School Development Plan 2015 – 18
Executive Summary

Section 1: Everyone Valued

Area of School Improvement	Year 1 Target Position *(Sept 2016)*	SLT	RAG Review EOY	**Year 2 Target Position** *(Sept 2017)*	RAG Review 1/2 Termly	Year 3 Target Position *(Sept 2018)*	SLT
Leadership & management	**Developed leadership capacity of stabilised SLT.**	**AAI**	**G**	**SLT and MLT to have a deeper knowledge of progress, impact and development needs across each year group and area.**	**G**	**SLT and MLT can demonstrate significant progress in each year as consistent practice for all groups.**	**AAI**
	Effective succession plan in place for each key area.	**AAI**	**G**	**Middle leadership developed to ensure succession planning is viable. Leaders are grown from within.**	**A**	**Culture of promotion and internal replacement with no loss of capacity. Talent management a strength for the school.**	**AAI SWN ASM**
	Increased progress: • **Plus Progress 8 Score** • **VA over 1000**	**AAI SWN**	**G**	**Sustaining improvements in whole school outcomes and in year progress for pupils currently on role.** **Ensuring leadership of History, MFL and Drama leads to equitable outcomes for these subjects now and in current year groups.**	**A** **A**	**Progress in line with top 25% of all schools for external outcomes.** **In school – progress reflects a trajectory that ensures the above.**	**SWN AAI ASM**
	Increased accountability and development opportunities for ML or aspiring ML resulting in consistent good practice among middle leaders.	**AAI**	**A - G**	**More effective use of performance management and CPD to improve provision and raise standards for pupils on role.**	**A**	**Increased accountability and development opportunities for ML or aspiring ML resulting in consistent GREAT practice among middle leaders.**	**SWN AAI ASM**
Governance	**Effective accountability systems and challenges in place and working.**	**CJN**	**A**	**Governor committee meetings demonstrate effective challenge and support, with strong leadership by the Chairs.**		**Governors able to demonstrate outcome of challenge and support, in the form of recorded improvements in school data.**	**TMI**

	Significantly increased governor involvement in improvement planning, quality assurance and review.		A	Develop clear Execution Plan at the start of each year, identifying the specific areas for improvement, support and review. Good level of Governor engagement with SLT on the aspects defined in the Execution Plan, with clear direction from Committee Chairs.		Excellent level of Governor engagement with SLT on the aspects defined in the Execution Plan, with all Governors taking the lead on specific aspects	TMI
	Governors to have a working knowledge of curriculum changes, progress 8, 1-9, floor standards and new curricula.		G	Develop Governor training development plans, making best use of the AfC training as well as the bespoke training by Head teacher. All Committee Chairs fully trained and able to guide new Governors.		All Governors fully trained.	TMI
Student behaviour, safety and well-being	Consistency and clarity in the utilisation of effective Behaviour For Learning systems Visible and noted reduction in high and medium level disruption	AAI SWN AAI SWN	G A Mediu m G High	Targeted programs for vulnerable students to prevent, now rarer, medium or high level disruption to facilitate reduction in / eradication of mid-level disruption.	A	Eradication of low level disruption to ensure that disturbance of learning is very rare.	AAI SWN ASM
	Reward system in place and embraced.	DSN	G	Rewards systems refined and directed by student / parent input. Rewards system can demonstrate impact on progress and or behaviour for learning.	A R-A	Local and wider leaders of effective RA with students as RA ambassadors. Rewards system demonstrates significant impact on progress and or behaviour for learning	AAI SWN ASM
	RA reintroduced, reviewed and embraced by students and staff resulting in improved	SWN	G	Positive relationships between leaders, staff and pupils support the progress of the school.	A A	Significant improvement. Outstanding on independent review and looked to for GREAT practice.	AAI SWN ASM

	relationships and reduced incidences of negative behaviours directed at staff.			Students will lead a culture of respect and tolerance. Students lead the RA process and are advocates for positive relationships across year groups and staff.	A		
	Independent behaviour, safety and wellbeing review achieves at least Good status.	ALL	A	Independent behaviour, safety and wellbeing review achieves at least Good status.	A	Independent behaviour, safety and wellbeing review achieves at least Outstanding status.	AAI SWN ASM
	Improved attendance in each year group by at least 2% compared to equivalent points in previous year.		A - G	Attendance to be at or above National Average. Achieve significant (5%) reduction in PA. Narrow attendance gap of key groups (Gender and PPG)	A A (Currently 2.6% down) A	Above National averages for attendance and at least in upper two quintiles on Ofsted DD or equivalent for similar schools for all groups. PA in line with National Average.	AAI SWN ASM
	Students demonstrate improved pride in work, school and appearance.		G	All students demonstrate pride in work, school and appearance.	A - G	Students and parents speak of the school with pride in all measures.	AAI SWN ASM
School Culture	Staff and students share in a continuous improvement school culture.	AAI	Students A Staff G	Students demonstrate that: • they are proud of their school and take responsibility for its success • they always respond swiftly to instruction • that they seek to continuously improve the school.	A A	Transformed culture of collegiality, anticipating success, tolerance and mutual respect.	

