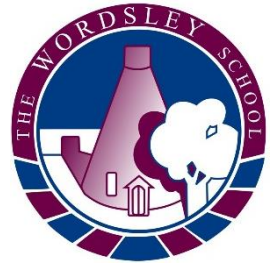


# The Wordsley School



## Strategic Plan 2021 - 24

'BELIEVE ACHIEVE INSPIRE'

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# Introduction

## Overview

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This strategic plan outlines our school's development plans over the course of the next three years. It conflates a wide range of self-evaluation processes, stakeholder input from staff, pupils and governors into the future strategic vision for our school, and identification of the key priorities for our school during the next phase of its growth and development.

The plan is intended to further develop the school in a way that is aligned to the school's mission of 'providing an outstanding and enjoyable educational experience for everyone in our Wordsley community'. Moreover, it has been structured to do so in a way that is aligned to our school's vision by 'providing high levels of aspiration, and supporting each other to be the best we can be', underpinned by our shared school values of curiosity, integrity, kindness, resilience and respect.

## Length

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The plan spans the three-year period from September 2021 to August 2024. It is a 'rolling' three-year plan, meaning that annually, an additional year will be added to the plan to ensure that the school continues to develop in a way that is mindful of future opportunities and threats, which are on the horizon.

## Priorities and themes

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The plan consists of fifteen priorities, each grouped under one of three themes as follows:

**Quality of Education** – academic pupil progress and quality of teaching

**Culture and Community** – our people

**Business and finance** – our resource

## The detail

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Each of the fifteen priorities are accompanied by a detailed operational plan, which offers clarity regarding:

**Aim** – what are we trying to achieve?

**Actions** – how do we intend to achieve this?

**SLT responsibility** – the member of SLT who has delegated accountability for the priority. (Responsibility for elements of this may be further delegated to other staff)

**Intended completion date** – the end point, by which we anticipate that each action will be completed.

**KPI (Key performance indicator)** – the criteria that will be used to judge the extent to which each action has been successful?

**RAG** – at each monitoring and review point (see below), the Headteacher and member of SLT responsible for each priority will agree the extent to which each action is progressing, using the following key:

Green	Action completed
Amber	Action in progress and on-track in terms of timescales
Red	Action in progress and behind in terms of timescales

**Monitoring commentary** – at each monitoring point, in addition to providing a RAG rating, appropriate commentary will be provided by the member of SLT to enable the Headteacher to retain an oversight of all the priorities and brief governors appropriately. This update will form part of the Headteacher’s Report to governors, which is a standard item at each full governing body meeting.

### **Monitoring and Review**

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Each year there will be two monitoring points and a formal review as follows:

September/October	<b>Annual review</b> Formal review of the plan, resulting in an amended three-year plan being agreed and presented to the full governing body for adoption at FGB 1
February/March	<b>Mid-year review 1</b> Conducted and presented to the full governing body at FGB 2
June/July	<b>Mid-year review 2</b> Conducted and presented to the full governing body at FGB 3

It is highly unlikely that the plan adopted by the full governing body at the annual review, will be amended mid-year, unless in the most unusual of circumstances. Should this be necessary, any amendment will be ratified by the full governing body at an appropriate forum.

### **Visibility and accessibility**

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Whilst the plan is very specific and aims to avoid any ambiguity regarding the clarity of our school’s strategic vision and our strategic priorities, it is also deliberately concise so that it does not become a document that lives on a shelf and is referred to infrequently.

The plan will be highly visible and available publicly, for prospective parents to see on our school website. The plan will be discussed regularly between the Headteacher and each member of SLT in their individual, fortnightly 1:1 meeting. Furthermore, it will underpin other planning work that occurs throughout the school, including but not limited to, appraisal and Department Improvement Plans (DIPs).

The MVVM will be very visible throughout the school, and our shared school values will be the basis for ensuring that the outstanding school culture that currently exists at our school, is retained and further enhanced, as we move forward together.

