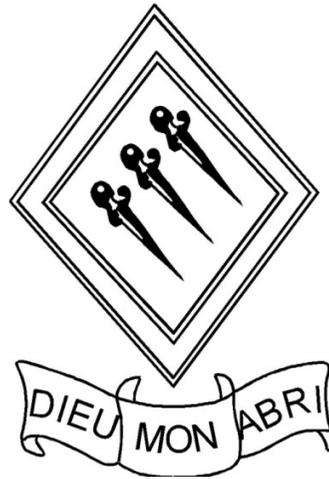


ST BERNARD'S HIGH SCHOOL



2021-22

SCHOOL DEVELOPMENT PLAN

1. Catholic Ethos/Christian Action

Action	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation	Notes
Re-establish the school's liturgical themes with a focus on how we develop our God-given gifts and talents whilst also ensuring that the principles of inclusion, welcome and diversity are prioritised in how we fulfil our school mission: 'Love one another as I have loved you.'	SLT, RE dept, heads of year, form tutors	From Sept 2021	Assembly time, form time, liturgies	<p>School community supports the theme through prayer and practical steps (e.g. celebration of race, culture, individual talents).</p> <p>High levels of student preparation, leadership and participation. Student feedback shows students feel included in reflection and prayer.</p> <p>Tutor Group Assemblies show high level of engagement with the liturgical theme by all groups of students in the group.</p> <p>Key Data: a) all form times observed by HoY/SLT include a prayer; b) HoYs and SLT can evidence a minimum of 1 assembly each on this theme (cumulatively 6 – an average of one per half term)</p>	SLT, Governors' Ethos Committee Heads of Year and form tutors monitor; HEB reports to pastoral meetings and Governors Ethos Committee	If large groups are allowed to gather, the theme will be refreshed in the autumn term through assemblies and Masses and sustained through assemblies during the year. Focus on our responsibility to develop our God-given gifts & talents and those of others, and maximising the development of British Values (celebration of culture and diversity)
Review of schemes of work to identify further opportunities to reflect inclusion (regardless of any protected characteristic), diversity and respect for people of all faiths and of none, as well as specific provision for EAL and SEND.	SLT to scrutinise with HoDs	By the end of the summer term 2022	Mgmt time and gained time (financial implications: covered in TLR allowances	Checks on schemes of work will be completed by line managers with heads of department, using the checklist agreed in May 2019's Leadership meeting. It will be further evidence of a curriculum which promotes tolerance and respect for all people.	SLT, Governors' Ethos & T&L Committees	This objective has been retained from the previous development plan following the Covid19 closure and in light of Fratelli Tutti (An encyclical written by

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			for subject leaders)	Key Data: all schemes of work audited		Pope Francis, Oct 2020)
Ensure RE teaching is consistently outstanding	TAB	July 2022	Mgmt time (financial implications: covered in TLR allowance for subject leader)	Recommendation from S48 inspection report is fulfilled. Dynamic teaching engages students, leading to strong progress, evidenced through regular assessment. Key Data: all RE staff have had at least one outstanding observation in the last 2 years	TAB, HEB	Appraisal observations and learning walk records are evidence of consistently outstanding teaching and results in RE support this.
Further develop the ethos-related CPD introduced in 2018/19	TAB, COB	July 2022	20% of available training days	If reopening guidance allows staff to gather, this annual training will focus this year on the importance of Catholic liturgies. Key Data: staff show support for liturgies through a) attentiveness in whole school Masses, b) participation in form retreats and Masses, and c) ensuring all form times include a prayer (monitoring checks by HoY/SLT. Staff retreat planned.	Analysis of feedback forms completed by staff, SLT, Governors' Ethos & T&L Committees	To be repeated annually.

2. Quality of Education

Action	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation	Notes
As a result of the revised whole school curriculum policy, all departments have in place clear curriculum maps for all key stages clearly laying out the	Heads of Department All teaching staff	From Sept 2021	Directed time, ML meetings, dept time	All stakeholders are clear as to how the progression of the curriculum identifies and explicitly teaches key skills and knowledge through which	HT, SLT line managers, HoDs	New policy in place Sept 2021 All departments to have in place by Dec 2021.

