

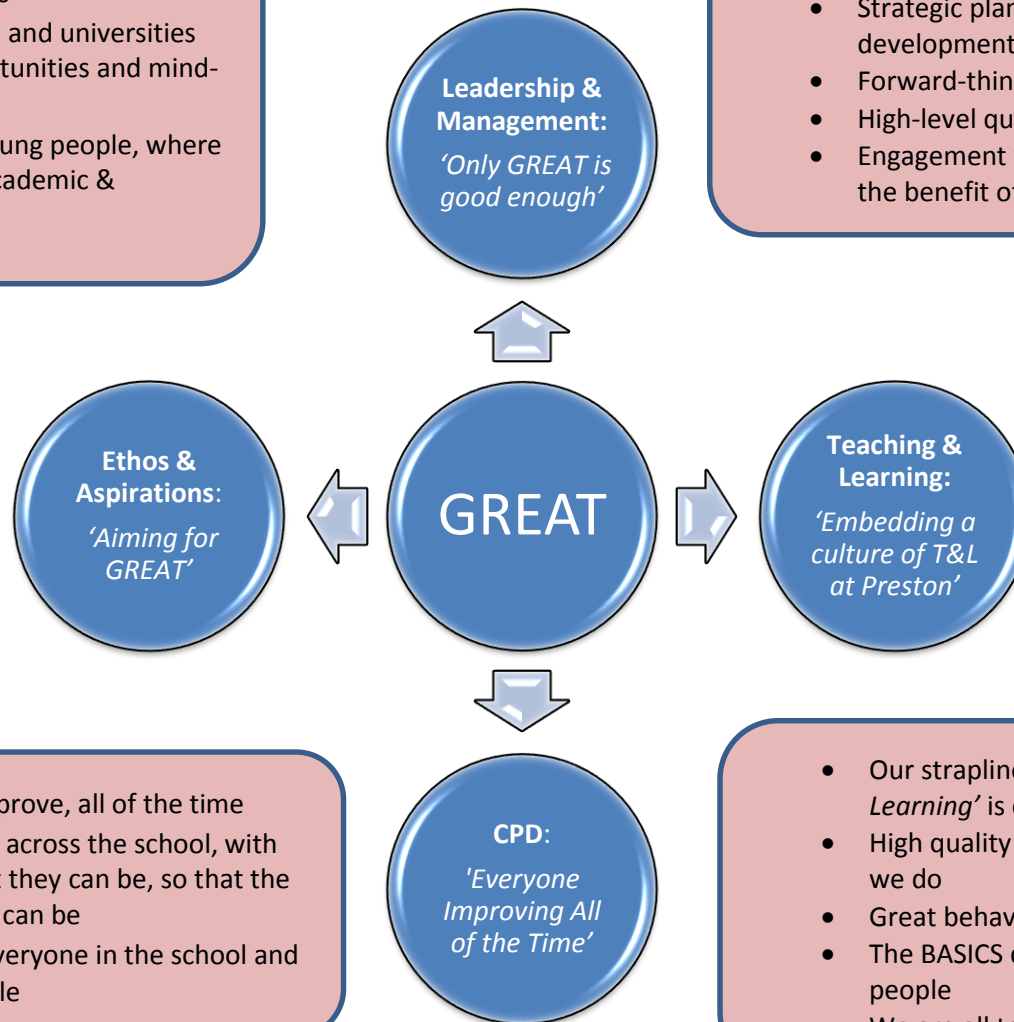


School Development Plan 2016-2020



- Our Business & Enterprise specialism underpins our work, values and behaviours
- Our links with industry, colleges and universities enriches students' future opportunities and mind-sets
- We love developing amazing young people, where we are equally proud of their academic & personal achievements

- The highest possible aspirations for all students
- Strategic planning for sustainable, long-term developments
- Forward-thinking and developmental school structure
- High-level quality assurance across the school
- Engagement with families, agencies & partnerships for the benefit of students



- Everyone in the school looks to improve, all of the time
- We all share the very best practice across the school, with the aim of staff being the best that they can be, so that the students can be the best that they can be
- We support the development of everyone in the school and celebrate success wherever possible

- Our strapline of *'Bringing Learning to Life & Life to Learning'* is embedded across the school
- High quality teaching is the most important thing that we do
- Great behaviour underpins great learning
- The BASICS develop students as learners and as people
- We are all teachers and learners of literacy, numeracy

