

William Ellis School Development Plan 2020-2021

Section A: Strategic Development Plan 2020-23

Over-arching Key Performance Indicators

- All prior attainment cohorts have a Progress 8 measure better than that for boys nationally overall, and in English, Maths, and Ebacc elements.
- The Year 11 cohorts have an Attainment 8 measure better than national overall, and in English, Maths, and Ebacc elements.
- The progress of disadvantaged boys to be equal to Progress 8 for all boys in the school (excluding outliers).
- Progress of students with SEND to be at or above national SEND progress for boys (with reference to Year 10 and 12 profile).
- Progress and attainment and attendance measures for KS5 as detailed in the LaSWAP strategic plan are met.
- Retention on level 3 courses over two years to be above national figures.
- The vast majority (>95%) of Year 11 continue in education or employment with training in the ensuing year.
- At least 70% of Year 11 move onto Level 3 qualifications and most transfer into LaSWAP.
- All Year 10 students gain a work experience and the vast majority complete it successfully. There is a broad range of work experience and student evaluation rates it as a valuable experience.
- All students receive high quality careers education that meets the Gatsby benchmarks.
- Attendance to be at least 95% in Key Stages 3 & 4.
- Resources, including staffing, are managed to secure a sustainable financial future for the school.
- Adults work in a physical environment where they are able to serve the needs of children well.

Strand 1: Literacy

Objectives

- Skilled teaching of reading and writing is present in every subject area, so that all students learn with independence and achieve strong outcomes (P8 > national boys).
- Students read and write complex texts confidently, building on and complementing their oracy skills. Students can write and speak under pressure and as part of longer creative processes.
- Students who struggle with reading and writing receive targeted intervention so that they can progress towards successful pathways in learning and secure destinations for a successful and happy future.

Within this, especially for disadvantaged and SEND students

- ✓ Students take pride in their writing and use it to get their voice heard.
- ✓ Students read for pleasure as part of their daily routine, supported by their families and carers.
- ✓ Students engage with rich, challenging and varied texts that build their global awareness and cultural capital.

Key performance indicators

- Staff survey data and appraisal reviews will include teachers articulating how they teach literacy and oracy, and the impact on students' learning
- Observations and learning walks will identify pockets of best practice in literacy and oracy, and this will have been shared through ongoing CPD.
- All subjects have begun to embed challenging reading into their units of work in all Key Stages.
- Accurate and useful reading assessments being used to identify groups for intervention, which will have led to accelerated progress by these students.
- Work scrutiny shows increased quantity/frequency of extended written work and accompanying feedback shows that work is improving in quality across the academic year.
- Subjects with written examinations will see marks for more extended questions at least in line with SAQs.
- Student voice will report positively on the role of the library in supporting reading and the frequency with which students read fiction and non-fiction outside lessons.
- English P8 at least equal to national for boys.
- Reading age testing shows that a greater number of students are reading at or above their chronological age as they move through the school.

Strand 2: Curriculum and assessment

Objectives

- All students experience a curriculum in each subject that communicates high expectations of students as learners, develops their cultural capital and prepares them to be responsible, global citizens in a democratic society.
- Within subject teams, all teachers communicate and realise the intent of their curriculum through their teaching of the knowledge, skills and understanding of their subject. They identify and address misconceptions and gaps in learning so that all students make good progress from their starting points (P8 > national boys).
- All students receive regular and precise feedback that they can clearly understand and act upon, and that motivates them to improve. Teachers are able to provide that feedback in a way that is manageable over time.
- The school maintains an enabling, rich curriculum while obtaining strong progress measures including P8, as we have a moral compulsion to serve students in both ways.
- All departments contribute to careers education, student enrichment and/or the extra-curricular life of the school.

Within this, especially for disadvantaged and SEND students

- ✓ Students experience a curriculum that challenges and engages them from the beginning of KS3, recognising their knowledge, skills and understanding from KS2.
- ✓ Can see themselves in the curriculum that they are taught, and are served by a non-examined curriculum that supports them to lead successful, healthy and happy lives.

Key performance indicators

- Medium and overarching curriculum plan documents within subjects will identify opportunities to extend cultural capital, with further support for teachers to do this successfully.
- All students will participate in enrichment during the academic year: a creative or sporting activity within or outside school regularly for at least half a term or an educational visit/trip.
- Observation data shows that teachers consistently identify and address misconceptions in learning.
- KS4 compulsory subjects (En, Ma, Sci, MFL, PE, PSHE) have a curriculum in place to support transition, and progress data and student voice to demonstrate that this is effective.
- Work scrutiny and student voice show that students in all subjects and years receive feedback that they respond to and directly act upon.
- All departments can explain how they integrate equality and diversity into their teaching, and this is supported by student survey data.