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3Is and how these are monitored and evaluated.	SLT department line managers			students demonstrate progress to achieve excellent outcomes.	Governors' T&L Committee	
<p>Progress of students in the sixth form matches, more closely, the strong progress that pupils make at key stage 4. Positive progress scores at KS5.</p> <p>Introduction of sixth form study space to further support students' independent learning.</p>	AFC, HoDs	August 2022	Mgmt time (financial implications: covered in TLR allowances for subject leaders)	<p>Value added score shows sustained progress that is above national expectations.</p> <p>Key Data: Value-added score is 0 or better for post 16 students. No school within LA has better than average progress post 16. Out of 16 post 16 provisions, in 2019, St Bernard's was 4th in the LA, therefore in the top 25% of local provision. St Bernard's the highest P8 score in the LA at KS4.</p>	AFC, HT, Governors' T&L Committee	This objective builds on our previous inspection report. Progress will be more difficult to evaluate as the Covid19 pandemic meant no internal or external examinations in the summer of 2020 or 2021, no performance tables, and no robust GCSE base line for the A Level cohort of 2022.
% of students achieving a 5+ in Maths increases to above 60%	EMM	August 2022	EMM – mgmt time (financial implications: covered in TLR allowance for subject leader)	<p>More students achieve the higher pass in mathematics, as well as in English.</p> <p>Key Data: % of students achieving a 5+ in Maths increases to above 60%</p>	Go4schools tracking shows good progress towards this target throughout the year; mathematics teaching in KS3 shows accelerating progress, in order to provide the foundations for the desired KS4 outcomes.	<p>This objective builds on the mastery curriculum introduced in KS2 mathematics. The disruption to school provision caused by the Covid19 pandemic may lead to further modifications to examinations by OfQual.</p> <p>Joint working with HoD English to facilitate improvement and look at crossover students.</p>

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<p>Successful adaptive teaching in lessons remains a sharp focus, including:</p> <ul style="list-style-type: none"> a) Developed understanding of different students' needs (identification, effective assessment, professional dialogue) b) Provision for all students to experience success (adapted high expectations, concept mastery, effective use of additional adults) c) Meeting individual need (resourcing, engaging prior knowledge / pre-teaching, scaffolding, effective interventions) d) Effective grouping (groupings reflect high expectations and ambition for students) 	<p>All teaching staff</p>	<p>From Sept 2021</p>	<p>Directed time – peer-coaching sessions</p>	<ul style="list-style-type: none"> a) Presentations by staff on key learning points from their differentiation work b) Greater dissemination of best classroom practice c) Increased number of outstanding lessons observed in appraisal cycle d) No RI teaching observed in the appraisal cycle <p>Key Data: 55% of lessons to be outstanding, 100% to be good or better in appraisal observations</p> <p>Partially achieved in 2020/21, but not completed due to school closure in January 2021.</p>	<p>HEB, Governors' T&L Committee</p>	<p>Coaching triads will be superseded by a different organisation of staff: research will be on manageable but effective forms of adaptive teaching in the classroom reflected in lesson observations.</p>
<p>Learning Support staff deployed in class as much as possible and used effectively to support adaptive teaching activities (see above).</p> <p>Partially achieved in 2020/21, but not completed due to school closure in March.</p>	<p>LAW</p>	<p>From Sept 2021</p>	<p>SENCO has reduced teaching time to facilitate this</p>	<p>Attendance of K and EHCP students rises; progress from their starting points remains in line with national expectations – and often exceeds them.</p> <p>Key Data: Attendance of K and EHCP students is above 95%. P8 score is 0 or better.</p>	<p>SLT, Governors' T&L Committee</p>	<p>Teaching, SENCo and Learning Support staff identify SEND needs early, and add appropriate intervention.</p>

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Action	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation	Notes
Ensure marking and feedback are in line with school policy across all subjects in all key stages	HoDs, LMs, SLT	December 2021	Dept time, learning walks, ML meetings, SLT book looks	Marking and feedback evidence clear progression of students learning, skills and knowledge.	SLT, GB, T&L Committee	This builds upon previous practice but allows the opportunity to realign all staff with expectations
<i>Covid Recovery:</i> Consolidate 1-to-1 intervention/small group targeted work in English and maths, with support being focused on PPG students and those needing additional support due to Covid 19.	HEB LAB, EMM	From Sept 2021	Govt Covid19 catch up budget (no details released as yet)	PPG tracking shows accelerated progress; impact of current Maths and English 1:1 tuition evaluated and reported to Governors at each meeting of the Teaching & Learning Committee. Key Data: P8 score is 0 or better for PPG students.	LAB, EMM, HEB, COB Governors' T&L Committee	Impact of PPG intervention strategies will be more quantifiable. Baseline assessment known prior to intervention and measured at the end of the intervention.

3. Behaviour, Attitudes and Personal Development & Wellbeing,

Action	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation	Notes
Test the new lockdown warning system (subject to pandemic guidelines)	JLK	Dec 2021	New bell system	Current evacuation system will be enhanced by a system which tells the community to stay in classrooms until told otherwise.	System tested, and response of school community evaluated	Terrorism and other external threats are leading schools to install these measures.