	Improved outcomes on all indicators for parent survey (10% at least for each) Communication to be seen as a strength.	A		Fewer than 15% would not recommend the school to another parent. Fewer than 15% disagree their child is happy. Fewer than 15% disagree that the school responds well to any concerns they raise.	G A-G	Fewer than 8% would not recommend the school to another parent. Fewer than 8% disagree their child is happy. Fewer than 8% disagree that the school responds well to any concerns they raise.	
	Higher expectations from students, parents and staff.	SLT	A - G	Growth Mindset culture embedded in staff. Growth Mindset culture embedded in year 7 and 8 students.	A A	Growth Mindset Permeates The School	
Finance, environment and resources	Under budget by percentage agreed with AFC (to be confirmed by new budget recovery plan)	PME AAI	G	Under budget by a percentage agreed / stipulated by AFC.	A-G	Significant improvement on budgetary position. 6 – 12 months ahead.	
	Non-cash flow solutions in place that enable further reduction on in year deficit.		G	Under budget by a percentage agreed / stipulated by AFC.	A-G	Significant improvement on budgetary position. 6 – 12 months ahead.	
SEND and Vulnerable students *(Added to SDP January 2016)*	School to meet all statutory obligations for SEN monitoring, provision and evaluation. Provision Maps, Passports, programmes and evaluations are in place that ensure satisfactory delivery of	SWN AON	G A - G	Sustained progress 8 score for SEN Improved progress across year groups for students with SEND as a result of implementation.	A-R A A - G	Outstanding SEN review.	

	SEN teaching and support.						

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Section 2: Every day an opportunity

	Year 1 Target Position *(Sept 2016)*	SLT	RAG Review ½ termly	**Year 2 Target Position** *(Sept 2017)*	RAG Review ½ termly	Year 3 Target Position *(Sept 2018)*	SLT
Learning and Teaching	**Every teacher has a good observation.**	**ASM AAI**	**A (Only one teacher)**	**Never less than consistently good teaching and progress over time.**	**A**	**Never less than consistently good**	**ASM AAI**
	Progress over time in 85% of KS4 classes is good (from start of the year points)	**ASM**	**G**	**Progress over time in work scrutiny, books and data triangulation is consistently Good in all Year Groups.**	**A**	**Progress over time in work scrutiny, books and data triangulation is Outstanding in all year groups.**	**ASM SWN DSN AAI**
	Marking is regular and has impact on progress in ALL classrooms.	**ASM**	**A**	**Marking is regular and has impact on progress in ALL classrooms** **Students able to demonstrate impact of teachers providing incisive feedback that they use well to improve.**	**A-G**	**Marking is regular and has impact on progress in ALL classrooms.** **Students able to demonstrate impact of teachers providing incisive feedback that they use well to improve**	**ASM AAI**
	Homework is set, marked and has impact on progress in ALL classrooms.	**ASM**	**A - G**	**Homework is set, marked and has impact on progress in ALL classrooms.** **Homework consolidates learning and prepares pupils well for work to come.**	**A**	**Homework is set, marked and has impact on progress in ALL classrooms.**	**ASM AAI**
	Planned and beginning to be executed new entrants program for PGCE, School Direct and T2T.	**A**	**G**	**Beginning teachers in place, trainees in all subjects that then go on to be recruited if suitable by Chessington.**	**A-G**	**We would qualify for National Teaching School status (based on 5/6 measures).**	**ASM DSN AAI**
Curriculum	**Linear curriculum model in place for 'life as a smaller school' inclusive of 3-5 year key stage 4.**	**AAI KMN**	**G**	**1-9 embedded and understood by students, parents and staff.**	**A-G**	**Progress over time at KS3 and 4 is consistently significantly above National Averages.**	**AAI KMN SWN**

