

**COCKBURN SCHOOL**

Specialist status in the Performing Arts



# School Development Plan 2021-2026

## Transformation to Excellence

Cockburn School is an academy which is a member of the Cockburn Multi-academy Trust whose focus is on each individual, acknowledging both their rights and responsibilities. Teaching and Learning drives an ambitious curriculum that seeks to stretch and challenge all students through academic rigour. A strong care, support and guidance structure supports learning throughout the school.

Our vision is to create opportunities within and beyond the curriculum to enable each student to become confident, independent and successful citizens in modern Britain. Through dedication and hard work our students will have a love of learning and a resilience that is essential for great accomplishment. We widen the aspirations of all students, to help them to reach destinations that are ambitious and fulfilling. We value the arts, both as part of the curriculum and as part of the school's extensive enrichment and extra-curricular programme.

We have high expectations of academic success and discipline and believe that these are best achieved in a caring environment. We promote respect and good manners; these are fundamental to our school based on our shared Values and Expectations. We recognise the importance of each individual and the school's place in the local community. We aim to promote lifelong learning by developing creative, independent and reflective learners. We believe in the equality of opportunity and in celebrating success for all.

## 3 – 5 Year Strategic Plan

Strategic Area	Nature of Direction	Key Outcomes	Time
<b>Outcomes</b>	Attainment & Progress	<ul style="list-style-type: none"> <li>• Attainment in English &amp; mathematics significantly above national averages</li> <li>• Attainment 8 significantly above national averages</li> <li>• Maintain Progress 8 to be significantly above national averages (top 1%)</li> <li>• Attainment &amp; Progress 8 gaps between key groups are diminished</li> </ul>	3 years 3 years 5 years 5 years
	Behaviour & Attendance	<ul style="list-style-type: none"> <li>• All students consistently demonstrate attitudes and learning that promotes excellent progress</li> <li>• Attendance well above national average</li> <li>• Maintain Persistent Absence to be significantly below national average</li> <li>• Post 16 Students in Employment, Education or Training above average</li> </ul>	3 years 3 years 5 years 3 years
<b>Provision</b>	Quality of Teaching & Learning	<ul style="list-style-type: none"> <li>• Highly effective teaching and learning that ensures all students make excellent progress</li> </ul>	3 years
	Curriculum	<ul style="list-style-type: none"> <li>• All students in all year groups engage in a curriculum pathway that promotes substantial and sustained progress</li> <li>• All students have an improved cultural capital</li> <li>• Curriculum planning fully aligned across secondary phase of the Multi-academy Trust</li> </ul>	5 years 3 years 3 years
<b>Leadership and Management</b>	Ambition & Improvement	<ul style="list-style-type: none"> <li>• Highly effective succession planning in place</li> <li>• Ofsted grades the school to be Outstanding in all areas</li> <li>• A National Leader of Governance on the Governing body</li> <li>• Established and highly effective regional school to school support in place</li> </ul>	3 years 3 years 5 years 3 years
	Partnerships	<ul style="list-style-type: none"> <li>• Quality Assurance processes including line management ensure greater consistency across the Multi-academy Trust</li> </ul>	3 years

