



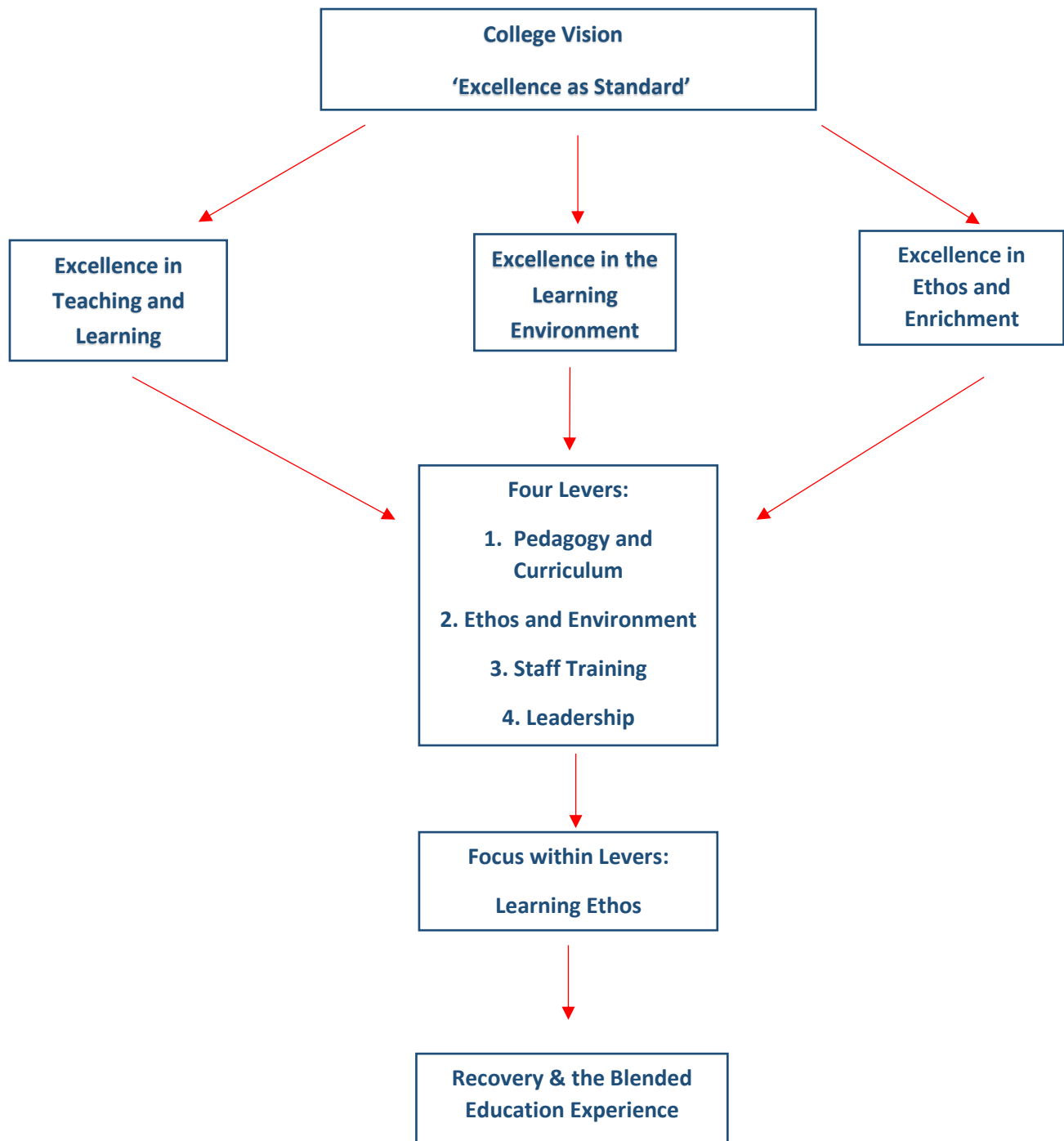
CROOKHORN
COLLEGE

THREE YEAR STRATEGIC DEVELOPMENT PLAN

Impact

2021 – 2024

‘Excellence as Standard’



2021-2024 Targets

(Targets will be reviewed at the end of each academic year)

Targets for 2021-2022

Measure	College target
Cohort 17 APS	44.00
Cohort 17 APS disadvantaged	41.47
NEETS	0.5%
Attendance	95%
Persistent absence	4.07%
Year 7 attitude to learning target (% students achieving a GD or above in all subjects)	90%
Year 8 attitude to learning (GD or above)	85% (75% in Spring 1 2021)
Teaching staff engagement with Blended education	100%

