuring MFL lessons are engaging and culturally enriching. Curriculum maps for KS3 to be created to include cultural references as well as developing all key skills; reading, listening, writing, translation and speaking. **At least 75% of students achieve their FFT 20 target grades.** • Review assessment tasks, ensuring they are in line with the GCSE expectations. • Improve the feedback following assessments, including quality student response with targets for improvement.	Apr 2020 Apr 2020 Jul 2020 Dec 2019 Dec 2019	Textbooks £800 approx Cover time x2 days x3 staff Training time for moderation Webinar on exam results and feedback	More students opt for MFL Drop-ins highlight strengths in engagement and enthusiasm in MFL Improved student progress	

	• Implement quality moderation to ensure standardisation across the department.				
Implement an appropriate level of challenge in lessons Develop use of Cognitive Science techniques	**Promote a culture of high quality teaching with high expectations where all students are challenged in order to provide them with the skills and knowledge to succeed.** **Continue to develop Cognitive Science techniques in relation to memory, retention, recall, spaced learning in lessons.** • Review of all Schemes of learning to ensure every subject area has embedded knowledge and skill development to ensure all staff are teaching engaging, challenging and purposeful lessons. • Curriculum mapping of subjects to enable whole school overview for KS3 • Examples of best practice and pedagogy linked to existing practice as well as research led ideas shared via CPD and publications. • Accustom students to 'pushing themselves' and 'aiming high' in lessons. Enhancing the mindset of 'having a go', which in turn will develop their independence and resilience to fail but try again. • QA at department level to support consistency in faculties with effective CPD in place for middle leaders (learning walks/observations). • QA from SLT focussed on quality of students' work, quality of teaching and challenge embedded into day-to-day lessons (by a range of methods linked to each department area). • Pedagogy Leaders to discuss 'challenge' and the way in which we brand it around school for students.	July 2020 December 2019 Ongoing Ongoing Termly Termly Termly	**AHT** Middle Leaders SLT Pedagogy Leaders CPD cost	Comments in Year Reviews to include reference to student work and lessons provide challenge for all students Data demonstrating increased number of students above target grade Staff evaluation from CPD sessions Student voice demonstrates more resilience and positive attitude to 'having a go'	

Rigour and consistency of feedback	**Students to take pride in the quality of their work and effective feedback given by teacher with students responding to enhance understanding.** • Introduction of Feedback guidelines for all staff within the Teaching and Learning Policy. • CPD to support and share strategies for reducing teacher workload whilst enhancing student response. • Departments having trialed strategies in the summer term (2019) to complete 'Feedback Loop' highlighting what feedback/ response looks like in their subject areas. • Students become accustomed to embedded DIRT time in lessons where responding to feedback is taken constructively and areas for development are highlighted without fear of failure. • QA by Faculty leaders to support consistency and monitor quality of students' work, quality of feedback and student response. • QA by SLT focused on key groups for instance PP, SEN, HPA, boys to monitor quality of rigour within work.	Sep 2019 Dec 2019 Sep 2019 Ongoing Termly Termly	**AHT** Middle Leaders SLT Pedagogy Leaders CPD cost	Comments in Year Reviews to include reference to feedback and student response, whether in books, on assessments depending on focus Data demonstrating increased number of students above target grade Student voice demonstrates more resilience and positive attitude to 'having a go'	
GCSE outcomes in English and Maths	**In English, to achieve a minimum of 12% Grade 7+.** • English colleagues to undertake exam board marking to access AQA training on achieving maximum marks. • NS to meet with Head of KS4 English at Comberton (Eng 5+ 84%) and attend AQA Hub meetings to focus on strategies to achieve highest grades. • Review English curriculum for Set 1 students with target of Grade 7-9 to ensure challenge is embedded. **To achieve positive progress in Maths.** • Review staffing to ensure consistency of teaching staff through Years 9, 10 & 11.	Feb 2020 Dec 2019 Apr 2020 Sep 2019 Oct 2019	**Head of English** Cover Cover Time **Head of Maths**	Increased number of students achieving Grades 7, 8 & 9 Progress in GCSE Maths is at least 0.00	