Leadership & Management: 'Only GREAT is good enough'

| Outcome | Success Criteria | Improvement Strategy | Resources / Costs p.a | Lead | Target Date | Termly Review |
|---|---|---|--|---------------------|-------------|---------------|
| The Senior Leadership Team (SLT) & Middle Leaders (MLs) | | | | | | |
| <p>Leaders at all levels support the development of their staff and, as a result, students so that they make GREAT progress</p> <p>Governors challenge and support school leaders effectively and have a clear picture of how the school will develop over time</p> <p>The Principal leads the school and communicates a clear and ambitious vision for development</p> <p>SLT support all staff to improve by leading cohesively and communicating effectively</p> <p>Middle leaders lead developments and innovations in their areas for all groups of students</p> <p>Enhanced family engagement improves student outcomes,</p> | <p>The curriculum allows students to make great progress in all of their subjects so that by 2020:</p> <p>Progress 8 score reaches at least + 0.5</p> <p>Attainment 8 reaches at least 55</p> <p>% students gaining A*-C (9-5) in English & Maths = 85%</p> <p>% students gaining EBACC = 25%</p> <p>% of students gaining 2+ Science GCSEs at grades A*-C (9-5) = 85%</p> <p><i>See supporting targets sheet</i></p> <p>All staff understand, endorse and help develop a culture of self-improvement – as evidenced by the annual staff survey</p> <p>Student aspiration surveys show an improvement in</p> | <p>The whole-school has a relentless focus on T&L and everyone improving in their own role, in order to facilitate improvements in the school & raise achievement</p> | CPD time | GM, all staff | On-going | |
| | | <p>Further raise the aspirations of every group within the school community so that our expectations of students facilitate GREAT outcomes</p> | - | GM, all staff | On-going | |
| | | <p>Develop the leadership structure across the school so that we have a sustainable model that fosters ambition and innovation for all</p> | Staffing budget | GM | Sept 2017 | |
| | | <p>SLT Portfolios are redefined and to ensure all can plan, work and review strategically in their roles, to enable all groups of students to great progress</p> | - | SLT | Sept 2016 | |
| | | <p>We seek and embrace external support, partnerships & collaborations that further develop leaders and staff at all levels, including:</p> <ul style="list-style-type: none"> • School Improvement Partner (SIP) • Somerset Education Partner (SEP) • Somerset Association of Secondary Headteachers (SASH) • Somerset Challenge, including 'Family B' • Teaching School Partnerships & Alliances • PiXL • SSAT | <p>Membership costs</p> <p>Time for attending meetings</p> | SLT | On-going | |
| | | <p>Whilst trusting leaders and staff to bring about the best outcomes for students, leaders at all levels will ensure that every area of our provision is quality-assured in order to provide great value:</p> <ul style="list-style-type: none"> • Regular Learning Walks • Book scrutinies • Student progress data regularly analysed • Monitoring the impact of intervention • Monitoring of the setting and completion of homework • Student Voice | TLR time | All leaders | On-going | |
| | | <p>Effective and regular collaboration between the curriculum and pastoral structures within the school enables all staff to be fully aware of all students' needs and to understand the reciprocal support strategies in place to bring about progress</p> | - | HC, CM | On-going | |
| | | <p>Support, quality assure and effectively lead areas of under-performance in the school so that all outcomes are significantly above national averages:</p> <ul style="list-style-type: none"> • Science Department Development Plan 2016-17 • Boys Development Plan 2016-17 • Disadvantaged Development Plan 2016-17 | | Science, CM, HC, TS | July 2017 | |

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| <p>particularly for disadvantaged students Academic outcomes are significantly above all national averages</p> <p>Preston teachers lead curriculum lessons for feeder primary school students</p> <p>KS3 Schemes of Learning build upon previous knowledge & help accelerate progress</p> | <p>attitudes to learning and their future</p> <p>Staff retention, attendance & positive survey feedback indicate well-being & happiness</p> <p>Quality assurance indicates that planning, teaching, assessment and feedback are all regularly completed to a great level by all teachers</p> <p>Student voice recognises that the House System is embedded across the school and offers opportunity, competition and a sense of community</p> <p>Improved attendance at all family events (especially from families of 'disadvantaged students') such as parents evenings, FLDs & Family Forums</p> | <ul style="list-style-type: none"> • SEND Development Plan 2016-17 | | | | | | | | |
| | | <p>Further development of the House System so that it plays an integral role within the school to motivate, engage and enhance students and their experiences</p> <p>House activities programme</p> | House budget | NC, TS | July 2017 | | | | | |
| | | <p>Ensuring staff well-being and morale are high, so that we recognise that all improvements in the school are driven by staff. Social events and well-being activities planned for each year. Strong engagement with unions supports this</p> | Staff well-being budget | GM | On-going | | | | | |
| | | <p>Provide the highest level of pastoral care possible for all students throughout their time here by:</p> <ul style="list-style-type: none"> • Know, understand and provide support for each student as an individual • Having great working relationships with families including, but not exclusively, through the PFSA • Working collaboratively with outside agencies to support relevant students and their families • Developing our work on mental health issues amongst young people | | AMs, LMs AMs, LMs,PFSA LMs, HC, TS, PFSA TS, HC | On-going | | | | | |
| | | <p>All MLs relentlessly pursue the highest possible levels of progress for all students</p> | | LMs AHOS HOS | On-going | | | | | |
| | | <p>We seek, embrace and act upon family voice in order to enhance home-school communication and student outcomes. Termly 'Family Forums' & family voice questionnaires help inform our views</p> <ul style="list-style-type: none"> • PFSA to help engage families • Family Voice • Register of family engagement analysed • Family Learning Days used to engage families • Pastoral System embraces home-school contact and encourages engagement • Parents Evenings - 'hard to reach' bus | PFSA role FLD costs | CW HC HC JC HC HC | July 2017 | | | | | |
| | | <p>Our constantly reviewed curriculum will be broad, balanced and enriching in many ways. We will seek to balance appropriately a solid base of tradition with innovation that responds to modern-day life for students and the curriculum will be accessible so that all (groups of) students can achieve:</p> <ul style="list-style-type: none"> • Further raise aspirations and achievement by developing a 'KS3 Diploma' and graduation ceremony as part of a 5 year GCSE • Enhanced curriculum links with feeder primary schools to ensure a smooth and progressive KS2-3 transition, especially in Science, Humanities & MFL (possibly Music & PE) • The curriculum is 'government-proof' and is designed with students' best interests at heart, not satisfying DfE agendas | <p>Spare teaching allocations to Primary Schools</p> <p>GCSE Computer Science costs at YC - £.../student p.a</p> | <p>CM</p> <p>CM, JP, JR, TK, HW</p> <p>CM, HC</p> <p>CM</p> | <p>Sept 2017 start</p> <p>Summer 2017</p> <p>On-going</p> | | | | | |
| | | <p>Assessment, Recording & Reporting (ARR) informs, guides and supports student-development and family support:</p> | - | CM | | | | | | |

