The Westminster School Development Plan

2015 - 2018

The Westminster School Development Plan (SDP) is a working document which summarises the priorities of the School for the coming year. It is used as a management tool to ensure continual School improvement.

The SDP reflects the views of all members of the School community. The SDP reflects the values, goals and the context of our School.

The Westminster School believes that we can provide a better quality of education for our pupils if we work in partnership with pupils, parents/carers, governors, the Local Authority and the wider community.

We want our pupils to achieve the highest possible standards of education and personal development by providing them with a high quality, enjoyable education in an environment that allows them to feel:

"Safe, happy and learning"

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Main Priority Targets:

1.   Outcomes for Learners

To further raise standards across the School for all learners.

2.   Quality of Teaching, Learning and Assessment

To embed Assessment for Learning as the driving force behind Curriculum and Assessment.

3.   Personal development, behaviour and welfare

To promote resilience to support social, emotional and mental health (Safe, Happy and Learning).

4.   Effectiveness of Leadership and Management

To embed the role of Leadership and Management to ensure accountability across all areas of the School.

5.   Partnerships

To develop partnerships Local, National and International.

The Westminster School
School Development Plan Overview for 2015 - 2018

Outcomes for Learners	Quality of Teaching, Learning and Assessment	Personal development, behaviour and welfare	Effectiveness of Leadership and Management	Partnerships
1. To further raise standards across the School for all learners.	2. To embed Assessment for Learning as the driving force behind Curriculum and Assessment.	3. To promote resilience to support social, emotional and mental health (Safe, Happy and Learning).	4. To embed the role of Leadership and Management to ensure accountability across all areas of the School.	5. To develop partnerships Local, National and International.
Issues	Issues	Issues	Issues	Issues
Persons Responsible: AHT KS2/3 AHT 14-19	Persons Responsible: DHT	Persons Responsible: DHT AHT - SENCO	Persons Responsible: HT	Persons Responsible: HT AHT – SENCO
1.1 a) Review and Update the impact and appropriateness of the personalised study programmes for individual pupils in the 14-19 phase. b) Ensure that these programmes result in progress and stretch for all learners across Foundation learning subjects and core subjects such as English and Maths	2.1 a) To develop the new Curriculum and assessment model in KS2/3 b) To ensure data is tracked to enable outstanding pupil progress and plan interventions appropriately	3.1 a) CPD programme to be developed that covers a range of social, emotional and mental health aspects relevant to learners. b) School to work in partnership with outside agencies to deliver CPD sessions with staff. c) Pupils with SEMH needs will be identified and a programme of support put in place to develop their emotional resilience	4.1 a) Support and develop all new leaders understanding of role and develop skills of Leadership and Management through coaching, sharing effective practice, 1-1 sessions, appropriate accreditation etc b) Through a programme of identified CPD Learning Support staff further understand and develop strategies and interventions that can be	5.1 a) Create a culture of parental involvement in school life through the setting up of a 'Friends of TWS' that promotes the values, ethos and vision of the school. b) Engage parents by allowing them opportunities to be involved in school life (i.e. events, assemblies)

c) Monitor the impact of the curriculum for less able learners in the Post 16 phase. ensure that the curriculum supports the pupils to develop life skills as well as independence and resilience **1.2** a) Ensure that Learning Outside the Classroom (LOTC) is embedded throughout the school as an integral part of teaching and learning in all curriculum areas. **1.3** a) To further raise the identity of Key Stage 2 and further raise standards in this phase with particular reference to the core subjects **1.4** a) To ensure that all monitoring of subjects is purposeful and therefore results in a raise in attainment for all learners	**2.2** a) To ensure all feedback is accessible, purposeful, of high quality and enables pupils engagement and response b) To embed the use of higher level thinking and associated language across all classes and keystages **2.3** a) Through program of CPD all staff to have ownership of their own professional development and pathway to outstanding teaching b) To provide all staff with opportunities for research and collaborative support in order to develop their skills	d) SLEUTH data will be used to identify staff training needs and pupil need relating to particular antecedents and this will be reflected the CPD programme. **3.2** a) Middle managers will ensure that the 'eight principles' are reflected through the teaching and learning of their subject area. b) Monitor work related learning to ensure it has a positive impact on the well- being of participating pupils. c) Develop links with more local businesses to widen the work opportunities available to pupils d) Staff will demonstrate the use of pupil friendly SMSC language in their planning and delivery of lessons.	embedded within pupils' daily timetables c) Implementation of school structure (class bases) to take account of the more complex needs of pupils e) Revisit and update vision in order to create an ethos and culture which promotes engagement and aspirations for all learners f) Develop an action research model of CPD for all staff through the use of a 'skills wills' matrix.	**5.2** a) Review the role of the family support worker b) Implement the 'Changes' programme to provide support/advice for families **5.3** a) Raise the profile of homework throughout the school. b)review the homework policy c) Create challenges for homework via e-learning (moodle) d) Enthuse pupils to engage with homework **5.4** a) Review the provision of off-site education placements (i.e. attendance provision) b) Identify new opportunities for learners such as LOtC **5.5** a) Review the provision of work experience

1.5 a) To ensure that the teaching of basic skills has purposeful and functional outcomes across all subjects b) To enable all teachers and support staff to be outstanding practitioners in order to raise pupil outcomes 1.6 a) To develop a more vigorous intervention programme that supports learners who require intervention with a focus on Gifted and Talented pupils		3.3 a) Student voice will be used to inform school development and training. b) Ensure that pupils understand purpose of student voice and they can see its impact within the school environment. c) House captains will prominent throughout the school year and reflect the voice of the pupils. 3.4 a) SLEUTH and attendance data to be used to identify pupils who may need support in relation to SEMH. b) Learning outside the classroom monitored to ensure it is having a positive impact on the wellbeing of pupils who participate. 3.5 a) Provide staff training to improve knowledge and expertise in the safe and appropriate use of new technologies, including their capacity		opportunities to include accreditation b)Create a partnership with a local company c) celebrate the successes of the school in national press 5.6 a) Make links with an international school b) Research SEND provision from different countries c) Expand the current links to develop curriculum, moderation and CPD support.

		to teach and ensure e-safety. b) Support families to ensure that their children use new technologies safely and responsibly both at home and at school. c) Update and ratify the Computer Safety and Acceptable Use policy to ensure rigorous e-safety policies and procedures are in place. d) Systematically review and develop e-safety procedures to continue to ensure we impact positively on pupils knowledge and understanding. e) Create a school-wide initiative that promotes e-safety f) Produce data that relates to e-safety that can be analysed and responded to at a strategic level.		

