



PARKSTONE GRAMMAR SCHOOL

VISION FOR 2020

COMMITMENT

COURAGE

COMPASSION

At Parkstone we care passionately about the achievement and welfare of every individual young woman in our care. We aspire for the very best for her future in a world that is fast moving and exciting, and where the ability to embrace ***commitment, courage and compassion*** will enable her to adapt and succeed in its changing landscape. At Parkstone we seek to build on our strong heritage by becoming a world class school that provides a quality of learning that challenges and inspires our students to be tenacious and relentless in their curiosity for knowledge and truth. We want every young woman to leave Parkstone with a thirst for learning and with exceptional qualifications to open doors to her future. We regard learning as a journey of discovery to engage with new ideas in a culture where curiosity, creativity, imagination and personal integrity are central. We want every young woman be a vibrant and compassionate member of the school and wider communities. That she should encourage and care for her peers, value and engage with all cultures and religions in our diverse global community. Our school will provide the targeted and effective support to enable each student to feel confident to achieve her very best and to develop the resilience to overcome barriers. All members of the school community will work together towards our common goal to be a centre of excellence for bright young women and the leaders, creators, innovators and entrepreneurs of the future.

By 2020:

1. Teaching and Learning

- Parkstone will be a seat of exceptional learning where great teachers enjoy autonomy in the classroom to inspire and challenge our able girls
- Very high quality staff development and peer support to facilitate highly effective learning over time
- Effective feedback that closes gaps in learning and moves students forward in their knowledge and skill development
- Parkstone will achieve amongst the very best schools in the country for the new national progress measures at GCSE and A Level

2. Pastoral Support and Personal development (SMSC)

- Positive and caring ethos underpinned by a Growth Mindset
- Meticulous personalized support with highly effective early intervention to break down barriers to learning – no girls will be left behind
- Students will have a deep understanding of global and national diversity and will be well prepared for life in modern Britain
- A strong and supportive community sustained by the House System
- Students will receive high quality advice and guidance to take confident next steps in their lives after Parkstone.

3. Community Partner

- Opportunities outside the classroom that develop the whole child – developing leaders, risk takers and a love of learning in all its forms
- Parkstone will be a local leader for school peer support at primary and secondary level

4. Leadership (senior; governance; middle; classroom; student)

- A coherent curriculum fit for the 2020s – broad, balanced and inspiring
- Inspiring learning environment underpinned by emerging technology
- Leadership is very strong in the school at every level; all have high expectations and they model the professional standards expected of all. Self-evaluation is robust and leaders know their strengths, weaknesses and how to improve.



SCHOOL DEVELOPMENT PLAN 2016-17

EXECUTIVE SUMMARY

Student outcomes

- Achieve a Progress 8 score of +0.5 in as a school and in individual subjects in 2017
- Ensure no gaps in progress of groups of students particularly PP, SEND and external students in sixth form
- Achieve attendance target of 95% across whole school 2016-17. Reduce persistent absenteeism.
- Achieve sig+ VA for A Level in 2017. Increase number of subjects with significant VA from 2015 and 2016 results
- Ensure effective communication of school approach to 'life beyond levels' so students and parents understand progress information
- Ensure destinations of all students post 16 and post 18 are known
- Successfully apply for the Careers Mark
- Evaluate the impact of intervention weeks on student progress

Teaching and Learning

- Lead on school to school support / SLE provision of Sigma Teaching School Alliance
- Open Parkstone and TSA CPD offer to all staff to enable Personal CPD planning
- Consider the replacement of lesson grading with a formative and developmental approach to lesson observation
- Embed and review PL programme for years 9 to 11
- Evaluate the impact of 'Response Time' on student progress and further develop impact of feedback on learning
- Improve impact of homework on student progress and student perceptions
- Embed house system within wider curriculum

Personal development, behaviour and well-being

- Use SMSC / GB values audit to enhance weaker areas of school provision particularly wider cultural awareness
- Include PREVENT agenda learning opportunities within the PSHE curriculum
- Develop a whole school approach to developing positive mental health
- Increase parental engagement in e-safety and broader safeguarding issues
- Design and implement new approach to Student Voice to increase student participation and student understanding of impact

- Evaluate the impact of years 7-11 tutor time on student experience and make changes for 2017 to enhance SMSC, expectations and quality of academic mentoring.

