

Buckswood School Strategic Development Plan 2017 – 2022 (5 years)

This strategic plan provides the School's leadership team with the opportunity to share our vision of Buckswood as the Independent school of choice in the local area. In aiming for excellence in all that we undertake, staff, parents and pupils can develop a culture where students' talents are identified and nurtured within a caring and supporting environment. In an age where schools are becoming increasingly homogenised, Buckswood will continue to provide:

- ❖ A friendly, family atmosphere
- ❖ The individualised care that can only be provided for in small class sizes
- ❖ Outstanding opportunities to succeed, both inside and outside the classroom
- ❖ First-rate teaching and improving facilities
- ❖ Excellent level of pastoral care in a school which is characterised by outstanding relationships between staff and pupils and between pupils.
- ❖ The promotion of internationalism in a strong British setting

Following many recommendations outlined in the latest Ofsted inspection, the staff at Buckswood School are committed to securing positive change that is ultimately concerned with securing the best possible outcomes for all the students in our care. We look forward to working closely with all stakeholders to ensure that the next few years in our students' education are exciting, fulfilling and rewarding.

Our SDP is a five academic year commitment from September 2017 until July 2022. We have set ourselves specific objectives for year 1 in particular, these will feed through to continual development over the 5 year period, along with the existing 3 and 5 year development targets identified overleaf. The plan is underpinned by our commitment to 'outstanding' and identifies the following priorities...

Priorities

- ❖ Securing progress and improvements on all areas rated inadequate or requires improvement by Ofsted, more detail can be found in the school's Action Plan.
- ❖ Delivery of strong schemes of work – which effectively support individual student needs, independent learning and retention and transfer of knowledge and skills
- ❖ Strong pedagogy, subject knowledge and assessment – which supports teaching and learning and inspires a passion for deeper knowledge. Inspirational teaching that caters for all ability levels within the classroom.
- ❖ Developing the quality of feedback both in relation to student response and through the performance development cycle.
- ❖ Accurate student information (academic and boarding) – which is underpinned by rigorous assessment and supports the ability to differentiate and respond with pace to individual student needs, securing strong outcomes for all groups
- ❖ Rigorous pastoral and safeguarding systems and processes – the pastoral and safeguarding processes work together to continue to support positive behaviours throughout the school ensuring students continue develop and be supported through their academic and social development
- ❖ Targeted professional development, including leadership development
- ❖ Effective budget and resource management across all levels
- ❖ Strong staff recruitment and retention

- ❖ Ensure the school is equipped to deal with 2018 campus changes.

Key objectives

1. Knowledge - By June 2018 (End of academic year)

- All teaching will be meeting expected standards and be good or outstanding
- All departments will have in place SOW from Year 7 to 13 which support the development of strong subject knowledge and powerful literacy
- The quality feedback to both students and staff will secure strong outcomes

| What we will do | Success Criteria | Associated timelines and leads |
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| <p>1a: Further develop schemes of work from ages 11 – 18 which:</p> <ul style="list-style-type: none"> - enable deep and secure learning of new & existing curriculums (see also assessment policy) - enable greater personal, social and health understanding through PSHE curriculum - develops independent learning and a passion for deeper learning - have clear assessment points that provides clear opportunities for practise and reflection - Assessment, both formative and summative, needs to be appropriate and marked in line with school expectations. - identify key concepts which build progressively from year 7 - 13 in each subject | <p>Refined schemes of work will be in place by the start of the academic year. They will: - enable secure and effective planning; - include assessments which enable staff to assess in a timely and accurate manner and plan effective next steps, by evaluating student outcomes and progress. Have systems in place to support those with gaps in their learning (personalised learning checklist) and those that are not making expected progress (compulsory prep). Student Voice feedback will provide evidence of understanding in relation to PSHE.</p> | <p>June 2017. Under continual monitoring from Head of Teaching and Learning. Overseen by Principals.</p> |
| <p>1b Commit to raising standards in Maths and English particularly in KS3 where provision was highlighted as in need of improvement by Ofsted</p> | <p>Continual improvement in Maths and English attainment at GCSE.</p> | <p>Evidence in August 2018. Continual improvement sought and overseen by Principal and Head of Teaching and Learning</p> |
| <p>1c Ensure that CPD continues to develop pedagogy and strong subject knowledge:</p> <ul style="list-style-type: none"> - creating guidance and support on how to ensure Dept meetings are focused on the development of subject | <p>A rigorous CPD programme will be in place, led by Head of Teaching and Learning, Gilly Johnson. The programme will: - provide high quality feedback from lessons observations - support</p> | <p>From Sept 2017. Under continual monitoring from Head of Teaching and Learning. Overseen by Principals.</p> |