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| | | <ul style="list-style-type: none"> 7-8 week ARR cycle Diagnostic sheets embedded, understood and fed-back on Ambitious and developmental target-setting process, which takes in to account but does not excuse individual learning barriers, decided in conjunction with students | | Focus of Education sub com | July 2017 | | | | |
| | | <p>Effective ARR enables us to provide timely, effective and sustainable interventions across all school years, so that students make good progress against targets throughout KS3 & KS4:</p> <ul style="list-style-type: none"> Embed the use of 4Matrix for data analysis SLT Interventions Meetings Intervention Menus embedded Year 11 Interventions Meetings | | Focus of Education sub com | July 2017 | | | | |
| <p>Successful students are 'employed' across the school to do various 'jobs'</p> <p>All students experience the positive influence of the B&E specialism</p> | Student Voice tells us that they appreciate the B&E specialism and what it offers them | <p>Our Business & Enterprise specialism is infused across all areas of the curriculum in order to support our drive for all students to be well prepared for their working lives. These are embedded within all lessons and supported by year & school events, which are opportunities to engage with the business world and entrepreneurs. Opportunities include:</p> <ul style="list-style-type: none"> Student jobs – students apply and interview for 'jobs' in the school to enhance their readiness for work Enhancing and embedding of the B&E skills that our students need to be work-ready Further enhancing our already strong employer links, to complement our newly-formed Alumni programme | B&E staffing specialism cost | TK, AHoS, CM | Sept. 2017 | | | | |
| | SOL SEFs complete | <p>Literacy and numeracy are infused across all areas of the curriculum in order to support our drive for all students to be well prepared for their working lives. These are embedded within all lessons & supported by year & school events</p> | Literacy & Numeracy TLRs | MT, HN, CM | | | | | |
| | Improved Academic outcomes in all subject areas | <p>School Of Learning SEF's & Development Plans help guide our self-assessment & future action-planning, in line with identified budget priorities</p> | TLR time | CM HoS | Summer 2017 | | | | |
| | Greater academic outcomes for these key groups of students | <p>Leaders at all levels lead well-planned and resourced innovations project within their portfolios, to further develop student outcomes. Many of these innovations will bring about <i>marginal gains</i> on our journey from good to GREAT</p> | SOL & Curriculum Innovation projects | All leaders | Sept. 2017 start | | | | |
| | | <p>Working Groups &/or Staff Champions within each SOL, and across the school in research parties, to enhance the achievements of groups of students which have previously under-performed:</p> <ul style="list-style-type: none"> Disadvantaged SEND (inc. AG&T) Boys | Monday meeting time | JC & HoS | Summer 2017 | | | | |
| | | | | | HC TS CM | | | | |
| The Governing Body | | | | | | | | | |
| A more effective working relationship | | The Full Governing Body (FGB) have a relentless focus on improving standards across the school through: | - | MB, FGB | On-going | | | | |