	• Detailed analysis of exam results to review tier of entry for Year 11 Set 2 students. • Monitor new data tracking system to ensure increased challenge for the most able is appropriate to their rate of learning.	Jul 2020			
	To achieve English & Maths 73% Grade 4+, 51% Grade 5+. • Termly monitoring of student groups to identify the need for interventions as early as possible.	Termly	**Heads of English and Maths**	Target numbers of students achieve at least Grades 4 & 5 in English and Maths	
GCSE outcomes of key groups	**Raise progress and attainment of boys in Year 11 to approach that of girls (2018 P8 = -1.13).** • Analyse exam results to identify in which areas of skill and knowledge boys are achieving less well than girls. • Use Year 10 Year Review to focus on how the identified skills and knowledge are being developed in each department. • Identify subjects where there is gender equality and use these as best practice for other staff. • Staff CPD focus on the book 'Boys Don't Try?' in CPD twilight sessions across the year.	Oct 2019 Feb 2020 Dec 2019	**Heads of Faculty** DHT SLT DHT / AHT Cover	SLT and Heads of Faculty understand the factors affecting underachievement and have made changes to address these factors	
	Raise progress and attainment of SEN students in Year 11 (2018 P8 = -1.00). • Improved analysis of progress data. • Increased number of lessons drop-ins to identify how staff are implementing the SEN strategies and to monitor the impact of these in the learning environment.	Oct 2019 Feb 2020	SENCo / DHT SENCo / AHT	The progress and attainment gap between SEN and non-SEN students decreases	
Improve the progress of disadvantaged students	**Reduce the gap between Disadvantaged and Non-Disadvantaged Students (2018 P8 = -0.85).** • Further research into effective strategies to improve the progress of disadvantaged students and provide CPD for all staff resulting including a list of in-class strategies to promote the achievement of Disadvantaged students.	Nov 2019	**DHT** Admin resources Training materials	Staff are able to speak knowledgeably about PP students and describe the changes they have made to promote their achievement	

	• Implement a range of personalised strategies to remove as many learning barriers as possible – using PP funding as necessary. • Place a language-building emphasis at the centre of our Pupil Premium strategy • NPQSL project to "enhance the experience of PP students" by creating learner profiles for all Pupil Premium students, starting with Humanities, cascading into each subject area in order to meet their individual needs in terms of learning, experience and life chances. This will also partner with initiatives within school to improve the achievement of PP students through challenge, feedback and support within class.	Apr 2020	PP budget as required Bedrock Learning and Accelerated Reader Costs NPQSL – Jon Craig – Head of Humanities	All subject areas should be addressing PP and how to enhance student experience within their subject as well as aiding them to achieve their potential in everyday lessons	
Improve the progress of SEND students	**For SEN students to make progress which is in line with that of their personal target.** • All staff to contribute to the completion of SEN strategy sheets which highlight barriers to learning and Quality First Teaching strategies. • SENCO to analyse data regularly to identify student underachievement and establish barriers to learning. • Introduce opportunities for parents/carers to give feedback on their experiences of SEN support at SVCS. • SENCO to monitor attendance with diligence, working closely with parents and the EWO where appropriate. • Regular SEND updates to all staff on specific students and their progress. • CPD for all staff followed by meetings by invitation to discuss specific needs.	Ongoing Termly Dec 2019 Ongoing Termly Ongoing	**SENCO** AHT Head of Year EWO	Improved progress as evidenced in data drops and GCSE outcomes 2020 Staff will have more detailed knowledge and understanding of meeting specific needs in their classes Parents and Carers will have more input	
To develop a universal SVCS	Further develop the SVCS Oracy Guide (developed from the 'Cambridge Framework for Oracy') within the English and Humanities Faculties (initially) then review as a possible whole-staff guide to use in their curricula.	July 2020 New systems	**KTE and Hums department in partnership with NS and**	Provide a clear framework for staff to reward, plan and progress students' oracy.	

| approach to improving Oracy | Develop a simple and more informal oracy guide for staff to encourage better oracy from students in every-day conversations around school e.g. eye contact, clarity, tolerance and appropriateness.

Give oracy a greater presence in school e.g. copy of the SVCS Oracy Guide (above) in planners, more student oracy in assemblies, oracy a monitored part of staff observations, display, reward opportunities for oracy, clear criteria for student applications to positions of leadership in school.

CPD to staff on: reminding them about the benefits of developing oracy, how to remove the barriers to talk in the classroom, introduce the SVCS framework (once developed in Hums and English) and the simple oracy guide above. | embedded for September 2020 | **the English department** | Provide a clear framework for students to see what oracy is, how their oracy skills are developing and to celebrate success. Encourage higher expectations and promote better outcomes for oracy across the whole school. Students realise that oracy is significant in all aspects of school life. Staff develop a consistent approach on how to model and support oracy and avoid correcting dialect or down grading informal talk (unless it interferes with understanding what is being said).