Work towards achieving Quality Marks:

Arts Mark, Governor Mark, Inclusion, Black Country Quality Mark, Autism Accreditation, Careers Education, E-Safety.

The Westminster School Development Plan
Action Plans for School Year 2015 – 2018

Key Priority 1: Outcomes for Learners 1. To further raise standards across the School for all learners.	Responsible Person(s) C Hill, Head Teacher C Stubbs, Deputy Head Teacher AHT – SENCO AHT – 14/19 AHT – KS2/3 ALL TLR'S All Teaching and Learning Staff
Success Criteria: - All pupils to make at least good progress in line with the progress guidance set by the school in all phases - Pupils express a 'love of learning' with high levels of engagement. - Pupils experience a curriculum that links to school vision and supports them to make positive choices both socially and academically - Pupils who may be falling behind or are making exceedingly good progress are identified quickly and any intervention is appropriate and of high quality - Pupils attainment in basic skills is at least good - LOTC opportunities are frequent, purposeful and of high quality resulting in positive experiences and outcomes for all pupils	Link Governor Chair of Performance Committee

Priority action tasks	Impact on Learners and School Success Criteria Expected Outcomes	Personnel Involved	Resources and costs	Time Frame	Monitoring Self-evaluation Who, When, How?	Review Dates
1.1 a) Review and Update the impact and appropriateness of the personalised study programmes for individual pupils in the 14-19 phase. b) Ensure that these programmes result in progress and stretch for all learners across Foundation learning subjects and core subjects such as English and Maths	Effective planning is in place across all subjects to ensure all pupils' needs are met, both academically and socially. As a result pupils demonstrate a love of learning, engage appropriately, reflect on progress and make at least good progress Attendance at KS4/5 is at least 93% Ensure that pupils make progress on their prior attainment.	CS (DHT) BT (AHT) JT (SENCO/AHT) WC (TLR) SA (TLR) All middle leaders	OCNWMR Reg costs (Exams Budget - £1000 Appropriate training courses across all exam boards £3000 Exam registration (Exams budget - £2000)	Sept 2015 – June 2017	BT (AHT) To implement, oversee, monitor and constantly evaluate BT to feedback progress to SLT and Governing Body Middle Leaders – Monitor teaching and learning in this phase and feedback to BT – TLR Monitoring Cycle Teaching staff to feedback to Middle Leaders Full Governing Body re Data Analysis Curriculum/discipline Committee meeting	Sept 2015 – Implementation

c) Monitor the impact of the curriculum for less able learners in the Post 16 phase. ensure that the curriculum supports the pupils to develop life skills as well as independence and resilience	Monitor the impact of the introduction of the OCNWMR Progression Step Up programme for less able pupils in Post 16. Expected that pupils have the opportunity to embark on experience they (and their parents) have requested (i.e. through curriculum consultation and the EHC process) Pupils have a good understanding of their next steps, both in the curriculum and programme of study but also in their Education. Reduction in the number of NEET pupils and support the pupils and parents to make the appropriate choices during transition (i.e. working with connexions) Pupils continue to make at least good progress in the basic		Offsite activities and visits inc transport costs £4000 Enrichment activities - £2500 Connexions Agreement £6,250			

| | skills, English, Maths and ICT

Address concerns with examination accreditation and changes in education (i.e. Grade changes in GCSE). Identify more appropriate courses for pupils who are able to access them – for example igcse.

Monitor the impact of enrichment activities at key stage 4 (Year 10 pupils) | | | | | |
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| 1.2
a) Ensure that Learning Outside the Classroom (LOTC) is embedded throughout the school as an integral part of teaching and learning in all curriculum areas. | Increase the number of LOTC opportunities for all pupils across the school ensuring high levels of engagement, motivation and a sense of 'Love of Learning'

Each subject has a clear vision for LOTC, opportunities are planned for on a regular basis and productive in order for pupils to gain a better | All SLT
All middle managers
All teaching and Learning staff | Costs towards transport - £10,000
Research Minibus hire/leasing (to be researched)
Costs towards visits (Curriculum budgets)
Staff training and CPD – i.e. Forest Schools/DofE
Costs for INSET's | Sept 2015 – June 2016 | SLT – Calendered monitoring
Feedback to Governors

Middle Managers to monitor LOTC in their subjects and feedback to SLT

Curriculum maps
Schemes of work
Medium Term Plans | June 2016 |

	understanding of subject content and therefore make at least good progress. LOTC is an integral part of outstanding teaching across all phases of the school. LOTC is a key focus in the changes made in assessment and curriculum, in particular at key stages 2 and 3. Pupils continue to behave impeccably in LOTC Opportunities. They have the opportunity to be reflective thinkers, be able to problem solve, support others and lead from the front. LOTC is embedded in curriculum and subject planning both short term and long term Pupils are given the opportunity to take ownership of their		Cover costs for staff visiting identified Good or Outstanding providers of LOTC			

| | | LOTC experiences (i.e. pupil passport)

Pupils are actively involved in the planning of LOTC and they are able to talk about the purpose of these activities.

Middle managers actively monitor the impact and delivery of LOTC in their subject to ensure that standards remain high at all times.