Leadership and Management

- Consider the long term opportunities of remaining a standalone academy and forming / joining a multi academy trust
- Develop strategies to further increase staff well-being and reduce workload
- Increase contact with alumnae to provide opportunities for students
- Evaluate current structure of year heads and make recommendations to FGB
- Evaluate impact of new national funding formula and make recommendations to governors to ensure balanced budget in 2017
- Develop a robust and supportive support staff appraisal system

Sixth Form

- Evaluate the impact of tutor time on student experience and make changes for 2017 to enhance SMSC, expectations and impact of academic mentoring
- Evaluate 16-19 curriculum provision and agree / communicate approach for 2017-18
- Increase number of subjects with significant VA from 2015 and 2016 results
- Evaluate current enrichment and study programme entitlement to ensure prepares students for next steps
- Further develop transition into sixth form for internal and external students to increase retention



SCHOOL DEVELOPMENT PLAN 2016-17

1. OUTCOMES

OBJECTIVE	ACTIONS	PERSON(S) RESPONSIBLE	TIMEFRAME	RESOURCES AND COSTS	MONITORING METHODS
Achieve a Progress 8 score of +0.5 as a school and in individual subjects in 2017.	<ul style="list-style-type: none"> Target Area Review to any underperforming GCSE subjects in autumn term. Standing item at subject line management. TSA support where department not in line. 	All	August 2017	SLE support £700	C&SM
Ensure no gaps in progress of groups of students particularly PP, SEND and external students in sixth form.	<ul style="list-style-type: none"> Evaluate impact of 2015-16 actions and spend in light of 2016 results. Settling in programme for external students Monitoring of external students performance and appropriate support programme Sixth form bursary and FSM/PP ever identifying support programme with departments and individuals SEND ensure teacher recommendations are filled Groups identified as sub groups on SISRA to allow monitoring at each TP. Rigorous review of each group at TP to ensure that HOY and HODs have a clear focus for targeted support. 	JWG / DMH/SLI	Ongoing through 2016/17 academic year		Leadership Group C&SM
Achieve attendance target of 95% across whole school 2016-17. Reduce persistent	<ul style="list-style-type: none"> Standing Item in line management meeting to review attendance concerns. Liaise with SAW where concerns arise. Fortnightly review with SAW. 	JWG / All	July 2017	£300	C&SM

OBJECTIVE	ACTIONS	PERSON(S) RESPONSIBLE	TIMEFRAME	RESOURCES AND COSTS	MONITORING METHODS
absenteeism.	<ul style="list-style-type: none"> Continued clear guidelines for acceptable absence. Introduce rewards for high levels of attendance. 				
Achieve sig+ VA for A Level in 2017. Increase number of subjects with significant VA from 2015 and 2016 results	<ul style="list-style-type: none"> Intervention with individuals and departments where students not making at least expected progress. Ensure all subjects make at least expected progress in L3VA and increasingly more than the national average. 	DMH	August 2017		Leadership Group C&SM
Ensure effective communication of school approach to 'life beyond levels' so students and parents understand progress information	<ul style="list-style-type: none"> Parent information evenings for Y7-9 to explain school system. Assembly for students to explain new system. Monitoring of department's materials and review of new system via learning walks and line management meetings. 	JWG	October 2016 July 2017		C&SM
Ensure destinations of all students post 16 and post 18 are known and tracked	<ul style="list-style-type: none"> Collection of data from students on results day Follow gaps in data by letter or phone call 	DMH / JW	September 2016	Time	Leadership Group C&SM
Successfully apply for the Careers Mark	<ul style="list-style-type: none"> Audit current provision against criteria and identify gaps in provision. Introduce provision to meet gaps in provision. Apply for Careers Mark before end of summer term. 	JW	July 2016	Ansbury contract £10,000	C&SM
Evaluate the impact of mentoring weeks on student progress	<ul style="list-style-type: none"> Develop good practice materials and provide training for tutors. Identification of students causing concern at each tracking point – review this list at 	JWG	July 2017		C&SM

OBJECTIVE	ACTIONS	PERSON(S) RESPONSIBLE	TIMEFRAME	RESOURCES AND COSTS	MONITORING METHODS
	<p><i>following tracking point to review progress.</i></p> <ul style="list-style-type: none"> • <i>Collate all information and discuss process with HOYs.</i> • <i>Review use of THW designed sheet in planners to evaluate use and impact</i> 				