- Learning resources are adapted by all teachers to meet students' needs.
- Student feedback indicates that intervention programmes have a positive impact on their understanding of the curriculum and this is supported by progress data.

Strand 3: Relationships and engagement

Objectives

- All teachers use common school strategies that are emotionally intelligent and engaged (TIS) to promote positive learning behaviours, high aspirations and achievement in all students.
- All members of the school community demonstrate the William Ellis attributes, taking responsibility for their own actions and consequences and learning from their mistakes.
- Praise and reward strategies are used to motivate students and develop a growth mindset approach.
- Student leadership is present throughout the school.
- Staff, students and parents work collaboratively and transparently so that students are empowered to achieve their full potential (P8 > national boys).

Within this, especially for disadvantaged and SEND students

- ✓ Are well served by and attend intervention and catch up work so that they study with independence and focus beyond lessons.
- ✓ Are equipped with the physical resources needed to learn successfully in the 2020s.

Key performance indicators

- Observations, learning walks and student voice demonstrate that students are given regular opportunities to develop the WES attributes in lessons, and that lessons take place in a safe and productive learning environment.
- Observations, learning walks and student voice demonstrate that all teachers use a trauma informed approach when dealing with students.
- Conduct data and feedback from pastoral leaders indicate that when behavior incidents occur, staff use trauma-informed approaches to de-escalate situations and work with students so that they take responsibility and learn from their mistakes.
- Work scrutiny indicates that students complete independent work to the same standard that work is completed in class.
- All students have a sole-use keyboard device that they are able to use outside school to complete work.
- Permanent and fixed term exclusions no higher than the LA average for boys, and no group being over-represented as significant.
- Staff survey data indicates that behaviour CPD has had a positive impact on their confidence and competence in dealing with challenging behavior and low-level disruption.
- Parent survey data continues to report that relationship difficulties between students including bullying are infrequent and are dealt with successfully.

- Student and parent surveys, conduct data and digital information (e.g. PowerBi) demonstrates that disadvantaged and SEND students work for the same number of hours outside class as non-disadvantaged and SEND students.

Section B: Implementation plans for 2020/21 (working documents)

SDP 2020/21: implementation plan for literacy

Intent: objectives for July 2021	Implementation actions and date	Provision for disadvantaged/ SEND/other groups	CPD needs	Resources	Monitoring and evaluation criteria and date
Develop all middle leaders as 'leaders of literacy'	<p>All HoS to write specific literacy SDP based on exams analysis and recommendations from EEF (reading, writing, vocabulary or oracy focus) Autumn 2020</p> <p>Whole school literacy audit / Ragging to establish common needs</p> <p>Establish vertical target group of key students for 360 evaluation every half term (work scrutiny, focus group, data, recorded reading, questionnaires)</p> <p>Use evidence from this group to tailor initiatives</p>	Ensure TLAs are trained on subject specific focus to work with key students	<p>Staff literacy training</p> <p>Every CPD day / briefing / middle leaders meeting to have literacy focus</p> <p>Coaching triads with same literacy focus within subject or across curriculum</p>	<p>EEF Literacy Self – evaluation Ragging Tool</p> <p>Time to meet and support all HoS</p>	<p>Middle leaders can articulate and evidence the impact of literacy SDP</p> <p>Feedback from target group is positive and student work shows clear progress</p> <p>Monitoring shows evidence of more consistent use of oracy strategies across the</p>