# **1 Year Operational Plan 2021-2022**

<b>Priority 1: Highly effective assessment within the Curriculum ensures excellent progress for all</b>				
<b>Success Criteria:</b>				
<ul style="list-style-type: none"> <li>• Students have detailed knowledge and skills across the curriculum and demonstrate high levels of progress</li> <li>• Effective assessment in place across the curriculum that supports students to embed knowledge and skills</li> <li>• Assessment is planned to improve long term memory and identify gaps in knowledge and skills</li> <li>• Assessment is proportionate, efficient and effective</li> </ul>				
<b>Actions</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Outcomes</b>	<b>Resources</b>
1.1 Effective analysis of summative assessment informs planning at clearly defined points in the curriculum.	Review at each Key Assessment Point	RD / AMS	a) Assessment mapped across all medium- term plans b) GL Assessment toolkit for Year 7 and 8 used to benchmark progress against national expectations c) Robust moderation in place to validate assessment and ensure consistency a) Areas of strength and development of key groups and individuals are clearly identified after each Key Assessment Point d) Positive stakeholder feedback on student reports and progress reviews.	GL Assessment resources
1.2 Assessment for learning is effectively delivered to rapidly respond to students gaps in knowledge and misconceptions.	Autumn Term	RAR	a) High quality Assessment techniques within lessons ensures teachers quickly understand student needs b) Professional development is in place to support delivery of Assessment for Learning c) Quality assurance of questioning highlights questioning is targeted and personalised d) Work scrutiny identifies assessment for learning are personalised and impactful.	
1.3 Effective evidence- based interventions and strategies in place to impact on student progress after each assessment point.	Review at each Key Assessment Point	RAR/ RR/ RD	a) Data analysis identifies key groups and student underachievement b) Standards review meetings with middle leaders after each Key Assessment Point c) Effective use of the Cockburn Quadrant to identify and target the 4 key effort groups d) Regular updates of Strategic seat plan for key groups with appropriate personalisation e) Effective feedback that provides appropriate support and challenge for each student.	SISRA  PiXL Resources  Education Endowment Foundation

**Priority 2: Teaching of the curriculum is highly effective to ensure students make excellent progress**

**Success Criteria:**

- Students in each year group demonstrating high levels of progress
- Teaching strategies promote personalisation and develop long term memory
- Teachers have expert knowledge of the subjects they teach
- Planning and curriculum is designed and delivered to meet student needs
- Planning is designed and delivered to ensure students can work to clearly defined end points

Actions	Timescale	Responsible	Outcomes	Resources
2.1 Ensure that teaching strategies are in place that are highly effective in closing identified gaps in learning	Review each half term	RAR / RR	<ul style="list-style-type: none"> <li>a) Impactful personalisation strategies are used in the classroom and evidenced through quality assurance processes</li> <li>b) Strategic Seating Plans are accurate and clearly identify the needs of all learners</li> <li>c) Personalisation strategies support all learners to make progress</li> <li>d) Practice Phase of the Learning Cycle demonstrates students are able to apply their learning independently through high challenge tasks.</li> </ul>	Education Endowment Foundation Toolkit
2.2 Embed teaching strategies that improve student resilience, independence and long-term memory capacity	Review each half term	RAR	<ul style="list-style-type: none"> <li>a) All staff and students have a clear understanding of effective long-term memory techniques.</li> <li>b) Key knowledge and skills are interleaved in medium term planning and at lesson level to support exam and assessment preparation</li> <li>c) Memory techniques increase the recall information and explanation from memory routinely including homework tasks</li> <li>d) A cohesive revision programme is planned that is mindful of student wellbeing and work-life balance for professionals</li> <li>e) Regular low stakes testing embedded into department curriculums</li> <li>f) Knowledge organisers are developed and implemented into classroom practice, supporting the development of memory.</li> </ul>	Education Endowment Foundation Toolkit  The Big Revision 6 Strategies
2.3 Strengthen the teaching of mathematics, reading and vocabulary to promote improved cultural capital, oracy, numeracy, comprehension and fluency.	Review each half term	EC / TB	<ul style="list-style-type: none"> <li>a) Key vocabulary is planned in medium term planning and displayed at lesson level.</li> <li>b) Teaching accurately identify students' reading needs and personalisation leads to accelerated progress and increased vocabulary</li> <li>c) Teaching demonstrates a consistent reading pedagogy and vocabulary is explicitly taught.</li> <li>d) Robust tracking of reading data demonstrates accelerated progress for key groups including EAL, SEND and disadvantaged</li> <li>e) Successful implementation of the MAT Delivery Plans for RWCM, English and Mathematics.</li> </ul>	Review PiXL Unlock Resources