Students see greater intent and purpose in oracy despite it no longer being examined at GCSE. Students see good examples of oracy outside of their set/year group. | |

				Staff clear about the benefits, aims and expectations of oracy at SVCS. Staff to share ideas and relate oracy to their specialism.	

Priority 2: Behaviour and Attitudes

Behaviour and Attitudes
1. Improve overall school attendance figure to 95% or above. 2. Strengthen use of student voice 3. Implement and review revised behaviour system 4. Analyse student attitudes to learning using the Behaviour/Achievement Points system

Key area of development	Outcomes and Actions	Timescales	Resources	Evidence of impact	Status update
Attendance	**Overall school attendance is good. SVCS target is 96%.** • Year Leaders to have timetable fortnightly meetings with the attendance officer. • Develop a format for formal attendance meetings with parents. • Investigate a wider range of strategies to improve attendance through the EWO service.	Sep 2019 Sep 2019 Apr 2020	**AHT and Attendance Officer** Time EWO Cost	Attendance is at least 95% and rising	
Develop use of Students Surveys	**Strengthen the use of Student Voice as a feedback mechanism to inform policy and new initiatives.** • Student voice is to be a key component of all Year Reviews. • Gather student opinion on matters arising in school, having investigated the most effective method to engage students.	Ongoing July 2020	**AHT and DDU** Headteacher/ Governor time	Students leaders can describe how their views have been taken into account.	
Implement & review revised behaviour system	**Strengthen the involvement of middle leaders in management of student behaviour** • Develop clear guidance for everybody's role within the behaviour management system. • Revise existing 'Behaviour Flow Chart' to provide clarity of expectations of staff at each stage. • Survey staff/students as part of the review process.	Sep 2019 Sep 2019 July 2020	**AHT** Meeting time with working party RLE Time	Increased number of interventions by middle leaders Reduced number of students in the isolation room	

| Continue to develop the use and analysis of rewards, awards and consequences (Behaviour/Achievement Point) systems | **Achievement/Behaviour Points are analysed using Ofsted key groups.**
Achievement/Behaviour is embedded in Link Meetings.
• Net Achievement/Behaviour Points to be mapped against key characteristics.
• All staff trained in how to use SIMS to filter/monitor Achievement/Behaviour by Tutor Group, Year Group, Subject, Faculty etc.
• Year Leaders and Faculty Leaders habitually discuss behaviour as an agenda item for link meetings. | Oct 2019

Sep 2019

Ongoing | **AHT**
Time | SLT and governors have a better understanding of student attitudes to learning | |

Priority 3: Personal Development

Personal Development

1. Launch 'The Stour Valley Passport'
2. Continue to raise the profile of Mental Health and Resilience around the school
3. Enhance the PSHE Curriculum
4. Review P6 and Enrichment activities at Stour Valley and make proposals for how to proceed.
5. Revise assembly Rota & focus considered

Key area of development	**Outcomes** and Actions	**Timescales**	**Resources**	**Evidence of impact**	**Status update**
Develop the 'Stour Valley Passport'	**Every student has a 'Stour Valley Passport'.** • Passport is launched to students.	Summer 2020	**AHT** Admin	Holistic record of student achievement	
Mental health	**The profile support for Mental Health around the school is increased.** • Secure Mental Health First Aid Training for more staff. • Source posters/visual resources and displays to assist in embedding 'the language of resilience' around school. • Introduce direct email address and post boxes for students to make referrals for support for themselves or others. • Complete Carnegie Centre of Excellence for Mental Health in Schools.	July 2020 Dec 2019 Sep 2019 Oct 2019	**AHT** Training cost Posters Post Boxes LHO, CBA	Students are increasingly able to self-manage their feelings, and are willing to persevere in the face of challenge.	
Enhance PSHE Curriculum	**Key areas of the PSHE/RSE curriculum are delivered with support from external agencies** • Use external agencies to work with students on key issues such as: LGBTQ, Knives, County Lines, CSE etc.	Throughout 2019- 2020	**AHT** Year Leaders PSHE Budget	Students are exposed to the work of an increased number of external agencies.	