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| between school leaders & staff and governors Greater involvement of the FGB in the life of the school | Academic outcomes improve to at least agreed targets | <ul style="list-style-type: none"> • Effective Challenge • Holding Principal & leaders to account for all areas of school development, including over the Appraisal Policy & its link to the Pay Policy • A robust and thorough appraisal process for the Principal • Providing effective support for leaders and teachers • Effective governor recruitment, retention and training | | | | | | | |
| | Staff voice surveys acknowledge the improved contribution of the governors to link subjects | Governors to regularly and effectively monitor all forms of performance data for the school, and respond accordingly by supporting, challenging and celebrating appropriately to ensure that the school provides good value for money | - | MB, FGB | On-going | | | | |
| | | Strong links between the FGB and each area of the school, within Schools of Learning, support: <ul style="list-style-type: none"> i. Governors having an in-depth understanding of the context of the school, its development and areas for improvement ii. The role of the governors and its importance to staff in school | - | FGB, relevant staff | Jan. 2017 | | | | |
| Students as Leaders | | | | | | | | | |
| | Student voice surveys show increasingly improved satisfaction levels with the school Increased opportunities for Student Voice & Student Leadership | Regular, informative and loud Student Voice shapes school development: <ul style="list-style-type: none"> • Establishment, development and embedding of our 'Preston Parliament' to: <ul style="list-style-type: none"> ○ Advise and co-construct increasingly effective T&L ○ Help advance the learning environment ○ Suggest and help develop innovations in all areas of the school ○ Work with feeder primaries and FE providers Student Leadership opportunities help prepare them for life after school and help them develop soft-skills suitable for the work-place | - | HC, TS | July 2017 | | | | |
| Groups of Students | | | | | | | | | |
| All students within the school succeed and prosper, regardless of any contextual barriers to learning that exist upon entry or develop during their time here | Academic outcomes for disadvantaged students are significantly better than the national average & close to the outcomes of our 'other' students | Leadership of Disadvantaged students and initiatives improves outcomes for all such students, particularly those who are in receipt of the Pupil Premium Grant (PPG): <ul style="list-style-type: none"> • Enhanced engagement with families to ensure greater buy-in to our work & students' learning • Effective, targeted and timely PPG spending to improve outcomes • A review of PPG spending in feeder primaries, whose PPG students make excellent progress • Embedding of the Pupil Premium Passports Keeping up-to-date with current research on the student group, ensure that appropriate innovation projects look to constantly advance the progress and well-being of SEND students | PPG budget | Focussed on by Welfare sub-com HC HC, DE HC, LMs HC | July 2017 | | | | |

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| | <p>Academic outcomes for SEND students are significantly better than the national for each of the 4 SEND groups:</p> <ol style="list-style-type: none"> 1.Communication 2.Cognition & Learning 3.SEMH 4.Sensory &/or physical | <p>Leadership of SEND students and initiatives improves outcomes for all SEND students, particularly those whose need is Cognition & Learning or SEMH:</p> <ul style="list-style-type: none"> • Review of the SENCo role and departmental structure to ensure high quality support: <ul style="list-style-type: none"> ○ SEND intervention teaching ○ LSA Roles ○ LSA deployment ○ Appropriate use of High Needs funding to ensure best value for SEND student outcomes ○ Sharing of best practice of SEND support across the school to ensure that all staff use the most successful strategies for every student, including developing the <i>'What Helps me as a Learner'</i> model • An 'SEND Interventions Menu' allows families and students to understand the support they receive • Effectively planned, timed and evaluated intervention impacts positively on student progress • Keeping up-to-date with current research on the student group, ensure that appropriate innovation projects look to constantly advance the progress and well-being of SEND students • 'SEND Student Information Sheets' embedded and regularly used to differentiate effectively • 'The Preston Centre' ASD base provides a GREAT education to its students, and supports the work of Preston School • Partnership work with families of SEND students ensures great communication and support for all • Create, develop & sustain a programme of events & support to enhance the motivation, aspirations and achievements of Able, Gifted & Talented (AG&T) students <ul style="list-style-type: none"> ○ Departmental programmes for AG&T ○ Whole-school programme ○ The Brilliant Club ○ Peer Coaching of younger students • All teaching is differentiated to 'stretch' AG&T students in every lesson, including home work • EAL students make great progress throughout their time in the school, and are fully engaged in academic and school life <ul style="list-style-type: none"> ○ Language support in lessons ○ English dictionaries in each room ○ EAL dictionary for each EAL learner ○ GCSE exam in home language | SEND budget | <p>Focussed on by Welfare sub-com</p> <p>TS, HC</p> <p>HC</p> <p>TS</p> <p>TS</p> <p>TS</p> <p>TS/RW</p> <p>TS</p> <p>TS/JO TS/JO TS/AS TS/JO TS, JO, AHoS, HoS,</p> <p>TS</p> | <p>July 2017</p> <p>Sept. 2016</p> <p>July 2017</p> <p>July 2018</p> <p>July 2017</p> <p>July 2017</p> <p>July 2018</p> <p>July 2018</p> <p>July 2017</p> | | | |
| | <p>Academic outcomes for boys are significantly better than the national</p> | <p>The Leadership of boys, improves outcomes for them compared to currently, and subsequently narrows the gap between boys and girls.</p> <ul style="list-style-type: none"> • Research in to best practice of raising boys' achievement • Student voice • Suitably and adequate rewards to celebrate the success of boys | CM CM, HC CM | July 2017 | | | | |