**Priority 3: Character development that ensures excellent attitudes, behaviour and engagement**

**Success Criteria:**

- High levels of students with PDFL score above 1.3 and no gaps between learner groups
- Exceptional behaviour and attitudes demonstrated around school and in lessons
- High levels of attendance
- Significant numbers of students achieving bronze, silver, gold and platinum pin badges
- Every student in every year group are engaged in specified character development opportunities

Actions	Timescale	Responsible	Outcomes	Resources
3.1 Effectively embed both strands of the Behaviour, Attitudes and Character (BAC) strategy	Review after each half term	VA/RC	a) PDFL scores reviewed and analysed regularly to identify where student support is required b) Quality assure the implementation of strand one each half term (consistency checks) c) BAC interventions in place for identified students d) Tracking in place to measure impact of BAC interventions e) Reduced number of students on report or requiring inclusion.	BAC Interventions  PiXL Character resources
3.2 Ensure Relationship and Sex Education (RSE) is embedded within the whole school curriculum.	Spring Term	RAR	a) Website is up to date with statutory information b) Policy is up to date and shared with all relevant stakeholders c) Identified staff are trained to deliver the new content d) RSE is mapped across the whole curriculum ensuring content is age appropriate e) Students demonstrate high levels of engagement and understanding f) Governor link for RSE in place.	PSHCE Association Quality Mark
3.3 Develop, implement and track the Character Education curriculum to support student personal development and academic progress.	Spring Term	RC/TN	a) Whole school character education curriculum in place with key milestones across each year group and subject area b) Every student in every year group experiences planned character development c) High levels of engagement in extra-curricular opportunities d) Ensure that the careers provision meets the needs of all learners e) All students engage in opportunities and experiences available f) Social impact opportunities in place for students in all years.	Pupil Premium funding  PiXL Futures

**Priority 4: Highly effective Leadership & management in place that ensures support and challenge for all staff at all levels**

**Success Criteria:**

- Highly effective professional development in place promoting excellence in all areas of the school
- Efficient staff practice in place that improves staff workload and demonstrates high levels of support for wellbeing
- Enhanced self - evaluation framework in place effectively involves all stakeholders
- Governance is high profile and integrated fully into school self- evaluation and monitoring activities
- Funding is used effectively and has significant impact on targeted areas.

Actions	Timescale	Responsible	Outcomes	Resources
4.1 Appropriate professional development put in place that supports outstanding overall effectiveness	Review each term	JS	<ul style="list-style-type: none"> <li>a) Staff engage in appropriate professional development relevant to career stage and role</li> <li>b) Appraisal is used effectively to enhance staff development</li> <li>c) Improved use of online appraisal system.</li> <li>d) Leadership development impacts on capacity and student progress</li> <li>e) Governors are more confident in their roles and responsibilities.</li> </ul>	PiXL Membership SchoolIP System Exam board training Leeds Teaching School Hub
4.2 Effective and appropriate strategies in place to maximise staff efficiencies and wellbeing.	Review each term	RD	<ul style="list-style-type: none"> <li>a) Analysis and evaluation of staff voice to inform further efficiency of systems and processes</li> <li>b) Regular review of workflow forward planning for possible 'pinch points' during the school year</li> <li>c) Professional development in place that improves staff in being more efficient and managing workload</li> <li>d) Staff wellbeing strategies and support are high profile and have significant impact</li> <li>e) Appropriate technology used effectively to support efficiency.</li> </ul>	DfE Workload toolkit and guidance Staff Wellbeing
4.3 Streamline and enhance whole school self- evaluation processes to identify development areas.	Review each half term	RD	<ul style="list-style-type: none"> <li>a) Self- evaluation calendar in place and followed</li> <li>b) Curriculum reviews focussed on intent, implementation and impact</li> <li>c) External reviews validate school self- evaluation</li> <li>d) Evaluation activities identifies areas for professional and whole school development</li> <li>e) Appropriate funding is used effectively to target identified areas for improvement</li> <li>f) Governors understand self- evaluation process and their responsibilities.</li> </ul>	Local Authority external review