LOTC is expanded beyond the school community and opportunities are given to outside agencies, parents and carers to take part in meaningful LOTC activities

In June 2016 be in a position to apply for LOTC Gold Award. | | | | | |
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1.3 a) To further raise the identity of Key Stage 2 and further raise standards in this phase with particular reference to the core subjects	Monitor the impact of curriculum and assessment changes on the quality of teaching and learning and on pupil progress across the key stage. Ensure a purposeful environment is established both in and outside the classrooms and themes are consistently evident. Promote and celebrate the work of the key stage 2 phase across whole school through focus days, assemblies and presentation events. Through rigorous CPD programme develop staff skills and supporting all KS2 pupils in all subjects.	All primary phase teaching staff KS2 Literacy and Numeracy TLR's AHT (KS2) DHT		Sept 2015- June 2016	Teaching and learning staff to report to Key stage co-ordinators Key stage co-ordinators to report to AHT (KS2) KS2 AHT to report to Governors and SLT	Feb 2016

1.4 a) To ensure that all monitoring of subjects is purposeful and therefore results in a raise in attainment for all learners	All middle managers to take ownership of their monitoring cycles (i.e. set deadlines that are calendared) Ensure that Middle Managers are supported in embedding a robust monitoring cycle (training – internal and external) Middle managers to adapt their monitoring cycles to reflect the changes made in the model of the school (i.e. key stage 3 class base resulting in more staff to monitor) Middle managers to develop strategies to support staff in the delivery of quality of teaching and learning and this should be demonstrated in the monitoring cycle Middle managers to give high quality advice and feedback to	All Middle Managers SLT	Internal Training and training from Externals when appropriate £3000 Visits and liaison with Outstanding Middle Managers – Cover Costs - £6000 Cover – 1 day per middle manager, as part of Inset/CPD programme	Sept 2015 – July 2017	Middle Managers performance managing teaching staff Middle managers performance managed by SLT Middle Managers accountable to SLT SLT accountable to Governors.	July 2017

	teachers who need it and utilise good or outstanding teachers to support others effectively. Ensure better provision is put in place for internal and external moderation at all key stages ensuring good practice is shared. Middle managers to have more ownership and accountability of data and progression of all pupils. All Senior Leadership and Middle managers to support staff with the changes in curriculum and assessment. Ensure robust performance management processes to support to staff to strive to be even better and to support staff who are falling behind standards expected.				

	All managers and classroom teachers to promote the outcomes of pupils through progress displayed in books and around school (for example the Progress Trees) Middle Managers and Senior Leaders to be held accountable for any underperformance that has resulted in poor progress of many pupils.					
1.5 a) To ensure that the teaching of basic skills has purposeful and functional outcomes across all subjects	To raise all lessons to be consistently good or outstanding across all subjects in particular English and Maths To ensure that the teaching of SPAG is prominent and delivered consistently no lower than good To ensure that all staff are communicating appropriately and	All teaching and Learning Staff Middle Managers Senior Management and Leadership team	CPD Support Staff - £2000 Development of resources (i.e. communication) £1000	Sept 2015 – July 2016	Support staff to be accountable to middle managers Teaching staff to support the learning support staff Teaching staff to be accountable to Middle Managers in line with monitoring cycles Middle Managers accountable to SLT – (i.e – Quality of teaching and Learning, pupil progress)	July 2016

					SLT accountable to school governing body	
	effectively with all abilities of learner (for example Makaton, PECS and Signing)				SLT accountable to school governing body	
	To further raise the standards of literacy and numeracy across the curriculum.					
	Ensure that policies for Numeracy and Literacy across the curriculum are redressed and shared with all staff to further raise standards.					
	To increase the amount of lifelong learning experiences pupils have in order for them to apply the basic skills in a practical nature and therefore engage pupils in the 'love of learning'					
b) To enable all teachers and support staff to be outstanding practitioners in order to raise pupil outcomes	To develop the role of the learning support to further raise standards in and outside the classroom.					

	Develop a culture where all staff want to take ownership of their own career progression in order to benefit all pupils in the long term (i.e. Forest Schools, DofE, OCNWMR Step Up) For teaching staff to support learning support to identify what good and outstanding feedback looks like and how this may look in the classroom To establish a robust performance management process for all learning support to ensure standards remain high and are sustained. To promote positive well - being amongst all staff in order to support pupils to improve their emotional intelligence and support them to make correct choices				

1.6 a) To develop a more vigorous intervention programme that supports learners who require intervention with a focus on Gifted and Talented pupils	Teachers work with middle managers who then work with SLT to ensure pupils who are gifted and talented are identified and provision is mapped and delivered. Up skill staff with differentiation strategies to stretch more able pupils in the classroom through higher level thinking skills. Increase links with mainstream providers (pre and post 16) to maximise pupils who are Gifted and Talented. This includes extending the range of subjects from PE, Maths and English. Develop strategies to support peer assessment in the classroom to further enhance the abilities of the more able	All teachers All Middle Managers SLT (AHT's)	Transport and access arrangements for pupils attending mainstream providers Alternative Provision budget Staff CPD - Feedback	Sept 2015- June 2016	Teachers to monitor progress of pupils Middle managers to identify pupils exceeding targets and monitor the impact of interventions Middle managers to report this impact to SLT. SLT to report to parents/governors	June 2016

	Identify and implement a variety of feedback strategies (summative and formative) for the range of abilities including pupil response To continue to vigorously monitor the alternative providers to ensure that pupils who attend provision are making at least good progress.					

Key Priority 2: To embed Assessment for Learning as the driving force behind Curriculum and Assessment.	Responsible Person C Hill, Head Teacher C Stubbs, Deputy Head Teacher N Walton, Assistant Head Teacher for KS2/3 B Taylor, Assistant Head Teacher for KS4/5
Success Criteria: - Develop and embed new curriculum and assessment model across KS2/3 ensuring that all staff help drive and embrace change - Shared understanding of AfL at all phases so that teachers work collaboratively to develop and share good practice - Subject leaders are proactively developing AfL across the school and reviewing its impact to ensure pupil progress - Systems are developed to evaluate strengths and areas for development in pupil progress, set individual targets, and track pupil progress in each subject. - Coaching of AfL is supported as a priority in staffs professional development - Assessment strategies are consistent, regular and effective in order to support the needs of all pupils.	Link Governor Chair of Governors

Priority action tasks	Impact on Learners and School Success Criteria Expected Outcomes	Personnel Involved	Resources and costs	Time Frame	Monitoring Self-evaluation Who, When, How?	Review Dates
2.1 a) To develop the new Curriculum and assessment model in KS2/3	Purposeful and exciting learning evident in all subject areas. High quality Teaching and Learning including Challenge Planning. Pupil engagement is excellent and pupils demonstrate a good understanding of these changes.	SLT, all teaching and support staff	Meeting and planning time Peer to Peer support CPD Budget £20,000	Throughout 2015 In place and secure by end of year 2016	SLT – half termly Planning and assessment outcomes SIP – termly	Half termly
b) To ensure data is tracked to enable outstanding pupil progress and plan interventions appropriately	Most teaching/teachers move from good to outstanding Development of new online tool to monitor and ensure progress for all learners (upwards and onwards) APP grids established for English and Maths to identify pupils in need of intervention	DHT, Exec Manager, TLRs for Maths and English	Meeting time Ongoing Escendency costs	End of Autumn 2015	Reports to DHT /HT half termly by TLRs and teaching staff Tracking Grids to AHT/DHT half termly	Half termly