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| | average and at the same level as our girls | Keeping up-to-date with current research on the student group, ensure that appropriate innovation projects look to constantly advance the progress and well-being of boys students | | CM | | | | |
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Teaching & Learning: 'Embedding a culture of T&L at Preston'

| Outcome | Success Criteria | Improvement Strategy | Resources / Costs p.a | Staff | Target Date | Termly Review |
|---|--|--|---|--------------------|-------------|---------------|
| The BASICS | | | | | | |
| The Learning Environment across the school is conducive to GREAT learning for all students | Fewer behaviour points awarded per annum | <p>The BASICS are embedded, meaning that Behaviour for learning (BfL) is GREAT in all lessons:</p> <ul style="list-style-type: none"> Regularly review, adapt and enhance the B&R policy and its implementation Sharing best practice around BfL is common-place and raises the quality across the school to that of the best lessons <p>The rewards that we offer students motivate, incentivise and encourage students to want to constantly improve:</p> <ul style="list-style-type: none"> Regular high-profile certificates in assemblies Displays around school to celebrate success Communicated home and publically 'Student of the Week' & 'Learner of the Week' established Student voice dictates future rewards programmes <p>Whilst we continue to have the highest standards of school uniform & the way that it is worn, we will continue to explore more affordable options for families where possible</p> | | HC | On-going | |
| | Fewer FTE days per annum | | | HC, LMs, AHoS, HoS | | |
| | Further improved student, family and staff voice with regards to Behaviour for Learning | | | GM, HC | | |
| Visitors to the school continue to be impressed with the conduct and appearance of students | | | | | | |
| Skills for Life | | | | | | |
| All students have the skills to reach their academic potential in school and also access the next stages of their learning and life | 85% of students gain A*-C in both English & Maths, allowing them to access L3 courses at Post 16 | <p>Literacy and numeracy are infused across all areas of the curriculum in order to support our drive for all students to be well-prepared for their working lives. These are embedded within all lessons & supported by year & school events:</p> <ul style="list-style-type: none"> Given a high profile across every area of the school, both in classrooms and around the school Programmes for pastoral times Embedded within all lessons <ul style="list-style-type: none"> Focus upon 'exams language' for depts. Reading & rhetoric opportunities created and exploited | TLRs for whole-school literacy & numeracy Funding for AR | MT, CL, CM | | |
| | | | | MT, GM | | |
| | Students' high levels of literacy & numeracy mean that they make GREAT progress in all subjects | | | MT MT, JC | | |
| | | | | CA, CL | | |

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| | More homework is completed to a great standard, meaning Period 6 numbers decline year-on-year | <ul style="list-style-type: none"> Preston Library & the Accelerated Reader programme further developed so a love of reading is embedded. Students' progress tracked and intervention strategies developed Peer Reading scheme developed 'Reading Partners' programme established, developed and regularly celebrated | | CL, GM CL, GM | | | | |
| | Student Voice tells us that they feel more prepared and comfortable with revision for GCSE exams | Review of ICT facilities based on student and departmental needs so that our ICT network is one that helps support, drive & develop Teaching & Learning: <ul style="list-style-type: none"> Review linked to curriculum for depts. Moodle & school website as a vehicle for learning and communication ICT Suites Laptops, Tablets and hybrids IWBs Visualisers Online Safety is a key consideration in the pastoral care of our students. | ICT budget | SH, MP, CM | | | | |
| | | 'E-Safety Mark' accreditation gained | Revision and independent learning skills are explicitly taught and defined in Years 7-11, in each subject area and through work with Nick Osborne & Learning Performance. Homework <ul style="list-style-type: none"> Shared on moodle for students and parents Trial the use of homework 'menus', project based homework & 'Flipped learning' | | JC, AHoS, HoS | Sept. 2017- July 2018 | | |
| | | Revision <ul style="list-style-type: none"> Half-term revision course Easter revision Weekend revision? Revision residentials Revision away days Nick Osbourne KS4 programme | | CM CM GM GM JC | | | | |
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Ethos & Aspirations: 'Aiming for GREAT'

| Outcome | Success Criteria | Improvement Strategy | Resources / Costs p.a | Staff | Target Date | Termly Review | | |
|---------------------|------------------|--|-----------------------|-------|-------------|---------------|--|--|
| School Ethos | | | | | | | | |
| | | Constantly promoting and enhancing our ethos and values as a school: <ul style="list-style-type: none"> Embedding of <i>'Brining Learning to Life and Life to Learning'</i> ethos | - | GM | On-going | | | |