				Progress is accelerated by the new system across all year groups	A	Year 7 students make accelerated progress compared to their peers nationally from their primary base.	
	SMSC and BV are planned and developing as part of the schools ethos.	AAI KMN	A	SMSC and British Values embedded into the curriculum are actively promoted and embraced by all in the school.	A	SMSC and BV are at the heart of the school's work by independent review.	
ARR and LWL	Systems, accountability measures and success thresholds in place for new curricula, levelling system and 1-9 GCSE measures.	SWN AAI	G	1-9 Vehicle, Doddle, embedded to ensure that AFL rich, Formative Feedback and Targets underpin the 1-9 model.	A	Progress over time at KS4 is consistently significantly above National Averages acirss all subjects.	KMN
	Trustworthy and accurate prediction of pupil performance and Professional Predicted Grades as a result of standardisation / moderation focus.	SWN AAI	A	Moderation, accuracy and consistency of judgements in line with the new Assessment System.	A	Prediction thresholds of no less than 5%.	SWN
"Enjoy" and Achieve	Well attended program of extra-curricular activities for a wider set of interests Program of well-planned and attended trips that cater for a wider range of needs.	KMN BFD SLT	A A-G	Well attended program of extra-curricular activities for a wider set of interests Program of well-planned and attended trips that cater for a wider range of needs.	A A	Vibrant menu of opportunities for learning and growing outside of the classroom that reinforce a positive school culture of success.	SWN AFY BFD DSN SWN AFY BFD DSN
	100% of students at KS3 have participated in more than one enrichment, community or sporting opportunity.	KMN	A-G Correct for Year 7	100% of students have participated in more than two enrichment, community or sporting opportunities.	A	100% of students participate in at least three enrichment, one community, House and one sporting opportunity. Each term.	SWN AFY BFD DSN

	Student leadership respected and competitive part of whole school culture.	**DSN SWN**	**A (in place but not embedded**	**Student leadership model is regular, embedded and articulated by students as having impact on the strategic direction of the school.**	**A**	**Self led student leadership respected and competitive part of whole school culture**	**SWN AFY BFD DSN**
	PASS survey or equivalent show significant improvement in students' enjoyment of school and feeling safe.	**SWN**	**A (TBC Summer)**	**PASS survey or equivalent show significant improvement in students' enjoyment of school and feeling safe. 90%**	**TBD**	**95% of students or above enjoy school and feel safe.**	**SWN AFY BFD DSN**

Section 3: Every moment focussed on success

(SLT Leads SWN, PME, AGY and AAI)

	Year 1 Target Position *(Sept 2016)*	Owned by	RAG Review EOY	Year 2 Target Position (Sept 2017)	RAG Review ½ termly	Year 3 Target Position *(Sept 2018)*	Owned by
Outcomes	Progress over time in at least 80% KS4 is good (from start of the year points)	AAI SWN DSN *(RSL)*	G	Public outcomes to be at least sustained for current Year 11 in terms of P8 and Attainment. MFL, History and Drama to exceed national averages in progress and attainment.	A A	Progress 8 scores are significantly above national average.	AAI SWN
	Progress over time Progress over time in 85% of KS3 classes is good (from start of the year points)		R-A	Progress of Years 7 – 10 is in line with Performance Appraisal target levels.	A	Students make rapid and sustained progress when currently on roll or public outcomes.	AAI ASM SWN
	Improve pupil outcomes in Science.	LHN ASM	G	Maintain trend of improvement in science on attainment. Science Progress 8 to be at 0.25+ on 2016 model	A TBD	Science to be in line with English and Maths (where these maintain high success) with Sig+ P8 score.	ADY KMN
	Secure rapid and consistent progress for disadvantaged learners in mathematics	SWN AGY	G	Further narrow the gap to ensure the gap is significantly below national gap for P8 and Attainment.	A	Progress of PPG learners broadly in line with Non-PPG for P8 and Attainment.	SWN AGY
	Significant narrowing of gap between SEND students and non-SEND in Maths and English on progress measures.	SWN AON	G	Further narrow the gap to ensure the gap is significantly below national gap for P8 and Attainment.	A	Progress of SEN learners broadly in line with Non-SEN for P8.	SWN KMN CMD

	Significant closing of PPG gap in mathematics.		A	Further narrow the gap to ensure the gap is significantly below national gap for P8 and Attainment.		Progress of PPG learners broadly in line with Non-PPG for P8 and Attainment.	SWN DSD AGY
NOR and PR	Increased number of students on roll in Y7 to underpin financial recovery plan agreed with LA over two years inclusive of IYT and ensuring students maintain within the school.	AAI	R – A (More allocated)	Increased number of students on roll in Y7 to underpin financial recovery plan agreed with LA over two years	A	Year 7 at PAN or oversubscribed. Years 8 and 9 significantly close.	AAI
	Marketing work in place, capacity built and with a successful track record from previous year.		G	Clear two year marketing plan in place that is effective in: • Maintenance of PR • Increasing NOR • Increasing numbers at Open Events	A	Marketing and PR plan ensures PAN and beyond.	YMH AAI PME
	Significant increase in the % of parents that would recommend Chessington to another family.		G	Fewer than 12% would not recommend the school to another family.	A-G	Fewer than 8% would not recommend the school to another family.	AAI