## Mission, vision, values and motto

### Mission

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**To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community**

### Vision

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**We promote high levels of aspiration, and support each other to be the best we can be**

### Values

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**Curiosity** – we have enquiring minds and are keen to learn

**Integrity** – we are honest and have strong moral principles

**Kindness** – we are friendly and considerate of each other

**Resilience** – we respond well to challenge and are keen to improve

**Respect** – we have an appreciation and awareness of others

### Motto

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**Believe Achieve Inspire**

‘BELIEVE ACHIEVE INSPIRE’

# Strategic priorities

**ACADEMIC PUPIL PROGRESS AND QUALITY OF TEACHING  
(Priorities 1 – 6)**

**Priority 1: curriculum intent**

Aim	Actions	SLT responsibility
<b>Further develop the school's curriculum to ensure that the curriculum intent of individual subjects and that of the broader whole-school curriculum is well understood by staff, pupils and parents/carers, used and accurately reflected on the website and in school policy.</b>	Create a whole-school curriculum statement, aligned to the new MVVM.	HGr
	CALs review the appropriateness of the current curriculum across all year groups.	HGr
	Incorporate 'curriculum-based discussions' with teachers and pupils into CAL/SLT LM conversations.	HGr
	Produce clear and consistent summaries of the (a) knowledge and skills to be learned and (b) how these will be assessed, for every subject across every cohort.	HGr
	Ensure that the school website clearly communicates the school's curriculum intent, in all subjects and cohorts, to parents/carers (inc. intent summaries, assessment plan and exemplar assessed work).	HGr
<b>Review the school's curriculum offer to ensure that there is sufficient breadth and high ambition for all pupils</b>	Review the extent to which the school's current curriculum offer remains fit for purpose for all pupils.	HGr
	Research any appropriate additional qualifications that could be offered at KS4 and test the feasibility of any additional qualifications, including the likely impact on current provision.	HGr

	The school' curriculum offer for 2022/23 is adjusted in light of any agreed changes.	HGr
	Consideration is given to any longer-term changes that may be necessary.	HGr
<b>Priority 2: curriculum implementation</b>		
<b>Aim</b>	<b>Actions</b>	<b>SLT responsibility</b>
<b>Further develop the quality of teaching across the school, in-line with the Wordsley T&amp;L Rubric and key ingredients for an effective lesson</b>	Clearly communicate our vision for Curriculum Implementation and the ongoing professional development of teaching staff.	LP
	Enable teaching staff to access the latest T&L resources to support their ongoing classroom practice.	LP
	Create additional time for departmental planning and professional development of teaching staff.	LP
	Creation of a Middle Leadership Development Programme.	LP
	Introduce Teaching Walkthrus to all teaching staff, cross-referencing to our T&L Rubric.	LP

	Introduce a culture of SLT & CAL Learning Walks to support the 'climate for learning' and 'key ingredients for an effective lesson'.	LP
	Provide regular opportunity for staff voice, to review developments in T&L and inform future developments.	LP
	Improve the impact of the current appraisal system for teaching staff.	LP
	Ensure that our Wordsley Teaching and Learning Rubric and Key Ingredients are firmly embedded within each and every lesson (Inc. Memory for Learning).	LP
	Refine current QA systems, supporting CALs and SLT line managers in having purposeful conversations about provision within a department.	LP
	A 'Teach to the Top' culture is embedded within lessons, ensuring that all pupils are sufficiently challenged in their learning.	LP

**Priority 3: instructional coaching**

Aim	Actions	SLT responsibility
<p><b>Implement and embed an instructional coaching model to support the continued development of teaching staff</b></p>	<p>Introduce our teaching community to the concept and benefits of an Instructional Coaching model.</p>	<p>LP</p>
	<p>Establish a 'coaching matrix' to include all members of teaching staff, clearly signposting 'volunteer coaches' ECTs, RQTs, new staff and coaching pairs.</p>	<p>LP</p>
	<p>Create a quality assurance framework to ensure a robust approach to instructional coaching across school.</p>	<p>LP</p>
	<p>Create the capacity for high quality coaching to take place during the school day for all teaching staff, as part of directed time, rather than a 'bolt-on'.</p>	<p>LP</p>
	<p>Upskill SLT, CALs, Learning Champions and those supporting ECTs and ITTs to deliver high quality instructional coaching to designated members of staff.</p>	<p>LP</p>
	<p>Integrate the principles of Teaching Walkthrus with our Instructional Coaching model.</p>	<p>LP</p>
	<p>Departments move towards a subject specific T&amp;L Rubric to support the Instructional Coaching process.</p>	<p>LP</p>