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| | | <ul style="list-style-type: none"> • Being GREAT • 'BASICS' for students | | | | | | |
| Business & Enterprise Specialism | | | | | | | | |
| | | <p>Our Business and Enterprise specialism is a key feature of our work, and is embedded across the school:</p> <ul style="list-style-type: none"> • Embedded skills for all students • Student jobs in school • Employer links | B&E Support | TK, GM | July 2018 | | | |
| | | | | | July 2017 | | | |
| | | | | | July 2018 | | | |
| Careers Advice & Independent Guidance, including links with Further Education, Higher Education & Employment | | | | | | | | |
| <p>Every student receives high quality independent support that enables them to progress on to the suitably ambitious next stage of their life</p> | <p>All students feel supported in choosing the most suitable Post 16 option for them</p> | <p>High-quality CAIG that provides students with impartial advice, opportunities and support when planning their futures:</p> <ul style="list-style-type: none"> • For Preston to work towards gaining a nationally recognised careers quality award. Investor in Careers is a quality standard for the management of careers education, information, advice and guidance (CEIAG) and is now the most widely used quality award of its kind recognised nationally across the country. All Investor in Careers Award holders have demonstrated a commitment to provide impartial, independent careers education, information, advice and guidance to their young people. • Further develop links with FE <ul style="list-style-type: none"> ○ Curriculum development ○ Taster sessions for Year 10/11 students from FE providers • Further develop links with HE <ul style="list-style-type: none"> ○ The Brilliant Club ○ Oxford ○ Cambridge ○ Bath Spa ○ Bath Uni. ○ Exeter ○ Bournemouth • Ensure students receive relevant and up-to-date information on apprenticeships as part of our CAIG programme • Viewing CAIG as being 16-25 not just 16-19, so that we fully prepare students for life and not just the next step of 'college' • We develop our Alumni Links so that we are continuously enhancing the experiences, ideas and aspirations of our students to their future careers: <ul style="list-style-type: none"> ○ Visits to school ○ Displays advertising where our former students have gone in the world ○ Website advertising where our former students have gone in the world | Independent CAIG | HC, AW | October 2015 February 2016 June 2016 | | | |
| | <p>Students have more information about and experience of universities, including those in the Russell Group</p> <p>Internal & External mentoring programmes support targeted students to achieve in line with expectations of them</p> | | | CM HC/KS4 LMs HC | | | | |
| | | | | | AW HC JC | | | |
| | | <p>Mentoring to help guide and support students' aspirations and expectations of themselves</p> | | | | | | |

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| | | <ul style="list-style-type: none"> • Every disadvantaged student and/or vulnerable Year 11 has a mentor (school, governor, community, business) • Peer mentoring • Accreditation for students to work towards | | HC, Year 11 LM HC, TS | Sept. 2017 – July 2018 | | | |
| Links with Primary Schools | | | | | | | | |
| Further improved working relationship with local primary schools and their pupil & families | We are fully subscribed for Year 7 starters each academic year, and in each year group | KS2/3 Transition is further enhanced so that students and families' feedback positively on their joining Preston School: <ul style="list-style-type: none"> • 'Welcome to Preston' evening event in Autumn term 1 of Year 7 • Summer project for all new starters based on Global learning • Family voice on why they did or didn't choose Preston School • Year 7 camp | | HC GM, HC JP, HC GM Year 7 LM | Sept 2016 June 2017 Mar 2017 Sept 2017 | | | |
| | | Further develop contact with feeder primaries re their alumni <ul style="list-style-type: none"> • Letters to primary HT at Christmas of Year 7 • Letter from GM re Year 11 leavers GCSE Results | | CL , HC GM | Dec 2016 Sept 2016 | | | |
| | Pupils from all local primary schools have access to Preston School in KS2 – through both visits to us and our staff visiting them | Further enhance contact with primary schools so that KS2 students are aware of Preston School and what we have to offer: Visits to feeder primaries <ul style="list-style-type: none"> • GM Assemblies <ul style="list-style-type: none"> ○ Spring term of Year 5 ○ Early in summer of Year 6 • 'Meet the Preston Principal' events for families and students at each feeder primary Visits to Preston for KS2 students: <ul style="list-style-type: none"> • Year 5 step up days • 'Curriculum Links' project | | GM GM GM HC CM | Sept. 2016 | | | |
| Students Aspirations & Expectations | | | | | | | | |
| | | Structure a Rewards package that helps identify, motivate and engage students. Extrinsic rewards should only go to compliment the intrinsic value that students get from success and progressing, not replace it | | HC GM, SLT | Mar 2018 Summer 2017 design for | | | |