Targets for 2022-2023 (provisional)

Measure	College target
Cohort 18 APS	45.00
Cohort 18 APS disadvantaged	40.00
NEETS	0.5%
Attendance	95%
Persistent absence	4.00%
Year 7 attitude to learning target (% students achieving a GD or above in all subjects)	90%
Year 8 attitude to learning (GD or above)	92%
Year 9 attitude to learning (GD or above)	92%
Teaching staff engagement and other relevant staff engagement with Blended education	100%

Targets for 2023-2024 (provisional)

Measure	College target
Cohort 19 APS	46.00
Cohort 19 APS disadvantaged	41.00
NEETS	0.5%
Attendance	95%
Persistent absence	5.00%
Year 7 attitude to learning target (% students achieving a GD or above in all subjects)	90%
Year 8 attitude to learning (GD or above)	92%
Year 9 attitude to learning (GD or above)	93%
Year 10 attitude to learning (GD or above)	93%
Teaching staff engagement and other relevant staff engagement with Blended education	100%

**Curriculum,
Pedagogy &
Assessment**

Key Priorities






- ☐ Qualitative measures of student progress
- ☐ Cohort profiles to inform bespoke intervention programmes suited to the needs of the students within each cohort.
- ☐ Focus on Quality First Teaching (QFT) in mixed attainment groups.
- ☐ Blended Learning as a habit for students and staff
- ☐ Continued development of classroom pedagogy to ensure excellence in learning.
- ☐ Effective monitoring – through efficient use of the SMP process

Statement of Intent

To develop a curriculum to provide a blended learning experience that supports, challenges, and enriches whilst engaging students to develop a love of learning.

Impact

Qualitative measures of student progress		New reports in place looking at the cornerstones of the College for Y7-9. Attitude to learning data shows consistent behaviour for Year 7 and 8 compared to previous years.
Cohort profiles to inform bespoke intervention programmes suited to the needs of the students within each cohort.		All DSSI's have the cohort profile on which informs staff on key characteristics of group. This helps inform literacy and numeracy interventions and aspects such as mentoring.
Focus on Quality First Teaching (QFT) in mixed attainment groups.		Mixed attaining groups as standard across board. GL assessments has shown this to be successful in KS3.
Blended Learning as a habit for students and staff		Is embedded into our planning but next step is for it to become a daily, lesson by lesson tool for our teachers and students to see the value in the resources being available to them to help with study.
Continued development of classroom pedagogy to ensure excellence in learning.		Excellence as standard has been developing quickly, with more and more subjects now being above target in GCSE results. Coaching relationships are strong, with atmosphere of wanting to improve evident amongst all teachers.
Effective monitoring – through efficient use of the SMP process		Monitoring processes strong, highlighted by LLP visit in July. More power to middle leaders to monitor and improve performance from SLT.

Ethos & Environment	Key Priorities	
	<ul style="list-style-type: none"> ❑ Refocus & centralise College ethos back to the Cornerstones with OPENMIND & GOWEST defining the learning ethos & resilience ethos respectively. ❑ Re-establishment of the individual House ethos, which starts from Year 6. ❑ Growth of the tutor role as academic mentor ❑ Redefinition & growth of student leadership; collaborative working with students taking ownership of the organisation their House activities. ❑ Minimising the gaps by growing students understanding of ambition leading to career aspiration 	
	Statement of Intent	
	<p>Re-establishment of the traditional College ethos, through the development of the blended House system, driven by the four cornerstones. Embedding the ethos will be achieved by engaging all facets of the College community and creating an accountability for all in implementing this.</p>	
	Impact	
	Refocus & centralise College ethos back to the Cornerstones with OPENMIND & GOWEST defining the learning ethos & resilience ethos respectively.	 Ethos and the three strands clearly identified by staff and students. Surveys give us strong feedback that students understand all three strands and can identify what they can do to help themselves.
	Re-establishment of the individual House ethos, which starts from Year 6.	 House ethos is strong and bounced back from covid. Year 6 are very clear on house system and is a big part of the transition structure.
	Growth of the tutor role as academic mentor	 Developing. Year 11 tutor conversations will help in 24-25. How do tutors engage with reports and setting academic targets is still an area to work on.
	Redefinition & growth of student leadership; collaborative working with students taking ownership of the organisation their House activities.	 Strong student leadership, especially with growth of boys in roles. House pages on itslearning still needs to be more student led. Students also taking roles in things such as #beewell.
	Minimising the gaps by growing students understanding of ambition leading to career aspiration	 Career and work experience is an area of strength for the College. Disadvantaged performance has grown leading to more disadvantaged students gaining good qualifications. Still need to narrow gap on attainment.