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| <p>expertise and pedagogy – Guidance on the creation and implementation of suitable schemes of work and lesson planning – guidance on the development of accurate and effective assessments and appropriate evaluation of results - encouraging each department to attend appropriate training and disseminate information - developing appraisal system to ensure continual development</p> | <p>the development of teaching staff in their subject knowledge and confidence in supporting all students in developing deep learning, from Year 7 to 13</p> <ul style="list-style-type: none"> - encourage departmental meetings to regularly spend time discussing developments within their subject and teaching pedagogy - allocate time to support the effective development of the curriculum and support of pupils within subject areas. | |
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2. Leadership

- Every adult in the school will see ‘exemplary learning’ as key to what we do at Buckswood.
- Line management meetings will be driven by the actions identified within the school development plan and are rigorous in evaluating impact
- Operational systems will support class room teachers to effectively plan, reflect and teach exemplary lessons and support students through the assessment process.

| What we will do | Success Criteria | Review date – next steps |
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| <p>2a Further support and develop middle leaders through effective line management and a programme of leadership development opportunities so that they continue to:</p> <ul style="list-style-type: none"> - have a clear vision for their curriculum area that is driven by SDP, values and ethos - take proactive ownership of their areas to ensure consistency of policies and standards - feel empowered to have difficult conversations and give honest feedback - regular feedback ensures that staff are clear about what their strengths and areas for development are; - create clear communication at all levels and a climate of trust and honesty | <p>Across the school: - Consistency will be clearly evident and tangible with no in-school variation in standards and expectations</p> <ul style="list-style-type: none"> - The quality of feedback given during the CPD process and following observations will be effective and support the development of staff and consistency in all areas - Line management meetings will be driven by the SDP - Operational systems will support classroom teachers to effectively plan, reflect and teach exemplary lessons - the quality of teaching will consistently be good or outstanding - Staff feedback will be positive - There will be no teaching of concern. | <p>From Sept 2017. Continual monitoring by Principals and Head of Teaching and Learning.</p> |

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| <p>- secure consistency and high standards in the quality of teaching and learning in their departments - ensure that CPD matches staff need at an individual level</p> <p>- give staff opportunities to turn their areas for development into strengths.</p> | | |
| <p>Restructure School Management and Governance structures to ensure greater accountability</p> | <p>Holding members of SMT and SLT to account will ensure effective oversight of roles and link to improved performance and student outcomes. Leaders will have received effective training linked to their roles.</p> | <p>From August 2017</p> |

3. Continuous Improvement:

- We will constantly look to ensure money is invested wisely in order to help our students exceed their academic potential - We will continue to ensure that the school is prepared for future developments and expansion enabling effective progression.

| What we will do | Success Criteria | Associated timelines and lead |
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| <p>3a We constantly look for improvements, and implement them with pace to ensure that budgets and resources are used effectively to secure strong outcomes:</p> <p>- review current systems and practises to ensure teachers continue to have what they need and can focus on teaching.</p> <p>- identify any barriers to achieving good and outstanding lessons and an outstanding school in general.</p> <p>- Outline actions to address barriers and evaluate the impact (see Action Plan for detailed outline of actions to improve the school).</p> <p>- Continue to invest infrastructure</p> | <p>All leaders will: - be creative in responding to need, ensuring systems are streamlined and as cost effective as possible. - use evidence to support decisions and ensure rigor when evaluating impact. - stop or change things which aren't working and improve things which are.</p> | <p>From Sept 2017 – continual monitoring throughout the SDP period. SMT and proprietor to drive this. Safeguarding and Health and Safety Officers to be consulted.</p> <p>-Student and staff room Sept - 2017</p> <p>- 4G Sports Pitch ???</p> |
| <p>3b Improve and purchase systems that hold student information so that they: -</p> | <p>Systems of assessment and student data will: - be clearly understood by all with a</p> | <p>SIMs Independent purchased and ready to be implemented in Jan 2018.</p> |

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| <p>Further provide simple, timely and accurate data for all classroom teachers enabling them to use systems effectively with ease -- Continue to effectively supports all groups to make strong progress – particularly those EFL student and more wide ranging SEN</p> <ul style="list-style-type: none"> - Identify and address underachievement with pace - Continue to ensure that parents are fully engaged with and understand their child’s progress and school reports - Continue to improve systems relating to Attendance and boarding data as a priority - ensure boarding behaviours are logged and that there is a fuller picture of pupil conduct at school. | <p>tracking system in place which enables progress to be effectively monitored</p> <ul style="list-style-type: none"> - work efficiently and consistently, providing accurate information when required. - support accurate predicted grades - support all students to make strong progress in all aspects of their school life - minimise any ‘dip’ at transition points - supports positive parental feedback and ensures that they are clear about the information communicated by the school on their child’s progress - There is an agreed and shared language of aspiration between staff, parents and students - Stakeholders fully apprised of student conduct | <p>Immediate action from Sept 2017, it is important 3Sys is delivering the information we require.</p> <p>The SMT will continue to monitor and implement systems, other than SIMS, that may assist in improving student outcomes.</p> |
| <p>3c To create a wellbeing hub (safeguarding) that will be a centre of excellence that other institutions can use and follow as good practice, a place where ideas and resources can be shared</p> | <p>The school will host inter-school CPD workshops. The vast majority of students will respond positively to questioning relating to issues of safety and student voice etc</p> | <p>From Sept 2017. Moving towards being a training centre in Sept 2018.</p> |
| <p>3d Empower the SLT that will assist the move towards the school operating on two campuses from Sept 2018 and opening a school in Dubai within the next two years</p> | <p>A working party that has successfully overseen the splitting of the main school to two campuses with both compliant to the highest possible standards in education. The school continues to lead the way in the promotion of internationalism, providing excellent academic opportunities for all its students. Success will be judged, as ever, through student outcomes.</p> | <p>Throughout 2017-2018 ready for Sept 2018. Proprietor, SLT and SMT to lead.</p> |
| <p>3e Become a member of ISA</p> | <p>Working in collaboration with ISA will ensure the school maintains the highest possible</p> | <p>During school year 2017-2018</p> |