	Vigorous Intervention programs in place for barriers to literacy and numeracy, which are monitored regularly. Appropriate Gifted and Talented programs in place to support learners across the curriculum Establish and evidence 'good' and 'outstanding' progress using star system and establish mobility between pathways. Progress trees are visible and used as an embedded strategy to support pupils to identify if they are on track.					
2.2 a) To ensure all feedback is accessible, purposeful, of high quality and enables pupils engagement and response	Integrated language used between targets/delivery/outcomes Pupils involved in dialogue to develop learning and outcomes	All teaching staff	Meeting Time	Oct 2015 and ongoing	DHT / Exec manager – half termly Book scrutiny and pupil/parent feedback All teaching staff – half termly Lesson observations and learning walks	Half termly – at least

b) To embed the use of higher level thinking and associated language across all classes and keystages	Use of QR codes to ensure purposeful feedback is evidenced Peer/self-review evident constantly in all lessons. Share verbal feedback with pupils through Moodle/homework Development of homework into all areas of the school at all keystages that encourage higher thinking and engagement in and out of school		Cambridge Ed development program £3,000 Ongoing time for Moodle development	Nov 2015 Oct 2015		
2.3 a) Through program of CPD all staff to have ownership of their own professional development and pathway to outstanding teaching	Staff identifying own areas for development that are integral to quality of teaching. Staff leading/supporting area of AFl in teams Vigorous performance management to raise standards Use of Skill v Will matrix as regular professional development model by all staff	All staff	CPD budget (in house) Meeting time	Oct 2015 and ongoing	All SLT – prof development meetings SLT Report to Governors	Termly Termly

| b) To provide all staff with opportunities for research and collaborative support in order to develop their skills | Well motivated staff are working towards personal targets to become outstanding teachers/practitioners

Action research model developed for staff that feeds into CPD for all | | | | | |
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Key Priority 3: To promote resilience to support social, emotional and mental health (Safe, Happy and Learning).	Responsible Person JT

Success Criteria:
 	
Priority action tasks will reflect the 8 principles outlined by Public Health England.
  o 'Safe, Happy and Learning' will be embedded into the teaching and learning model.
  o Staff (including partners) will be given the opportunity to undertake CPD relating to the promotion of resilience amongst stakeholders
  o Student voice will be prominent within the school and have a clear impact in a variety of areas.
  o SLEUTH will be used by all staff to monitor and support students to be 'Safe, Happy and Learning'
  o Work related learning will continue to be developed to have a positive impact on participating learners.
  o Partnerships with other agencies will be developed so that staff can successfully support pupils at school.
  o Pupil friendly SMSC language specific to The Westminster School will be developed and this will be see throughout the school vision.
  o E-safety will be developed throughout the school and underpinned by the school vision.
	Link Governor
	
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Priority action tasks	Impact on Learners and School Success Criteria Expected Outcomes	Personnel Involved	Resources and costs	Time Frame	Monitoring Self-evaluation Who, When, How?	Review Dates
3.1 a) CPD programme to be developed that covers a range of social, emotional and mental health aspects relevant to learners.	Staff are provided with a range of CPD activities to develop their knowledge and understanding of the impact of Social Emotional and Mental Health (SEMH) on pupils. This knowledge will be used to inform behaviour management, teaching and learning.	CS JT	External provider cost for specialised sessions. CPD programme of sessions.	Sep 15-Jul16	CS to review sessions using staff evaluation forms.	Termly
b) School to work in partnership with outside agencies to deliver CPD sessions with staff.	Inclusion Support to provide training sessions for specific areas of SEMH. This will include Behaviour Recovery and Restorative Justice. All staff to receive this training over the academic year. Staff will feel confident to use strategies in their daily practice. Audit of skills to be completed to design programme of CPD	Inclusion support SLT	Individual session costs – approx. £100 a time depending on level of training and numbers involved	Sep 15-Jul16	JT to liaise with inclusion support abut programmes that can be offered. Use of existing staff expertise to deliver sessions. Staff evaluation forms to be completed.	Termly

c) Pupils with SEMH needs will be identified and a programme of support put in place to develop their emotional resilience	Referrals to the pastoral system and referrals made via Welfare Concern Notification slips will be monitored and appropriate interventions identified to support student need.	SMT Interventi on staff	Some resources are free (KRUNCH, Womens Aid, looking forward). Other have an individual cost based on intervention	Sep 15-Jul16	MW/WB to collate and analyse referral slips from pastoral system and refer to CS/NW/BT/JT where necessary. JT to monitor Welfare concern slips.	Every half term
d) SLEUTH data will be used to identify staff training needs and pupil need relating to particular antecedents and this will be reflected the CPD programme.	Analysis of antecedents will be reflected in staff training sessions. This data will also contribute to interventions that may be identified for a particular pupils or group of pupils.	NW/BT	Mostly in school costs for staff time to deliver sessions.	Sep 15-Jul16	CS/NW/BT to regularly review SLEUTH to identify need	Every half term.
3.2 a) Middle managers will ensure that the 'eight principles' are reflected through the teaching and learning of their subject area.	Staff training session about how to apply the eight principles to teaching, learning and pastoral care. Planning to be monitored to ensure that these principles are being applied in lessons.	TLRs SLT	Mostly in school costs for staff time to deliver sessions.	At the start of each term when planning is submitted	TLRs to meet with SLT to review planning. TLRs to monitor planning of staff delivering their subject	Termly