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<i>Covid Recovery:</i> Consolidate punctuality in light of the earlier time for closing the gates in the morning (subject to pandemic guidelines)	HEB, Heads of Year	From Sept 2021	Mgmt time, new bell system	Key Data: No year group to have lates averaging more than 1.5% (not counting major train & contract bus issues, etc)	SLT, Governors' T&L Committee	Students will get a late detention every time they are late, not if they are late twice in a week. Parents and students informed of this change.
<i>Covid Recovery:</i> Support for students' mental health and wellbeing is adequately addressed through the pastoral system and embedding into support structures such as FTs, PSHE, LMs, HoY as well as external support from BCCS and any additional agency needed.	SLT, HoYs, FTs, All staff	From Sept 2021	May need additional support from BCCS (to be costed for budget) PSHE plans, Pastoral meetings	Students report that they feel well supported by the school and know who to go to should they need additional support. They are confident in the confidential nature of the support that will be offered to them.	HT, SLT, HoYs, student evaluations	Pastoral staff guided by HEB as to the resources on offer and the signposts to local organisations if needed.
<i>Covid Recovery:</i> Reinstate Yr10 & Yr12 work experience opportunities (subject to pandemic guidelines)	HCD	Work experience undertaken in summer term 2022	HCD has time allocated for this work	Key Data: All Yr12 students have work experience recorded, as part of their programme of study. Year 10 work experience back in place after the pandemic.	AFC	Programmes of study meet DfE expectations. Gatsby benchmarks in place.

4. Leadership & management

Action	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation	Notes
<i>Covid Recovery:</i> Ensure all school routines, systems and practices are re-established with all students in all year groups and with all staff and with new staff in particular.	Headteacher, SLT, HoDs, HoYs, All staff	From Sept 2021	Staff meetings, staff communication,	All students return and adhere to the systems and structures in the school for excellent behaviour for learning and upholding the school's ethos. St	Tutor time walks, learning walks, analysis of behaviour	Students' behaviour both within and outside of lessons is excellent – polite, courteous and

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			assemblies, briefings	Bernard's staff competently role model for students the expectations and actively support students to achieve them.		demonstrates school values.
Senior leaders ensure a balanced revenue budget.	Headteacher, Governors, JLK	From Sept 2021	Mgmt time for SLT	Key Data: 2021/22 outturn figures to show a surplus.	Governors' Finance Committee	Financial context for school has strengthened since 2019; tight control of expenditure further needs to be maintained throughout 2021/22.
Reduce staff absence through monitoring, application of policy, and HR processes.	SLT	From Sept 2021	Mgmt time for SLT; input from SJC and SAG	<p>Days lost to absences must fall, if we are to avoid crippling supply costs again.</p> <p>Key Data: Total days lost due to sickness to be no higher than an average of 2.5 per teacher and 40% of staff.</p> <p>National average from 2018/19 is an average of 4.1 days per teacher, and 54% of teachers being ill each year.</p> <p>At St Bernard's in 2018/19 there was an average of 11.9 days sickness per teacher, partly due to five long-term absentees (without whom the figure falls to 2.8), and 46% of teachers were ill at some point in the year.</p>	SLT, Governors' Staffing Committee	Regular monitoring and back-to-work interviews remain necessary. New system in place and explained to all staff.
<i>Covid Recovery:</i> Consolidate the current staff welfare strategy.	AFC	By Dec 2021	Part of current (£21,000)	Portfolio of activities and provision published that supports staff welfare	AHT's termly report to Governors	Staff have enjoyed the activities on offer as

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			BCCS provision; £1500 of CPD budget available for further welfare activities	Key Data: a) staff absence is reduced (see above); b) staff survey shows 80% (“large majority/most” in Ofsted terms) of staff are happy to work at St Bernard’s.		evidenced by staff evaluations.
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5. Premises

Action	Responsibility	Deadline	Resources/ Training	Success Criteria	Monitoring of Progress and Evaluation	Notes
Review use of dining facilities as the school continues to expand.	SLT	March 2022	Most efficient use of existing facilities.	Smooth flow of students through the Dining Room and 6 th form servery, within the allotted timeframe.	SLT	School expansion is continuing, but dining facilities are under pressure. Longer term plan in place to address this.
PAT testing programme is published to all staff	JLK, MJE	December 2021	Allocation of PMG’s time	All staff clear on when their resources will be tested, and can ensure all items are accessible	JLK	Staff will be reassured by this transparent approach.