### Priority 4: literacy

Aim	Actions	SLT responsibility
<p><b>Ensure that pupils who join the school with levels of literacy below the national average make rapid gains within the first two years of being at the school. Furthermore, that literacy is widely promoted within lessons, across the school and reading for pleasure is actively encouraged.</b></p>	Use the NGRT framework to test all pupils in their literacy ability.	HGr
	Literacy forms a significant part of regular tutor period activities.	HGr
	Introduce and prioritise 'disciplinary literacy' across the curriculum.	HGr
	Literacy is promoted across the school through the use of vibrant displays.	HGr
	Teachers are aware of pupils with relatively low levels of literacy.	HGr
	Regular 1:1 sessions with a TA are implemented with targeted pupils during tutor periods.	HGr
	'Reader Leader' sessions are implemented with targeted pupils.	HGr
	'Small group reciprocal reading' sessions are implemented with targeted pupils.	HGr
	Whole-school literacy competitions are held termly (3 times annually) to raise the profile of literacy throughout the school.	HGr
	Explore whether an agreed group of 'challenging texts' can be used across multiple subjects.	HGr

**Priority 5: use of academic pupil data and formal assessments**

<b>Review and make appropriate changes to the school's use of academic pupil data and formal assessment programme</b>	Meet with all CALs, SLT and HOHs to find out what the current practices are.	RPa
	Review target setting for Years 7 to 11.	RPa
	Explore the use of Cognitive Ability Tests (CATs)	RPa
	Explore use of online data packages.	RPa
	Ensure class teachers, CALs and HoHs to use existing pupil academic data confidently and consistently.	RPa
	Review assessment dates for 2022-2023	RPa
	Review how assessments are graded so that grades awarded are valid.	RPa
	Review data inputs from class teachers for Years 7-11.	RPa
	Ensure that all pupil data for formal assessments is available centrally and electronically.	RPa

**Priority 6: pupil interventions**

<b>Review the current system of pupil interventions (outside lessons), making appropriate changes to ensure that any</b>	Meet with all CALs, SLT and HOHs to find out what the current practices are.	RPa
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<b>interventions used make a striking impact on pupil progress (inc. disadvantaged pupils)</b>	Identify pupils who are currently making the least progress within individual subjects and across several subjects.	RPa
	Put interventions in place for pupils who are currently making the least progress across several subjects.	RPa
	Use the National Tutoring Programme to impact on pupil progress.	RPa
	Research external providers and plan sessions on study skills and revision skills for KS4 pupils and parents.	RPa
	Create and deliver a planned programme of out of class interventions which target pupils who are underachieving.	RPa

**CULTURE AND COMMUNITY  
(Priorities 7 – 11)**

**Priority 7: pupil attendance**

Aim	Actions	SLT responsibility
<b>Reduce levels of absence and persistent absence so that they are lower than the national average</b>	Year 7 pupils who have had historical attendance issues at primary school, demonstrate levels of attendance above 95%.	KWg
	Additional capacity is created to intervene with disadvantaged pupils with levels of attendance below 95%.	KWg

	<p>A Wordsley 'attendance diamond' is introduced to enable simple conversations with pupils and parents/carers about attendance and improve the clarity of monitoring information provided to school leaders.</p>	<p>KWg</p>
	<p>Strategies are implemented to attempt to retain an overall attendance level of at least 95% and a persistent absence rate of no higher than 13%.</p>	<p>KWg</p>

	Outstanding levels of pupil attendance are celebrated regularly.	KWg
<b>Priority 8: our house system</b>		
<b>Aim</b>	<b>Actions</b>	<b>SLT responsibility</b>
<b>Re-energise our school's house/vertical tutoring system following the impact of COVID-19</b>	Heads of House planning day to ensure collaborative ownership of the core strategic priorities.	KWg
	The House System and other relevant key information is publicised on the school website.	KWg
	House system events are used to actively promote the school values, encourage participation within houses and stimulate 'friendly' competition.	KWg
	Pupils are appropriately recognised for their attitude to learning, contribution to school life and academic achievement.	KWg

	Pupils are using their daily AM tutor period to enhance their development in-line with our school values.	KWg
<b>Priority 9: pupil voice</b>		
Aim	Actions	SLT responsibility
<b>Increase the opportunities for pupils to contribute to events and meaningful school improvement by implementing a new pupil voice system, which amalgamates a refined version of our current House Prefect system and a new Pupil Parliament, which is called the Pupil Ministry.</b>	Review current provision, research best practice and develop a proposal for Pupil Parliament.	AF
	Pupil Parliament launched to staff and pupils and posts allocated.	AF
	Pupils are inducted successfully into their roles.	AF
	Pupils begin planning to contribute towards whole-school improvement.	AF
	The Pupil Parliament is promoted widely and its impact celebrated.	AF

	The Pupil Ministry Is fully evaluated, ahead of 2022/23, with any improvements incorporated.	AF
	Ministries are offered the capacity to contribute and debate their work, in a purposeful way.	AF