b) Monitor work related learning to ensure it has a positive impact on the well-being of participating pupils.	Pupils to make an independent choice relating to work experience. Pupils to use a reflective log to talk about their experiences at work.	BT	Management of placements by 'Making Learning work' at £25 a day.	Sep 15-Jul 16	BT to liaise with Making Learning Work. Pupils to complete work experience diary to reflect.	3 times a term Weekly
c) Develop links with more local businesses to widen the work opportunities available to pupils	Liaison with Making Learning Work to explore opportunities available for pupils in their local area. Partnership work with Changing young lives to report on how inclusive local businesses area.	BT WB	Management of placements by 'Making Learning work' at £25 a day.	Sep 15-Jul 16	BT to liaise with Making Learning Work. WB to liaise with CYL every term	ermly Termly
d) Staff will demonstrate the use of pupil friendly SMSC language in their planning and delivery of lessons.	Concept of 'Safe, Happy and Learning' to have visual prominence in all classrooms and open areas of the school. Staff to identify where this vision links to their planning and are able to reflect on use of SMSC through the vision.	All staff All staff	Cost of resources (minimal) to display in classrooms. Potential cost of new posters around school approx. £60 per poster.	Sep 15-Jul 16	Monitoring through learning walks and TLR monitoring of environment.	Termly Half termly

3.3 a) Student voice will be used to inform school development and training.	Student council meetings to be held at least every half term. Discussions during these meetings to be fed back to SMT to inform school wide planning and projects.	WB SMT	No cost	Sep 15-Jul 16	Minutes from council meetings disseminated to SLT.	Ongoing
b) Ensure that pupils understand purpose of student voice and they can see its impact within the school environment.	Heads of House used to create and facilitate events within the school on a regular basis.	Head of House/ House staff	No cost	Sep 15-Jul 16	Calendar of events planned.	One a term As organised by CYL
	Pupils to hold house assemblies – one every term which are pupil led.	Pupils	No cost	Sep 15-Jul 16	BT to create assembly rota.	
c) House captains will prominent throughout the school year and reflect the voice of the pupils.	Pupils to represent school in the local area through participation in Changing Young Lives events.	WB/ Pupils	Transport cost to events	Sep 15-Jul 16	WB to review attendance at events and feedback to SLT.	As organised by school.
	Head of House/Captains to have the opportunity to visit places of importance in the local area such as the council house to see how decisions are made at a local/national level.	WB	Transport costs	Spring term 16	Events on website, pupils to feedback to other pupils and staff	Termly
	House system to extend to prefect system.					

3.4 a) SLEUTH and attendance data to be used to identify pupils who may need support in relation to SEMH.	Attendance and behaviour will be monitored to determine level of support needed. FSW to liaise with families and referrals to external agencies will be made where appropriate.	DT		Sep 15 – Jul 16	Attendance will improve for identified pupils. Parents will be more willing to engage in school activities.	Termly
b) Learning outside the classroom monitored to ensure it is having a positive impact on the wellbeing of pupils who participate.	Observations of Learning Outside of the Classroom to be completed in a variety of settings.	SLT		Sep 15 – Jul 16	Lesson observation sheets, learning walks.	As completed
	Pupils to complete evaluations of all their environments (including LOtC) for staff to reflect on their impact.	Pupils		Sep 15 – Jul 16	Analysis of pupil evaluation sheets.	One per half term
	Staff to offer taster sessions in different activities so that they are able to understand the context in which they are used.	Teaching staff	Resources for different sessions		Evaluation sheets from parents	

3.5 a) Provide staff training to improve knowledge and expertise in the safe and appropriate use of new technologies, including their capacity to teach and ensure e-safety.	Staff training, with resources provided so that all teaching and non-teaching staff can recognise and are aware of e-Safety issues – "Where provision for e-safety is outstanding, all the staff shared responsibility for it".	All staff Sue C-D/ OF/MH/ DL	Training cost - TBA	Sep 15 – Jul 16	Training evaluation. Feedback and analysis. Effectiveness of e-Safety interventions through case studies and impact reports. Decrease in repeat incidents reported.	Before academic year and termly.
	To develop the role of the e-Safety Ambassador in School through the Attendance on CEOP training courses provided to key personnel.	OF/MH/ DL/AF	Cost of cover for 3 x teacher days.	Sep 15 – Jul 16	OF/CS Training evaluation. Feedback and analysis.	Termly
	The attendance of Governors, in particular the Safeguarding Governor to ensure policy is approved and ratified through governance.	Governors	Agenda item at FGB.	Sep 15 – Jul 16	OF to be presented to staff and governors before 2 x FGB In year for consultation. Minutes reflect ratify of policy.	Each FGB
	Promotion of the role of the e-Safety Governor and encourage attendance at key points in the school year.	E—safety governor	No cost	Sep 15 – Jul 16	Governor feedback reports based on visits to be feedback to the FGB throughout the year.	

	The development of materials in a whole school "e-Safety" days throughout the year to ensure that high quality leadership makes e-safety a priority across all areas of the school.	OF/e-safety ambassadors	Reprographics resources and time to meet with e-Safety Team and develop the material. 1 period per half term to deliver the pupil focused sessions.	Sep 15 – Jul 16	Staff/Pupil Questionnaire about e-Safety governor remit and presence. Staff and pupil event evaluation and feedback. Pupil questionnaire. Reduction in quantity of e-Safety record of concerns.	Internet Safety Day in February 2016 and 3 e-Safety visits throughout year. 1 per term.
	The adoption of Form time e-Safety Enrichment Sessions imbedded throughout the yearly timetable addressing key themes and building on current competencies.	All staff		Sep 15 – Jul 16	OF / DL Session evaluation and feedback from staff and pupils.	1 per half term.
b) Support families to ensure that their children use new technologies safely and responsibly both at home and at school.	Introduce e-Safety Tea Party with FSW used to provide parents with information, support and guidance to cope with the rigors of a changing world of ICT.	FSW / OF	Refreshment costs, publicity materials cost - £60 (estimate).	Sep 15 – Jul 16	FSW to liaise with parents to obtain feedback of how it will improve e-Safety at home.	2 per year. 3 per year.
	To redevelop the School's e-Safety section of the website to ensure support and guidance is clear and accessible.	OF/DL/ ICT	Website time to develop further, cost of time with Ormston Design Team - £150 estimated cost.	Sep 15 – Jul 16	FSW to liaise with parents to obtain feedback of how it will improve e-Safety at home. Parental questionnaire about e-Safety and school support.	1 per term in line with newsletter and parents evenings.