<p><u>ORACY</u></p> <p>Develop students' oracy skills across the curriculum so that all can use talk to support complex thinking</p>	<p>Staff audit on the impact of oracy initiatives Summer/Autumn 2020 to establish starting points</p> <p>Use audit to refine yr 7 project</p>		<p>Training of new year 7 tutors</p> <p>Re-visit oracy strategies with whole staff</p>		<p>curriculum in lessons to support and extend complex thinking</p>
<p><u>READING</u></p> <p>Increase proportion of students reading at or above their chronological age</p> <p>Develop skills of all staff in leading whole class reading</p>	<p>Reading age tests for all and reading intervention/accelerated reading programmes</p> <p>Re-test to establish specific reading need (phonics, decoding, fluency)</p> <p>Relaunch form time reading and develop the program with closer monitoring</p> <p>Develop common whole class reading strategies to be used across the curriculum</p>	<p>Analyse, monitor and close gap between disadvantaged and non-disadvantaged students.</p> <p>Tailor reading strategies and targeted support for SEND students</p>	<p>CPD for teachers and TLAs delivering reading interventions</p> <p>Time and access to tests and retesting</p> <p>Re-visit and follow up on reading strategies CPD</p>	<p>Accelerated Reader costs £450 per year for 50 pupils, or £9 per pupil per year (and update of book stock)</p>	<p>Testing shows increase in chronological age for key students</p> <p>All subjects have begun to embed reading strategies which are evidenced in learning walks</p> <p>Observation of TLA work shows consistency across the curriculum</p>

<p>Develop students' ability to work with complex texts</p>					<p>Best practice has been shared in T&L briefings</p>
<p><u>WRITING</u></p> <p>Increase students' skills in extended writing across the curriculum</p>	<p>Create a cross-curricular writing group to create common approaches to the writing process</p> <p>HOs adapt SOWs to embed common approaches</p>	<p>Adapt common approaches for T&L groups where necessary</p>	<p>CPD time for group to meet and plan</p>		
<p>Students take visible pride in their work</p>	<p>Display of student extended writing from across the curriculum in school and online to celebrate range of voices</p>		<p>Regular updated displays esp LRC</p>		<p>Student work shows common approaches having impact on students' ability to sustain extended writing across curriculum</p>
<p>Ensure every teacher and student has high expectations of work completion and</p>	<p>Routines established for class book etiquette in first weeks.</p>	<p>Ensure a wide range of voices is always celebrated and heard</p>	<p>Space to celebrate student writing online</p>		
		<p>Monitoring shows there are no discernible differences between</p>			

<p>presentation across the curriculum</p> <p>READING CULTURE</p> <p>A visible and enriching reading culture exists in the school</p>	<p>Library relaunched with a clear plan for further development</p> <p>Student focus group to develop LRC</p>	<p>books of students from different backgrounds</p>		<p>Recruit librarian – part time?</p> <p>Move the library or re-design the LRC space e.g. glass walls in the library to divide up to three spaces</p> <p>Using WESPA Volunteers to ...</p> <p>First Story</p> <p>Writer in Residence</p>	<p>Student voice questionnaires on use of library and reading for pleasure</p>
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				Literacy consultant – Di Leedham? Subject Associations? Other schools – Harris Boys' Academy	
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SDP 2020/21: implementation plan for curriculum and assessment

Intent: objectives for July 2021	Implementation actions and date	Provision for disadvantaged/ SEND/other groups	CPD needs	Resources	Monitoring and evaluation criteria and date
<p align="center">By July 2021:</p> <p>We will have agreed and published an outline curriculum and assessment plan for all courses at all levels showing:</p> <ul style="list-style-type: none"> statement of intent outline of content summary of knowledge, skills, understanding assessment arrangements descriptors of student work in relation to age-related expectations using the terminology <p><i>significantly above</i> <i>slightly above</i> <i>in line with</i> <i>slightly below</i> <i>significantly below</i></p> <p>the age-expected level for KS3</p> <p>and exam board assessment criteria for externally assessed courses</p>	<p align="center">September – December 2020: Short-term plan</p> <p><i>“rebuilding, recovery, renewal, reconnecting”</i></p> <p>Curriculum in place with focus on “recovery curriculum” (Barry Carpenter)</p> <ul style="list-style-type: none"> relationships community transparent curriculum metacognition space <p>Contingency curriculum in place in event of a second closure</p> <p>Consider viability of “Period 6”</p> <ul style="list-style-type: none"> study skills private study targeted intervention enrichment <p>Baseline assessment and target setting complete by December</p>	<p>Baseline and ongoing assessment used to:</p> <ul style="list-style-type: none"> identify students at risk plan and implement targeted intervention including in-class and outside class support assign a link adult for all target students draw up individual action plan with ongoing assessment points for target students <p>statement bank of points for improvement written in student-friendly language</p> <p>additional post-Covid19 support as per government’s announcement, e.g. Action Tutoring</p>	<p>Audit of resources produced during lockdown and consideration of integrating them e.g. cover lessons, student return from absence, for re-inforcement/ revision, homework, work with an adult who isn’t the class teacher.</p> <p>Further training for staff and students in use of Microsoft Teams</p> <p>Subject-specific CPD on expected levels</p> <p>Subject leads working with local partners and networks as a UPS expectation?</p>	<p>February 2020 Challenge Partners Review</p> <p>Exemplars of students’ work at expected level</p> <p>School website and resources available and accessible to all students on website and Microsoft Teams</p> <p>Expected level and improvement points statement banks (ref: Ashmole School)</p> <p>Concern/Praise ladder</p>	<p>Line management meetings</p> <p>SLT subject/department focus</p> <p>Lesson observations and learning walks</p> <p>Student Voice</p> <p>Moderation, standardisation and work sampling</p> <p>Department audit as part of ongoing review of curriculum and assessment plan</p> <p>OFSTED?</p> <p>Clarity of roles of ELT</p>