Staff Training






Key Priorities

- ☐ Staff 'buy in' to College vision through appraisal, ITP & coaching processes.
- ☐ Embed GROW model coaching for support staff and blend instructional & GROW model coaching for teaching staff.
- ☐ Differentiated training programme, which promotes the importance of professional reading & educational research.
- ☐ Embed Crookhorn's version of the Early Career Framework
- ☐ Have clear training pathways for ML, SL and support staff (using wherever possible virtual training).

Statement of Intent

The College is committed to a fully integrated and individualised training, coaching and appraisal system enabling all staff to recognise the contribution they make to the College achieving its objectives identified in the Performance Plan.

Impact

Staff 'buy in' to College vision through appraisal, ITP & coaching processes.		The changes to the appraisal system focussed clearly on levers of PP – outcomes and quality of evidence have improved year on year. All College staff have taken part in coaching programmes over the course of the plan.
Embed GROW model coaching for support staff and blend instructional & GROW model coaching for teaching staff.		Support staff have been trained and time is set aside for the to work in coaching pairs to improve practice. The coaching programme across teaching staff and support staff continues to evolve in line with feedback and targeted support.
Differentiated training programme, which promotes the importance of professional reading & educational research.		Training for staff has focussed on texts and professional journals in areas of pedagogy, metacognition, brain science and behaviour management based on ATIP principles. This continues into 24/25 with bespoke training plans for groups of staff and the opportunity for action research as part of the revised appraisal framework.
Embed Crookhorn's version of the Early Career Framework		Alongside the embedding of the ECF we have revised the induction and support given to all staff who join the College. ECTs benefit from regular opportunities to get feedback from drop-ins as well as the statutory elements of the ECF. ECTs have been added to the coaching programme to give further support alongside that delivered by their mentors.
Have clear training pathways for ML, SL and support staff (using wherever possible virtual training).		The College has been committed to ML and SL development – 16 staff since the start of the plan have gained a nationally recognised NPQ . These have been in many different disciplines; leading teaching, leading behaviour and culture, leading literacy, leading teacher development; leading at senior leadership level, SENCO qualification. This has had significant benefit for individuals and the College. Our investment in the Creative education online learning directory of materials has been utilised by support staff and teachers to follow bespoke training pathways.

Leadership




Key Priorities

- A College committed to finding the strengths in all students & staff.
- To ensure the most effective & efficient use of directed time. This will enable teachers and middle leaders to focus on the priorities of planning, teaching & feedback. It will enable support staff to focus on consistently developing outstanding systems for the operational running of the College.
- Target setting for the College to be qualitative rather than quantitative. Results will follow good quality provision for all students.

Statement of Intent

Leadership to seek the strengths in both students and staff, though the quality of curriculum, the quality of leadership and the quality of facilitation. Thereby creating an innate sense of accountability and a desire to achieve.

Impact

A College committed to finding the strengths in all students & staff.		An ethos of support and <u>professional development</u> and a desire to 'grow our own' is evident on the success of the number of teachers and support staff who have taken on extra responsibilities since joining the College. Recent restructuring of the support staff is a good example of where this commitment to finding strengths in our staff can be seen with new roles and responsibilities largely being filled by internal <u>candidates</u> . This is also reflected in the fact that 19% of our current teaching staff originally came to us as a trainee.
To ensure the most effective & efficient use of directed time. This will enable teachers and middle leaders to focus on the priorities of planning, teaching & feedback. It will enable support staff to focus on consistently developing outstanding systems for the operational running of the College.		Directed time has been focussed on the important things we need our teachers to <u>do</u> ; for <u>example</u> planning in CPT time and reflection of the success of plans in review time given for progress meetings. TAs have been included in CPT time to develop strong links with departments. The need for staff to do before and after school duties has been removed from directed time allowing more focussed time on teaching and learning. The directed time budget is under constant review to ensure it delivers the best possible outcomes for staff and students.
Target setting for the College to be qualitative rather than quantitative. Results will follow good quality provision for all students.		Target setting became more qualitative, with student/staff and parent voice becoming an integral part of our action planning. You said, we did <u>continued</u> to grow and showed that our key stakeholders were being listened to which has led to <u>greater provision for all</u> .