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| | | <p>and will, as well as supplementing applications for student jobs and positions of student leadership</p> <p>Plan a wider programme of Enrichment activities for students</p> <ul style="list-style-type: none"> • Lunchtime activities • After school activities • Trips and visits for Every department built in to curriculum mapping <p>Build on existing good work on students contributing towards charity work</p> <ul style="list-style-type: none"> ○ Year charities ○ Non Uniform days ○ Activities out of school <p>Further develop National and Global Learning so that students' knowledge, perspective, and hopefully experience, is international:</p> <ul style="list-style-type: none"> ○ Links with international schools and businesses ○ Integrated in to curriculum mapping for all subjects ○ Partner international schools | | <p>CM, HOS, AHOS</p> <p>HC & LMs</p> <p>JP, AS, CM</p> | <p>2017-18 start</p> <p>January 2018</p> <p>On-going</p> <p>July 2018</p> | | | | |
| Sharing the GREAT work of the school | | | | | | | | | |
| <p>Celebrate the positive messages from the school in the local, national & international media</p> <p>Celebrate the positive messages around the school to further foster the opinion of students that it is 'cool to achieve'</p> <p>Students are not dissuaded from a learning or career path because of contextual</p> | <p>Positive feedback from the local community</p> <p>Fully subscribed in all year groups</p> <p>Students' successes are celebrated regularly and students of all ages proudly acknowledge their achievements, both privately and publically</p> <p>Literacy, numeracy and our B&E specialism our celebrated throughout the</p> | <p>Further promote positive publicity for school so that the community are aware of our great work:</p> <ul style="list-style-type: none"> • Western Gazette: weekly articles • Website • Welcome video • Weekly student led newsletter: 'Preston Voice' • Social Media: Facebook, Twitter, Youtube • Year 7 Senior Citizens Party • Our brand: what do you stand for and what do we want to be known for? <ul style="list-style-type: none"> ○ GREAT; highest standards in everything we do ○ B&E Specialism <p>Publicity within school</p> <ul style="list-style-type: none"> • Aspirational messages and messages: GREAT • House signage • Displays <ul style="list-style-type: none"> ▪ <i>The Pride Wall</i> ▪ <i>'Hall of Fame' display</i> | | <p>MC & JS</p> <p>MC, MP</p> <p>GM</p> <p>MC</p> <p>MC, MP</p> <p>Year 7 LM</p> <p>GM</p> <p>GM & MC</p> <p>MC, HOS & AHOS</p> <p>HC & LMs</p> <p>GM, MC, JK</p> | <p>On-going</p> <p>On-going</p> <p>Sept 2016</p> <p>Oct 2016</p> <p>On-going</p> <p>Dec 2017</p> <p>On-going</p> <p>June 2016</p> <p>Nov 2016</p> | | | | |

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| barriers that they perceive that they have, e.g disadvantaged, first in the family at HE etc | <p>school site, in both teaching & non-teaching areas, to celebrate and encourage students to further-participate</p> <p>More students enrol on degree courses than previously, as evidenced through our more concentrated tracking of past-students</p> | <ul style="list-style-type: none"> ▪ Students ▪ Staff ▪ Alumni ▪ University destinations & The Brilliant Club ▪ Community <ul style="list-style-type: none"> ○ 3D displays of students work ○ 'Stuck menus' in every classroom <ul style="list-style-type: none"> • Display plates on every classroom door <ul style="list-style-type: none"> ○ B&E Skills ○ 'I am reading' ○ 'I am learning' ○ My Business/Enterprise hero is' • Literacy and numeracy posters and/or paintings around school <ul style="list-style-type: none"> ○ Stairwells ○ Above classroom doors ○ Toilets | | <p>JC TS, AS</p> <p>Technology, Science JC, HW JK, GM</p> <p>MT, HN, JK</p> | <p>Sept 2017 On-going</p> <p>Sept 2017</p> <p>Sept 2017 April 2017</p> <p>July 2017</p> | | | | |
| The Learning Environment | | | | | | | | | |
| Learning is all around the students wherever they are on the site, and they have more opportunities as a result of work completed | <p>Student-voice tells us that the enhanced learning environment is appreciated by the students</p> <p>Learning outcomes improve across the school</p> | <p>Site Development:</p> <ul style="list-style-type: none"> • Catering <ul style="list-style-type: none"> ○ 2nd (outdoor) outlet ○ Covered outdoor/eating areas • Further enhance all teaching areas within all 4 Schools of Learning, but Science, Technology & PE as priorities • Further develop the Forest School area • Explore the possibility of an outdoor auditorium/amphitheatre • Paper recycling in every classroom and office <p>Financial management</p> <ul style="list-style-type: none"> • Forward thinking budget setting • Investment in T&L • Capital bids • Management of 'reserves' | <p>TBC</p> <p>TBC</p> <p>TBC</p> <p>£100 for bins</p> | <p>Focussed on my Business sub-com</p> <p>GM, CT, JK</p> <p>GM, JK</p> <p>GM, HOS</p> <p>SSOs</p> <p>GM, JK</p> <p>GM, JK</p> <p>DE, GM</p> | <p>April 2017</p> <p>Sept 2017</p> <p>Sept 2017</p> <p>Sept 2017</p> <p>Sept 2018</p> <p>Sept 2016</p> <p>On-going</p> | <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> | <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> | <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> | |