2. TEACHING, LEARNING AND ASSESSMENT

OBJECTIVE	ACTIONS	PERSON(S) RESPONSIBLE	TIMEFRAME	RESOURCES AND COSTS	MONITORING METHODS
Lead on school to school support / SLE provision of Sigma Teaching School Alliance	<ul style="list-style-type: none"> • <i>With HT sub-group develop offer for September 2016 including SLE support, marketing and new SLE recruitment focusing on local needs.</i> • <i>Contribute to steering group to shape direction of TSA and evaluate impact.</i> 	TDH	July 2017	From TSA	C&SM
Open Parkstone and TSA CPD offer in advance with staff to enable Personal CPD planning	<ul style="list-style-type: none"> • <i>Publicise expectations of programme to staff including disaggregated INSET time</i> • <i>Develop PGS programme for 2016-17 before end of summer term 2016</i> • <i>Evaluate effectiveness of programme</i> 	JAS	July 2016 July 2017	From INSET budget	P&T

Consider the replacement of lesson grading with a formative and developmental approach to lesson observation	<ul style="list-style-type: none"> • <i>With the T&L Group develop a new system of lesson observation feedback with more emphasis on developmental feedback.</i> • <i>Assess the impact of removing the lesson grading system and action this if necessary.</i> 	DSW	July 2017		C&SM
Embed and review PL programme for years 9 to 11	<ul style="list-style-type: none"> • <i>Review and develop schemes of work and lesson plans to ensure they facilitate learning skills, study skills and academic resilience.</i> 	DSW	July 2017		C&SM
Evaluate the impact of 'Response Time' on student progress and further develop impact of feedback on learning	<ul style="list-style-type: none"> • <i>Through lesson observations, learning walks, T&L Group and 'Student Voice' assess the presence and impact of the system in a classroom environment.</i> • <i>Continue to exemplar good practice to staff and work with individual staff to ensure consistency across the whole school.</i> 	DSW	July 2017		C&SM
Improve impact of homework on student progress and student perceptions	<ul style="list-style-type: none"> • <i>Assess impact of homework policy and renew, refine and reiterate expectations where necessary.</i> • <i>Work with the T&L group on the development of staff homework records.</i> • <i>Work with 'Student Voice' groups on developing a positive homework culture.</i> 	DSW	July 2017		C&SM
Embed house system within wider curriculum	<ul style="list-style-type: none"> • <i>Work with Heads of Department and Heads of Year to develop a wide range of competitions for students across all year groups to win Houses Points in.</i> 	DSW	July 2017		C&SM

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELL-BEING

OBJECTIVE	ACTIONS	PERSON(S) RESPONSIBLE	TIMEFRAME	RESOURCES AND COSTS	MONITORING METHODS
Use SMSC / GB values audit to enhance weaker areas of school provision particularly wider cultural awareness	<ul style="list-style-type: none"> • <i>Identify gaps in provision and particular needs in our context.</i> • <i>Plan activities to enhance these areas</i> • <i>Seek involvement of students and staff</i> 	JAS	Oct 2016		C&SM
Develop PREVENT agenda within PSHE curriculum	<ul style="list-style-type: none"> • <i>Research and implement activities to raise student awareness of the risks of radicalisation and extremism.</i> 	MC	July 2017	£300	C&SM
Develop a whole school approach to developing positive mental health to reduce referrals to external agencies	<ul style="list-style-type: none"> • <i>Research approaches to developing positive mental health.</i> • <i>Make recommendations to LG and governors and implement agreed strategies.</i> 	SAJ	July 2017		C&SM
Increase parental engagement in e-safety and broader safeguarding issues	<ul style="list-style-type: none"> • <i>Identify areas of need from SSCT and consultation with HOY</i> • <i>Provide information to parents through parents evenings, newsletters and information events</i> • <i>Update website termly</i> 	JWG / JAS	July 2017		C&SM
Design and implement new approach to Student Voice to increase student participation and student understanding of impact	<ul style="list-style-type: none"> • <i>To develop a bi-cameral system of student leadership based around a House Cabinet and a Student Senate fed by Key Stage Committees and House Committees.</i> • <i>To improve communication of 'Student Voice' activities to the whole school body.</i> 	DSW	July 2017		C&SM
Evaluate the impact of years 7-11 tutor time of student experience and make changes for 2017 to enhance SMSC, expectations and quality of academic mentoring.	<ul style="list-style-type: none"> • <i>To monitor and review the Tutor Programmes to be implemented.</i> • <i>To monitor and assess the impact of the new Tutor Time expectations.</i> • <i>Work with the Heads of Year, T&L Group and Student Leadership to assess and</i> 	DSW	July 2017		C&SM