### Priority 10: extra-curricular provision

Aim	Actions	SLT responsibility
<b>Following lockdown, ensure that we are offering a diverse extra-curricular programme of activities for our pupils, which is well publicised, with levels of engagement tracked and monitored.</b>	Review the current/historic provision for extra curricular.	AF
	Liaise with key staff/departments to align the recommendations of the above review, with the anticipated provision.	AF
	Research the available methods to track the attendance of pupils at extra-curricular provision.	AF
	Pupil attendance is tracked as appropriate.	AF

Aim	Actions	SLT responsibility
<b>Ensure that leadership capacity within the school (SLT and beyond) expands in-line with the school's growth and focused on the key 'levers' that will impact positively on our school's mission.</b>	Redistribute SLT responsibilities to ensure appropriate leadership, focused on improving academic progress of pupils.	GBu
	Recruit and induct SBM.	GBu
	Recruit and induct additional Assistant Headteacher.	GBu

	Recruit additional/replacement TLR postholders to key leadership positions.	
	Increase further the leadership capacity of SLT for 2022/23, in a way that is aligned to providing career development opportunities for aspirant senior leaders within the school.	GBu
	Increase further the leadership capacity of SLT for 2023/24, in a way that is aligned to providing career development opportunities for aspirant senior leaders within the school.	GBu

**BUSINESS AND FINANCE  
(Priorities 12 – 15)**

**Priority 12: IT facilities**

Aim	Actions	SLT responsibility
<p align="center"><b>Develop our IT facilities so that the school's infrastructure and resources enable the school to operate efficiently, in-line with the GDPR and put the school in a position where it could benefit from cutting-edge technological advancements in the classroom and beyond.</b></p>	<p align="center">Ensure that all staff have the appropriate IT facilities to enable them to deliver perform their roles effectively.</p>	<p align="center">CS</p>
	<p align="center">Ensure that the school website continues to be an effective communication tool, remains compliant and actively promotes the school's activity, as per the marketing strategy.</p>	<p align="center">CS</p>

	Ensure that the school's IT Support Team has sufficient capacity to deliver the strategic and operational requirements of its function.	CS
	Review existing IT contractual arrangements to ensure best-value procurement is achieved.	CS
	The school is future-proofed, through the creation of a 3-year IT strategy.	CS
<b>Priority 13: marketing the school</b>		
<b>Aim</b>	<b>Actions</b>	<b>SLT responsibility</b>
<b>Create a marketing strategy to continue to maximise the school's reputation in the local community and beyond, and minimise the risk of the school being undersubscribed</b>	Research Marketing strategies for other schools and colleges.	GBu
	Explore appropriate external input to support the creation of the school's marketing strategy.	GBu
	Marketing strategy is agreed.	GBu
	Ensure that sufficient resource (financial and human) is allocated to enable the Marketing Strategy to be successful.	GBu
	Marketing strategy implemented, targeted at the Year 7 cohort for September 2023.	GBu

	Marketing strategy reviewed and amended for the subsequent year.	GBu
<b>Priority 14: external partnerships</b>		
<b>Aim</b>	<b>Actions</b>	<b>SLT responsibility</b>
<b>Forge appropriate external partnerships, which enhance the quality of provision at our school and enable our school to support other school's and organisations in the local area and beyond.</b>	Further enhance the partnership with our main eight primary schools, to engage in work that is mutually beneficial.	GBu
	Recovery plan for Learning for Life is implemented and the business continues to meet the needs of our community and be financially self-sufficient	GBu
	Begin to engage with the 'Challenge Partners' as 'network partners', to broaden our leadership network and become more 'outward-facing'.	GBu
	Become affiliated 'full partners' within the 'Challenge Partners' programme and begin to engage in external QA reviews.	GBu
	Explore the feasibility of securing sponsorship from a major external partner to fund the building of a Creative Arts facility and theatre.	GBu
<b>Priority 15: site and facilities</b>		
<b>Aim</b>	<b>Actions</b>	<b>SLT responsibility</b>
<b>Create a site development plan, which identifies the improvements to the site that will be targeted over the duration of this strategic plan.</b>	The school's site is reconfigured to enable it to function effectively.	CS

	The signage around the school site is refreshed, in line with the new MVVM.	CS
	Increase the level of security to the school premises.	CS
	Ensure that the school's Site Team has sufficient capacity to deliver the strategic and operational requirements of its function.	CS
	Review existing site contractual arrangements to ensure best-value procurement is achieved.	CS
	Future site developments are costed and prioritised, as part of a site continuity plan.	CS