	Production of publicity materials advertising the events, themes and current social e-Safety dilemmas.	OF / DL / FSW	Refreshment costs and reprographics product costs - £60 estimate.	Sep 15 – Jul 16	OF to liaise with working party and obtain feedback about effectiveness. Parent consultation and feedback about the impact of materials. Case studies provided to support this.
	Development of the e-Safety Champions (Staff and Pupils) to promote the agenda and provide a support network throughout the school.	OF/DL/JT /AF/ MH	Cost of cover for 6 x half day sessions for on e-Safety Teacher. No Cost	Sep 15 – Jul 16	OF/WB – Feedback from pupil voice and reduction in e-Safety record of concerns.
	To provide a wide community focused reach in e-Safety. This can be achieved through raising the profile in the local press about the schools development of e-Safety and how it is reflecting the current issues pupils and families face.	OF /DL	Attendance at CEOP courses for key personnel to keep abreast of the latest developments.	Sep 15 – Jul 16	OF to complete questionnaire and to obtain feedback through the website about the hits for e-Safety issues.

c) Update and ratify the Computer Safety and Acceptable Use policy to ensure rigorous e-safety policies and procedures are in place.	A collaboratively updated policy is completed with all staff – "in outstanding schools, policies were reviewed regularly". The policy is ratified by Governors and permeates through the culture of the school. • The policy should be reviewed bi-annually, or sooner, to reflect the shifting risks and challenges.	CH/ OF /DL / FGB and e-Safety Governor.	No cost implication.	Sep 15 – Jul 16	OF – evaluation of personnel voice with regards to the implementation of e-Safety policy and culture of e-Safety within the school. To review outcome and subsequently modify e-Safety Action Plan.	
d) Systematically review and develop e-safety procedures to continue to ensure we impact positively on pupils knowledge and understanding.	Completion of an e-Safety checklist to provide a basis for renewing and redeveloping the action plan, policies and procedures.	e-Safety working party and SLT.	No cost implication.	Sep 15 – Jul 16	OF to evaluate clear link between evaluation and analysis of e-Safety by key stakeholder and review/modify e-Safety action plan to demonstrate a link between evaluation and impact.	
	To use '360˚ safe' self-review tool to effectively review our e-safety policy and practice.	OF	Cost of design time with graphic designer (£500 estimate) and cost to print materials (£700) No cost implication.	Sep 15 – Jul 16	OF to complete and renew action plan based on outcome.	

	To gain a '360° safe' certificate of commitment to demonstrate our commitment to reviewing practice and implementing actions that will improve e-safety at TWS. http://www.360safe.org.uk/	OF / BT / Graphic Designer	No cost implication.	Sep 15 – Jul 16	OF to review progress of moving towards successful competition.	
e) Create a school-wide initiative that promotes e-safety	SID the Spider - Safer Internet Driver.	OF / JT	No cost implication.	Sep 15 – Jul 16	OF to conduct Pupil questionnaire and engagement in the character. Seek pupil voice through student council to influence the design after Christmas.	
f) Produce data that relates to e-safety that can be analysed and responded to at a strategic level.	Report the frequency and nature of e-Safety referrals to Governing Board systematically.	OF / JT / FGB	No cost implication.	Sep 15 – Jul 16	OF to produce reports to each FGB and assess the impact of interventions.	
	To be transparent and report to governors and parents about the myriad of ways in which the school is promoting and encouraging a Safer Internet and Technology-rich environment.	All staff / OF / JT / CS	No cost implication.	Sep 15 – Jul 16	OF to produce reports to each FGB and assess the impact of interventions and to gain critical feedback from governors.	

	Utilise the e-Safety Record of Concern referrals to react to trends and risks within the school community.	OF / DL / SLT	No cost implication	Sep 15 – Jul 16	OF/JT to review procedure and to modify if required after each working party meeting. Gain staff feedback.	
	Conduct Pupil, Parent and Staff Questionnaires at key points in the year to gauge the current school climate.	House Captains / WB / Student Council/ Form Tutors	No cost implication	Sep 15 – Jul 16	OF to evaluate feedback and analyses results of output and modify action plan accordingly.	
	To be proactive to identify the risks of technology through pupil, parent and staff voice.	OF / FSW / JT		Sep 15 – Jul 16	FSW and OF to liaise with parents with regards to pressing issues. Analysis of parent questionnaire.	
	To provide support materials to a range of stakeholders that promote the e-Safety Agenda and provide, advice, guidance, support and signposting.	Safeguarding and e-Safety Governor / OF / JT		Sep 15 – Jul 16	OF to liaise with parents and governors to conduct termly case study about impact.	
	To involve the critical view of the e-Safety governor to aid the process of self-reflection, audit and continual improvement.			Sep 15 – Jul 16	OF to assess challenge at FGB and respond accordingly.	

Key Priority 4: To embed the role of Leadership and Management to ensure accountability across all areas of the School.	Responsible Person C Hill, Head Teacher Chair of Governors
Success Criteria: o All pupils will make at least good progress o An increase in outstanding teaching and learning across the school o High quality inset, support and CPD will support outstanding teaching and learning o Gaps for underperforming groups of pupils will significantly decrease o The learning environment will be stimulating, well organised and promote learning across all areas of the school including outside spaces (LOTC) o Robust accountability measures in place to ensure leadership across all learning phases. o Governing body knows school strengths and areas for development. o Governing body meaningful involvement in self-evaluation process. o Governing body able to identify underachievement (subjects, groups of pupils) and hold school to account	Link Governor Chair of Governors