<p>We will have introduced a revised reporting system for interim progress and attainment using A to E scale</p> <p>We will have agreed some common ways and a common language for giving feedback to students</p>	<p>Begin audit of progress 2019-20</p> <ul style="list-style-type: none"> • ref: KS3 assessment & progress action plan • review of student progress levels 2019-20 • cross-ref literacy action plan • on line learning • student self-assessment • target setting • evaluate impact of praise/concern ladders on learning and progress • disadvantaged and other vulnerable groups • Centre Assessed Grades and accuracy/reliability of predictions <p style="text-align: center;">January 2021-July 2021</p> <p style="text-align: center;">Medium-term plan</p> <p style="text-align: center;">“review and revision”</p> <p>Audit of progress 2019-20 continues – completion date March 2021</p> <p>Complete outline first draft of outline curriculum and assessment plan for all courses at all levels</p> <p>All teachers at all levels using understanding of “expected level” to assess and give feedback to students, including improvement points</p> <p>Consultation on revised reporting system</p> <ul style="list-style-type: none"> • students 	<p>Supplying laptops and making greater use of online resources</p> <p>Develop reading partners programme</p> <p>Focused work with parents/carers</p>	<p>CPD triads focus on</p> <ul style="list-style-type: none"> • literacy • common language of feedback <p>Briefings</p> <p>Training for TLAs in diagnostic assessment</p>		<p>By July we would expect:</p> <ul style="list-style-type: none"> • revised curriculum and assessment plan to be in place • all teachers to use their understanding of “expected level” to confidently and accurately assess students’ performance at all levels • all teachers to be giving feedback to students, including improvement points • students to act on feedback and by doing so improve the quality of their work and start to work more independently • students to use common language to self- and peer-assess and give feedback to others • students to be aware of current attainment, target and improvement points • assessment to show that SEND/ vulnerable students are making expected progress at least
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- staff
- parents/carers

Progress data collection March 2021

**July 2021: Long-term
(three year) plan**

“reaching”

Consolidation

William Ellis Staff Handbook complete

- revised reporting system in place and understood by all
- 10% of students with attainment “significantly above” and 60% “slightly above” expected level
- at least 90% of students to be making progress in line with expectations or better

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SDP 2020/21: implementation plan for Learning Behaviours

Intent: objectives for July 2021	Implementation actions and date	Provision for disadvantaged/ SEND/other groups	CPD needs	Resources	Monitoring and evaluation criteria and date
<p>1.All teachers use common school strategies that are emotionally intelligent and engaged (TIS) to promote positive learning behaviours, high aspirations and achievement in all students.</p>	<p>Agreed Routines and Expectations communicated to all staff, students and parents from September 2020.</p> <p>Staff have a shared language of behaviour strategies. High Learning Behaviour expectations. An agreed 'In-Lesson Sequence' (strategies to improve learning behaviours). September 2020</p> <p>Systematic Review of learning behaviours data by all middle/senior leaders through L/M and teams meetings.</p> <p>Individual support for staff through line management, coaching and shared practice. Autumn term.</p>	<p><i>A Teaching, Learning and Support Centre</i> (TL&SC) to provide early intervention for students who struggle to meet the routines and expectations.</p> <p><i>Student passports</i> for all Send students and students with additional educational needs to inform staff of strategies to support.</p> <p>City Year to provide additional group support to disadvantaged students.</p> <p>Use of <i>LAMBS</i> forms in Pastoral support plan meetings (September 2020)</p> <p>TIS training to highlight importance of recognising small steps for students with additional needs.</p>	<p>Training on routines and expectations in a trauma informed school.</p> <p>Staff briefings.</p> <p>Individual coaching/ peer support</p> <p>All staff to complete training on Trauma Informed Practice (stage 1, 2 and 3 Autumn term)</p>	<p>Display resources</p> <p>Staff briefing</p> <p>Meeting time</p> <p>CPD time</p> <p>Data Manager and Admin support time</p> <p>Recognition of progress and achievement rewards.</p>	<p>Consistent good practice observed in formal/informal learning walks by the end of Autumn term.</p> <p>Observations focused on the implementation of behaviour strategies</p> <p>General observations/ feedback at SLT fortnightly.</p> <p>Line management/ Dept and year team meetings.</p> <p>Lesson observations</p> <p>6-week data reviews.</p>