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| | standards in all aspects of education as evidenced during inspection. | |
| 3f Admissions to continue to recruit sufficient pupils to enhance existing standards, retaining the traditions and ethos of Buckwood School at all times. Aim to boost retention of students from KS4. Development of staff to recruit and retain the finest staff by employing and developing colleagues with the necessary values, skills, and commitment. | The school continues its tradition of internationalism within a British setting. New procedures of recruitment and selection are adopted and evidenced to ensure that suitable staff are recruited for all roles in the school. Numbers of student retained from KS4 increases | Throughout 2017-2018. Proprietor and SMT to monitor. See attached aspirational retention figures |

4. Achievements

- The school continues its strong tradition of sending the majority of our students to top UK universities
- The school develops a broader range of careers and educational guidance

| What we will work to do | Success Criteria | Associated timelines and lead |
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| Improve outcomes for all public exams groups through our commitment to Key Objectives outlined here. | Will be reaching and sustaining grades in line with national averages, with a key focus being on GCSE years and Maths and English in general. | From Sept 2017 – continual monitoring throughout the SDP period. Principals and Head of Teaching and Learning to drive this. See attached, pupils exceeding targets by 2021. |
| Work towards improving provision in KS3, ensuring students are better equipped to deal with transition to KS4; - Curriculum to be reviewed in order to provide necessary rigour - Assessments are set, marked and moderated in line with expected criteria - Intervention strategies need to be in place to support those falling behind in KS3 | Greater resilience and smoother transitions to Key Stage 4. Students meeting or exceeding expected outcomes (baseline testing) throughout KS3. | From Sept 2017 – continual monitoring throughout the SDP period. Principals and Head of Teaching and Learning to drive this. |
| Provide a greater range of careers guidance for students across the Key Stages - Purchase UniFrog to support students when making decisions | Evidenced in data and student voice. Pupils being exposed to, and undertaking, a wider range of educational and career pathways. The school retains its strong record of seeing the majority of its | From Sept 2017 – continual monitoring throughout the SDP period. UniFrog Inset in late Sept. Review success in June 2018 – new career guidance platforms |

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| <ul style="list-style-type: none"> - Empower staff to guide students where necessary during PSHE slots on a Tuesday - Implement system to track pupil destination choice, post Buckswood | <p>students receiving offers from Top 20 UK universities (The Times).</p> | <p>invested in as appropriate throughout the SDP period.</p> |
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5. Buckswood Difference

A strength of our school, we aim to...

- Further improve pupil conduct in all aspects of school life
- Continue to grow the school's excellent super curriculum opportunities
- Provide a greater wealth of work experience opportunities
- Start and grow Buckswood alumni network
- Continue to provide appropriate care for our students; particularly those in the boarding community

| What we will do | Success Criteria | Associated timelines and Lead |
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| <p>Refine the pastoral systems so that they continue to:</p> <ul style="list-style-type: none"> - Tutors and Housemasters have increased responsibility and are seen as important stakeholders in ensuring students are making the necessary progress in all areas of their lives - lead on the consistency around basic standards: linking to school's code of conduct - quickly identify and implement effective systems of challenge and support for students - drive the systems of recognition and reward in line with the ethos and values of the school | <p>A typical year at the school will be characterised by:</p> <ul style="list-style-type: none"> - students always have manners and show respect to both adults and peers alike - students consistently move around the school quietly, calm and with purpose - students consistently experience disruption free learning - students always arrive for lessons fully equipped, in line with expectations- - students attend school regularly - feedback from the community and our stakeholders will consistently be positive about our students - Students have a voice in their community and are heard - programmes introduced to support and challenge most able - other SEN provision is deemed good or outstanding | <p>From Sept 2017 – continual monitoring throughout the SDP period – Culture embedded through strong managements and systems (SMT)</p> |

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| Improve opportunities for work experience by making greater use of past pupil and parental network. | Growth of alumni network over time | From Sept 2017. Work undertaken by pr@buckswood.co.uk and toby@buckswood.co.uk . |
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