				Staff will be trained too by attending the sessions.	
Enrichment and extra-curricular	**The enrichment offer at SVCS is improved.** **The impact of the lack of a late bus service is minimised.** • Produce a report of student attendance and activities offered for P6 during Autumn Term. • Conduct a feasibility study of other ways to offer enrichment activities with a view to placing a rich and varied enrichment programme back at the heart of Stour Valley.	Proposal Apr 2020	**AHT** Meeting time Specialist Equipment	An increasing number of Extra-curricular activities are offered to students. Student take-up is increased.	
Assemblies and tutor time	**Year Leaders assume higher profile in assemblies.** • Year Leaders to speak in each assembly. E,g. to introduce speaker, give announcements, deliver, praise and/or admonishments. • Consider replacing some 'Subject Week' assemblies with assemblies on Key Themes led by Year Leaders. **Role of the tutor in monitoring and addressing behaviour re-established** • Provide clear guidance as to the tutor's role in new behaviour management systems. Disseminate flow charts.	Sep 2019 Sep 2019 Sep 2019	**AHT** Year Leaders Tutors Meeting time	Year Leaders are regarded as a key point of contact Tutors are re-established as the first point of contact for behaviour or welfare issues	

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STOUR VALLEY
COMMUNITY SCHOOL

Priority 4: Leadership and Management

Leadership and Management
1. Embed the new governance structure
2. Further develop the monitoring role of middle leaders
3. Implement a CPD strategy to reflect the needs of the School Development Plan
4. Link Meeting agendas to drive school improvement
5. Implement and review the new reporting system
6. Monitor the impact of the new ICT infrastructure for SVCS.
7. Further consider how to generate income and cut costs to alleviate pressures on the SVCS budget

Key area of development	Outcomes and Actions	Timescales	Resources	Evidence of impact	Status update
Embed the new governance structure	**Ensure all new governors are inducted and trained** • Governors trained in their own designated key areas to support and challenge the school's leaders	From September 2019 – fully trained and briefed by Easter 2020	Chair of Governors and SVCS HT to target the training and create an action plan Money for CPD Subscription to Governor Hub Governor Time	Governors feel confident to talk to Ofsted inspectors about the key issues and particularly about the Quality of Teaching and Curriculum offer and how this is impacting on student outcomes	
Middle leader development	**Further develop the monitoring role of middle leaders** • Introduction of monitoring schedule for middle leaders to run alongside Year Review • Further training doing paired drop-ins with SLT during Year Review	September 2019 Termly On going	**AHTs** Cover costs	Middle leaders become more accountable for their responsibilities and have a more fluid tracking system.	

	• Tailored CPD to support role of middle leader • Enquiry into funded places for NPQML/SL and ensuring the right staff are on each one (cover permitting)	September 2019		With more middle leaders trained in drop-ins and supporting key individuals, a culture of self-reflection and sharing of good practice with develop	
CPD strategy	**Implement a CPD strategy to reflect the needs of the School Development Plan** • CPD calendar to be published in line with the SDP, taking into account findings from Year Reviews. • Pedagogy leaders and key identified staff to deliver tailored CPD for staff • CPD to be purposeful and appropriate whether blanket or for specific staff	September 2019 On going On going	**AHT Pedagogy Leaders** Training cost	Staff feedback and surveys	
SLT Link Meeting Agendas	**To have a consistent monitoring and review across all departments** • Create a timetable of topics for discussion in SLT link meetings throughout the year – this to link in with Year Reviews and exam outcomes.	Sept 2019	**DHT**	SLT have consistent monitoring and review of developments across the school	
Reporting system	**To complete a review of the new reporting system and make changes as appropriate** • Ensure SIMS correctly set up for new reports. • Trial run of Year 9 data to check validity of grades. • Review reports with students. • Monitor student progress against new grades. • Review report content with a parent group. • Staff evaluation of new system.	Sept 2019 Oct 2019 Jan 2020 May 2020 Jun 2020 Jul 2020	**DHT**	All student progress is measured in GCSE grades Students are aware of how to improve, based on new grading system	

New ICT Infrastructure and Equipment	**To carefully monitor and report on the new ICT Infrastructure** • KCU to monitor through fortnightly link meetings with HNI • Staff feedback elicited at the end of September and again later in the year • Student feedback gathered through Year Reviews and other forums and surveys • Three year rolling plan and replacement and updates to keep ICT equipment fit for purpose	End of September 2019 and via staff survey in Spring Term January 2020	KCU and RKE Governors Resources Committee		
Further consider how to generate income and cut costs to alleviate pressures on the SVCS budget	• Complete a full staffing costs review for SVCS • Consider how we might raise money through fund-raising, bids • Consider what further cost-cutting could take place	Dec 2020 From Sept 2019 Ongoing	RKE and KCU Governors Resources Committee A working party?		