OBJECTIVE	ACTIONS	PERSON(S) RESPONSIBLE	TIMEFRAME	RESOURCES AND COSTS	MONITORING METHODS
	<i>refine the design and delivery of tutor programmes and academic mentoring.</i>				

4. LEADERSHIP AND MANAGEMENT

OBJECTIVE	ACTIONS	PERSON(S) RESPONSIBLE	TIMEFRAME	RESOURCES AND COSTS	MONITORING METHODS
Develop strategies to further increase staff well-being and reduce workload	<ul style="list-style-type: none"> • <i>Form staff well-being group led by staff governors</i> • <i>Identify barriers to staff well-being reasonable workload and recommend actions to LG and FGB</i> • <i>Carry out research / visits to other schools with innovative structures / systems that reduce workload</i> 	TDH	July 2017	Time for group to meet Release to visit schools	P&T committee
To research the relative benefits of forming or joining a MAT	<ul style="list-style-type: none"> • <i>Form a governor working party to research advantages and disadvantages</i> • <i>Make recommendations to the FGB</i> 	CoG	July 2017		FGB
Increase contact with alumni to provide opportunities for students	<ul style="list-style-type: none"> • <i>Formalise an alumni database and push a contact drive on social media.</i> • <i>Audit existing alumni schemes and trial new initiatives to expand alumni operations.</i> • <i>Investigate methods of improving alumni communication.</i> 	DSW	July 2017		C&SM

Evaluate current structure of year heads and make recommendations to FGB	<ul style="list-style-type: none"> • <i>Complete consultation with pastoral and wider staff on benefits and draw-backs of all through heads of year.</i> • <i>Make recommendations to FGB and make structural changes if necessary.</i> 	TDH	July 2017	Nil	P&T
Evaluate impact of new national funding formula and make recommendations to governors to ensure balanced budget in 2017.	<ul style="list-style-type: none"> • <i>Model impact of NFF on budget for 3 years.</i> • <i>Make recommendations to GB to ensure balanced budget.</i> • <i>Implementing any agreed recommendations.</i> 	TDH	Spring 2017	Uncertain	F&P committee
Develop a robust and supportive support staff appraisal system	<ul style="list-style-type: none"> • <i>Evaluate current appraisal system with support staff and research other school systems.</i> • <i>Develop draft system to share with support staff for consultation.</i> • <i>Implement revised system on Bluesky in Spring term 2017.</i> • <i>Monitor for completion and consult for evaluation.</i> 	TDH	July 2017	Bluesky subscription £3000	P&T committee

5. SIXTH FORM

OBJECTIVE	ACTIONS	PERSON(S) RESPONSIBLE	TIMEFRAME	RESOURCES AND COSTS	MONITORING METHODS
Evaluate the impact of tutor time on student experience and make changes for 2017 to enhance SMSC, expectations and quality of academic mentoring.	<ul style="list-style-type: none"> To monitor and review the Tutor Programmes to be implemented. To monitor and assess the impact of the new Tutor Time expectations. Work with the Pastoral Head of Sixth Form, T&L Group and Student Leadership to assess and refine the design and delivery of tutor programmes and academic mentoring. 	DSW	July 2017		C&SM
Evaluate 16-19 curriculum provision and agree / communicate approach for 2017-18	<ul style="list-style-type: none"> Informing /researching what provision offering other SWAT and similar schools are Investigating University admissions requirements Recommend to LG curriculum for 2017-18 	DMH / SLI	September 2016	Time	Leadership Group C&SM
Increase number of subjects with significant VA from 2015 and 2016 results	<ul style="list-style-type: none"> Intervention with individuals and departments where students not making at least expected progress. Ensure all subjects make at least expected progress in L3VA and increasingly more than the national average. 	DMH / SLI / MHB	August 2017	Time	Leadership Group C&SM
Evaluate current enrichment and study programme entitlement to ensure it prepares students for next steps.	<ul style="list-style-type: none"> Evaluate inspirational talks programme Student and staff voice feedback Evaluate effectiveness of next steps programme with education for leisure and life skills 	DMH / MHB	May 2017	Time	Leadership Group C&SM

Further develop transition into sixth form for internal and external students to increase retention	<ul style="list-style-type: none"> • <i>Establish, deliver and evaluate transition material via mini MMOC</i> • <i>Investigation of possibility of year 12 study skills programme</i> • <i>Implications of GCSE choice in year 8 for A level</i> 	DMH / SLI / MHB/ JW	June 2017	Time/INSET	Leadership Group C&SM
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