Priority action tasks	Impact on Learners and School Success Criteria Expected Outcomes	Personnel Involved	Resources and costs	Time Frame	Monitoring Self-evaluation Who, When, How?	Review Dates
4.1 a) Support and develop all new leaders understanding of role and develop skills of Leadership and Management through coaching, sharing effective practice, 1-1 sessions, appropriate accreditation etc.	High quality Teaching and Learning Challenging achievement/progress of pupils (including behaviour changes) Calendared monitoring cycle in place. Robust data being used to identify areas of development and implementation of actions plans. Well motivated staff have clear understanding of role and responsibilities and have a desire for better performance. Identified complex pupils achieve appropriate progress.	SLT TLRs All Performance Management Team leaders Learning Support/ deputy Team Leader	Meeting time, coaching Appropriate courses Peer to peer support CPD budget £20,000	July 2015 onwards	SLT/SMT SIP (Termly) Reports to SLT by PM Team leaders	Half termly pupils data from Oct 2015 onwards termly Termly reports on progress towards targets

b) Through a programme of identified CPD Learning Support staff further understand and develop strategies and interventions that can be embedded within pupils' daily timetables	Staff have a good understanding of what good or outstanding progress looks like in their subject (ref- KS2/3 model change)	Teaching staff	CPD Budget	Sept 2015 and reviewed termly through Appraisal.	Head Teachers reports to Governors	
	Appraisal process supports staff knowledge and skills enabling all pupils to succeed.	Class teachers TLRs Support staff	Induction of new staff – time and school meetings	July 2015 Sept 2015	Reports to SLT and Govs	
c)Implementation of school structure (KS3 class bases) to take account of the more complex needs of pupils (including pupil premium and SEMH pupils)	Pastoral support, continuity and familiarity enables pupils making appropriate progress towards their targets as they gain confidence, resilience and develop communication skills. Maintain outstanding behaviour throughout the school.	Head Teacher SMT All leaders	Daily life in school Staff meetings Peer meetings	July 2015 Ongoing	Reports, surveys and audits throughout the year.	
d) Revisit and update vision in order to create an ethos and culture which promotes	Embed an aspirational ethos throughout the school through assemblies, lesson planning, activities,	All leaders	Meetings Peer obs INSET Time with EP, S&L, and	CPD Budget	Appraisal reports and monitoring cycle	Reported to FGB as appropriate

engagement and aspirations for all learners	interventions, school environment. Outcomes for pupils enable them achieve to their fullest potential. Involvement of outside agencies working with identified individual/groups of pupils Ensure parent/carers are involved in the life of the school		therapy providers			
e) Develop an action research model of CPD for all staff through the use of a 'skills wills' matrix.	Individualised programme of CPD identified by all staff in order to meet the needs of all learners Motivated staff and enhanced Teaching & Learning					Termly/annual reports
4.2 To further develop the Governors role in monitoring and evaluating: a) Pupils progress b) The schools development plan	The Governing Body has a good understanding of the strengths and areas for development of the School.	Chair of Governors		Link Governors to be identified – Oct 2014 Success criteria to be demonstrated by July 2014 nd then annually		Governing Body and Committees

c) Staff performance						
Link Governors to collaborate with school staff on regular scrutiny of pupil's achievements and progress towards targets.	Governors are able to identity underachieving groups of children.	Performance committee				Every Half Term
Governors using performance data, collaborating with School staff to be assured of how it is the School are accelerating pupil progress.	Effective performance Management is in place across the School which secures improved staff performance.					Termly governing body annual report to parents.
Frequent focussed visits/activities, by Governors with a set brief, under the direction of Senior Leadership.	On-going and meaningful Involvement of the Governors in the self-evaluation process is evident.	Link Governors				
4.3 To develop a highly skilled and effective Governing Body which is: diverse yet reflects the community it serves.	Governors have a high profile amongst the School community and parents and their work is viewed positively and their role understood.	Chair of Governors Committee with brief for Governor Development		Code of Conduct – November 2014	Minutes and Parental and Pupil Surveys	

• cohesive and loyal to collective decisions. • supporting of and appropriately challenging to the School. • aware of its training needs and engages in self-evaluation. Code of Conduct to be drawn up and signed up to by all Governors. Terms of Reference to be in place for the Committees. Induction plan to be in place for new Governors. Annual Self Evaluation and reflection. Mid-year monitoring of the Governor	For new and existing Governors to fully understand the roles and strategic responsibilities associated with being a Governor and feel well supported. The Governing Body understand what their strengths and areas for development are. New Governors feel supported and welcomed. The Governing Body has a culture of mutual respect and an established team ethos.			Review Terms of Reference – November 2014 Induction Plan Review – February 2015 Self-Evaluation Exercise – Sep 2014 and then annually with reviews end of year	Quality assurance and mentoring systems as set out in induction programme Mid-year monitoring of GDP – Mar 2015	

Development Plan (GDP).						
4.3 For the Governors to support the School in using the knowledge it has about stakeholders' views to inform strategic planning and future development. Regularly seeking the views of parents, staff and pupils. Engaging in consultation with stakeholders when significant decisions need to be made. Strengthen links between the Governing Body and the School Council.	Evidence that information gathered through surveys, consultation meetings, School Council has been shared with Governors and stakeholders views considered and taken into account where possible. Evidence in Self Evaluation that stakeholders' views have also been used to form the judgements reached.	Full Governing Body		Plan following surveys etc	Full Governing Body	

Key Priority 5: To develop partnerships Local, National and International.	Responsible Person AHT (14-19) Family Support Worker Executive Manager
Success Criteria: o Parents/Carers are encouraged into the School to assist with school events and support school initiatives. o Parents/Carers will be able to access strategies to help assist with parenting needs through the school family Support Worker o Learning continues at home and pupils are encouraged to take an independent role in their own learning as a result. o Pupils are supported with their behaviour by accessing off-site provision in their local area o Pupils are participating in work-related opportunities in their local community. o Pupils benefit from making links with education provision in another country. o Good practice is shared with current links to improve pupil's experiences and progress.	Link Governor Ken Ellis

Priority action tasks	Impact on Learners and School Success Criteria Expected Outcomes	Personnel Involved	Resources and costs	Time Frame	Monitoring Self-evaluation Who, When, How?	Review Dates
5.1 a) Create a community of parental involvement in school life through a setting up of a 'Friends of Westminster' b) Engage parents/carers by allowing them opportunities to be involved in school life	Letter of interest to parents – assign a designated lead person to chair the association Statement of purpose Calendar meeting times/dates Parents/carers are able to express their thoughts, ideas and concerns to the school community appropriately. Parents/carers support/facilitate school activities.	Parents/ Careers Chair of Govs FSW Parents/ Careers FSW Chair of Govs	Meeting time/venue	July 2015 onwards Est. by Christmas 2015 October 2015 onwards	Governors (Termly)	Termly
5.2 a) Review the role of the Family Support Worker	Parent/Carers feel supported and an improved parental attendance at School events.	FSW SENCO	CPD training cost	September 2015 onwards		