<p>2.All members of the school community demonstrate the William Ellis attributes, taking responsibility for their own actions and consequences and learning from their mistakes.</p>	<p>Action plan from March 2020 to be implemented in September for Recognition and celebration of community members who consistently demonstrate WE attributes in lesson and around school.</p> <p>Trauma informed practice to focus on the principles of de-escalation strategies and restorative approaches to support students in taking more responsibility for their own actions.</p>		<p>As above</p>	<p>As above</p>	<p>As above</p>
<p>3.Praise and reward strategies are used to motivate and develop a growth mindset approach.</p>	<p>Systematic communication of progress and achievements of WES attributes to students staff and parents. (Certificates, letters, assemblies) To be implemented by October.</p> <p>Implement a restructure of the House System devolving leadership to the students with a brief to develop other student leadership opportunities across the school.</p> <p>Implement a peer mentoring system from transition to Year 13.</p>	<p>Data review to monitor for distribution of praise and rewards across all individuals and groups of students.</p>			

<p>4. Student leadership is present throughout the school.</p>	<p>Concentrating on Transition, 9-7 mentoring and 13-11 mentoring</p>	<p>Monitoring and guidance to students regarding accessibility and inclusion to encourage greater participation in leadership roles.</p>			
<p>5. Student Leadership – peer mentoring</p>	<p>Implement a differentiated parental engagement strategy. Specialist Engagement, Targeted Engagement and Universal Engagement</p>	<p>Guidance for students regarding accessibility and inclusion to encourage greater participation in mentee/mentor roles</p>	<p>Fitzrovia mentoring team mentoring training</p>		<p>Counsellor/PLs/SPLs termly meetings with Fitzrovia team to evaluate impact of mentoring scheme. Pupil Voice etc.</p>
<p>6. Staff, students and parents work collaboratively and transparently so that parents have some ownership of their child’s education and students are empowered to achieve their full potential.</p>	<p>Implement a Teaching and learning Support Centre for the holistic development of pupils with the aim of reintegrating them into the mainstream</p>	<p>Specialist and Targeted Engagement disadvantaged/SEN groups</p>	<p>Continuation of free Anna Freud Centre Engaging Parents training</p>	<p>Designated rooms for mentoring sessions to take place. CY personnel to run mentoring sessions. Possible financial cost of covering PLs Designated rooms for parental meetings. Has to be a welcoming space. Possible financial cost of covering tutors/PLs .</p>	<p>Line management of Parental Engagement officer. Staff/parent voice</p>
<p>7. An alternative provision for academic and pastoral care and to reduce Permanent/Fixed Term exclusions</p>		<p>Specific personal development and academic mentoring for disad/vuln students</p>	<p>External Training from Anna Freud/Trauma</p>	<p>Designated suite of rooms. Financial cost for</p>	

<p>8. Alternative provision for Academic and Pastoral Care to reduce FT exclusions</p>	<p>Implement a Seclusion Centre for the improvement of Teaching and Learning. The holistic development of pupils in order to reintegrate into the mainstream</p>	<p>Specific personal development mentoring for disad/vuln students.</p>	<p>Informed for the key staff who will be involved in the day-to-day running of the TLSC</p> <p>Training in how to run a SC – mentoring discussions with students</p>	<p>extra resources from departments. Restructure/Redesigning of rooms to meet the needs of the intervention.</p> <p>Designated room(s) for SC. Resources from departments</p>	<p>Line management of key staff involved in implementing interventions for the holistic development of pupils. Pupil and staff voice</p> <p>Line management of key staff involved in running of SC Pupil and staff voice</p>
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