CPD: 'Everyone Improving All of the Time'

| Outcome | Success Criteria | Improvement Strategy | Resources / Costs p.a | Staff | Target Date | Termly Review |
|---|--|---|-----------------------|--------|-------------|---|
| Staff Appraisal | | | | | | |
| Improved teaching & leadership raises students' achievement in all subjects | Improved departmental outcomes at KS3 & GCSE | Staff Appraisal <ul style="list-style-type: none"> • CPD-focused with SMART targets, that are based around improving the quality of T&L and a reviewed mid-year • Typicality not 'performance' structured • Complimenting QA Process <ul style="list-style-type: none"> ▪ Lesson Observations ▪ Learning Walks ▪ Progress Data ▪ Effectiveness of Feedback ▪ Student-Voice | Allocated CPD time | GM, JC | Sept 2016 | |
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| Sharing Best Practice | | | | | | |
| Improved teaching raises students' achievement in all subjects | Staff feedback indicates the sharing of best practice & coaching has improved their practice | Coaching is a tool that is used to help develop staff and work collaboratively <ul style="list-style-type: none"> • 'T&L Team established to help share best practice and support colleagues • 'Live Learning' used as a way of coaching staff 'in lessons' • Peer Observations | | JC | July 2017 | |
| | | Sharing Best Practice <ul style="list-style-type: none"> • 'Preston's Perfect Practice' • Learning Lunches • Leadership Lunches • Learning Walks • Working party groups based on themes? <ul style="list-style-type: none"> ○ Disadvantaged students' progress ○ SEND students' progress ○ AG&T students' progress ○ Boys' progress ○ KS2/3 Curriculum transitions ○ Written & verbal feedback ○ Home Learning and Revision | | | | |
| | | | | | | JC JC JC JC, HOS HC TS TS, GM CM CM, HC JC CM |

Internal Development Programmes

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|--|---|--|--|--|------------------------------|--|--|--|
| <p>Staff at all levels have the opportunities to develop their skills in order to make them more effective in their roles, and prepare them for their next role (should they wish)</p> | <p>Preston is known for being a forward-thinking school that looks after its staff and has good moral & opportunities for all</p> <p>We foster an ambition to improve amongst all staff so that students benefit by enhanced outcomes</p> <p>We retain great staff through the internal opportunities that we are able to offer</p> | <p>Inspire staff and leaders within the school so that we are able to sustainably renew and enhance teaching & leadership positions when they arise</p> <p>Internal Development Programmes</p> <ul style="list-style-type: none"> • CPD programme • ‘Learning Lesson’ per fortnight model further explored • Teachers <ul style="list-style-type: none"> ○ NQT Programme ○ RQT Programme ○ Aspiring MLs ○ Aspiring SLT <ul style="list-style-type: none"> ▪ SLT Secondments ▪ MLs at SLT meetings ○ Aspiring HTs ○ SSAT/NCSS – style programme <ul style="list-style-type: none"> ▪ NPQML ▪ NPQSL ▪ NPQH ○ Support Programmes • Non-Teachers <ul style="list-style-type: none"> ○ SEND Learning Breakfasts ○ Pathways to Teaching <ul style="list-style-type: none"> ▪ Links to Teaching Schools programmes | <p>Staff TLR time</p> <p>SEND budget</p> | <p>SLT</p> <p>JC GM</p> <p>JC JC JC GM GM GM</p> <p>JC, GM</p> <p>JC, GM</p> <p>TS JC JC, GM</p> | <p>On-going Mar 2017</p> | | | |
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External Development Programmes

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|--|--|--|--|--|--|--|--|--|
| <p>We help identify, motivate, train & retain students & trainees who may wish to be teachers</p> <p>Staff at all levels have the opportunities to develop their skills in order to make them more effective in their roles, and prepare them for their next role (should they wish)</p> | <p>As a school we look to recruit Preston-trained staff so that:</p> <p>a. We secure high-quality staff</p> <p>b. We reduce our outlay on adverts and interviews</p> <p>We retain great staff through the internal opportunities that we are able to offer</p> | <p>Maximise the effectiveness of External Partnerships by engaging with organisations that will benefit the development of our staff and, in turn, our students:</p> <ul style="list-style-type: none"> • Teaching <ul style="list-style-type: none"> ○ ‘Tomorrow’s Teachers’ ○ Schools Direct ○ CPD Programmes • ITT <ul style="list-style-type: none"> ○ Bath Spa ○ MSC ○ Exeter • Yeovil Federation • South Somerset Partnership <ul style="list-style-type: none"> ▪ SASH/Somerset Challenge ▪ Family B ▪ Peer Reviews ▪ Work Shadowing ▪ Sharing Best Practice | <p>Staff TLR time</p> <p>Annual subs Annual subs</p> | <p>JC JC JC</p> <p>JC JC JC</p> <p>GM GM</p> | | | | |
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