b) Implement the 'Changes' programme to provide support/advice for families	FSW to identify and work with 'targeted' families to help them support their children's development and raise their aspirations and attainment. FSW to evidence progress made with parents through case studies.	FSW SENCO		October 2015 onwards	
5.3 a) Raise the profile of homework through the school.	Audit parent/pupil response to homework. Make homework a positive/enjoyable experience that is rewarded and celebrated (i.e. vivo's, awards, assemblies, introducing a superhero sidekick etc.)	DHT/AHT TLR's Teaching staff Learning Support Staff		July 2015 onwards	Half-termly
b)Review the homework policy	Appropriate homework is regularly/consistently set throughout the Key Stages	SLT		July 2015	

c) Create challenges for homework via e-learning (moodle)	Up-date policy in line with new curriculum and assessment model/policy	DHT		September 2015 onwards		
	Homework challenges that are set engage pupils to stretch their knowledge/experience from outside the classroom and allow parents/carers to assist them to achieve.	SLT TLR's (English and Maths)				
	Workshops for parents/carers to attend in order to engage in learning i.e. reading to support their child's learning at home (including homework).	AHT's				
	Leaflets/Workshops or parents/carers to attend to show them how to access moodle	EM				
	Monitor the quality and appropriateness of homework to ensure consistency and quality	SLT				

5.4						
a) Review the provision of off-site education placements.	Audit of off-site provision in regards to how it matches specific needs.	AHTs SENCO		July 2015 onwards		Termly
b) Identify new opportunities for learners	Seek opportunity links for needs that have yet to be addressed Specific pupils are identified through sleuth/BSP and, where appropriate, gain access to off-site placements	AHTs				Half-termly
5.5						
a) Review the provision of work experience opportunities.	All learners in the post-16 phase are able to access work-related opportunities that are linked to their learning pathways and aspirations. To identify alternative provider to support pupils with more complex needs. Monitor the provision of work-based opportunities so that is 'real' and 'meaningful' for learners	SENCO AHT (14-19)				

b)Create a partnership with a local company	Liaison with partners to improve IAG to all learners (i.e. connexions)	AHT (14-19)				
	Create link with local industry to support work experience opportunities, curriculum development and enterprise enrichment activities	AHT (14-19) ICT TLR				
	Accredit work experience to support the structure of the WRL framework and programme.					
	To continue to develop and collaborate with Real Ideas to seek funding partnerships for sustained development of Post 16.					
5.6 a) Develop links within the UK and Overseas	Seek out a suitable partnership school (similar SEND profile of learners) through The British Council or	SLT	£1000.00		July 2015	Oct 2015

	Erasmus programme to make links with.				July 2015
	Register for International School Award	SLT			
	Create enrichment opportunities in the curriculum for pupils to develop a greater awareness of another country/culture	TLR's			
	Make a positive link with an international school to create further opportunities for curriculum development and CPD opportunities.	Teaching staff/Learning support Staff			
	Allow CDP opportunities for staff to develop the teaching practices through exposure to different practices and perspectives				

The Westminster School
Governing Body Development Plan 2015 - 2018

Area for Development/Objective	Strategies	Responsibility	Success Criteria	Deadline	Monitoring
To further develop the Governors role in monitoring and evaluating: a) Pupils progress b) The schools development plan c) Staff performance	Link Governors to collaborate with school staff on regular scrutiny of pupil's achievements and progress towards targets. Governors using performance data, collaborating with school staff to be assured of how it is the School are accelerating pupil progress. Frequent focussed visits/activities, by Governors with a set brief, under the direction of senior leadership.	Chair of Governors Performance Committee Resources committee	The Governing Body has a good understanding of the strengths and areas for development of the school. Governors are able to identify any underachieving groups of children or subject areas. Effective performance management is in place across the school which secures improved staff performance. On-going and meaningful involvement of the Governors in the self-evaluation process is evident.	Link Governors to be identified – Sept 2015 Success criteria to be demonstrated by July 2016 and then annually Every Half Term Termly SIP reports.	Governing Body and Committees Every Half Term.

Area for Development/Objective	Strategies	Responsibility	Success Criteria	Deadline	Monitoring
To develop a highly skilled effective Governing Body which is: a) Diverse yet reflects the community it serves b) Cohesive and loyal to collective decisions c) Supporting of and appropriately challenging to the School. d) Aware of its training needs and engages in self-evaluation. e) Reconstruction of the structure of FGB and its committee f) Appointment of new Clerk to Governors	Code of Conduct to be drawn and signed up to by all Governors. New terms of reference to be in place for the FGB + Committees. Induction plan to be in place for new Governors. Annual Self-Evaluation and reflection. Mid-year monitoring of the Governor Development Plan (GDP) Recent new Governors – Annual Governors Training and Planning Day. Contact Sandwell Governors Service.	Chair of Governors Committee with brief for Governor Development	Governors have a high profile amongst the School community and parents and their work is viewed positively and their role understood. For new and existing Governors to fully understand the roles and strategic responsibilities association with being a Governor and feel well supported. The Governing body understand what their strengths and areas for development are. New Governors feel supported and welcomed. The Governors Body has a culture of mutual respect and an established team ethos.	Code of Conduct – September 2015 Review Terms of Reference – September 2015 Induction Plan Review – February 2015 Self-Evaluation Exercise – September 2014 and then annual reviews end of year June 2015 – Governors Planning meeting Recruit new Governor – June 2015 New Clerk appointed	Minutes and Parental and Pupil surveys Quality assurance and mentoring systems as set out in induction programme Mid-Year monitoring of GDP – March 2015 By chair of Governors

Area for Development/Objective	Strategies	Responsibility	Success Criteria	Deadline	Monitoring
For the Governors to support the school in using the knowledge it has about stakeholder's views to inform strategic planning and future development.	Regularly seeking the views of parents, staff and pupils. Engaging in consultation with stakeholder when significant decisions need to be made. Strengthen links between the Governing Body and the school council	Full Governing Body	Evidence that information gathered through surveys, consultation meetings and school council has been shared with Governors and stakeholders views considered and taken into account where possible. Evidence is Self-Evaluation that stakeholders views have also been used to form the judgements reached.	Action Plan and report following surveys Parents Pupils Staff	Full governing Body