

# Helston Community College

## Development Plan 2021-23

### Overall vision and aims

Our development plan is based on the fundamental idea of creating an appropriate culture throughout our organisation that enables both students and staff to thrive. There are two strands of our culture that we are committed to develop, implement and embed:

1. Culture of Excellence – striving to be the best that we can be in our core purpose of teaching and learning, with high expectations and increased consistency across our large College.
2. Culture of Community – an inclusive ethos, focussed on creating the conditions necessary to develop a sense of belonging and wellbeing within students, staff and the wider community.

Strategic objectives		2021-22	2022-23
1	Expert teaching: To have a relentless focus on high expectations, consistency, and the principles of our expert teaching model. Diagnostic assessment to be a key focus.	Implement	Embed
2	Curriculum: To implement an appropriate and rigorous curriculum which prepares students for future study. There is effective concept progression and vertical integration.	Implement	Embed
3	Behaviour and Inclusion - addressing barriers to learning: To support all our students to achieve positive attitudes to learning and make good academic progress. To enhance our students' knowledge of academic vocabulary and develop their reading fluency and comprehension. To address other gaps in learning through a range of targeted interventions.	Implement	Embed
4	Safeguarding and wellbeing: To have a proactive approach to safeguarding by improving site security and supervision. To enhance wellbeing by creating a caring and supportive environment in which policies, practices and learning programmes are reviewed regularly in terms of their impact on student and staff wellbeing.	Implement	Embed
5	Community engagement: Students experience personal growth through careers and enterprise programmes and involvement in a range of extra-curricular activities, leadership opportunities and community events. Opportunities for parent/carer engagement are enhanced and staff collaboration is facilitated through the Trust.	Develop	Implement

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### Actions for 2021-2022

Priority: Develop, Implement and Embed a Culture of Excellence and Community						
Strategic objective	Actions	SLT Lead	Phase	Cost	Governance and other Monitoring	Progress & Evaluation
<b>1 Expert teaching</b> (Trust plan – Teaching & Learning)	1. Expert teaching principles (including KS4/5 action plan). 2. Lesson Study programme and Learning Workshops. 3. Professional growth plans and new appraisal system. 4. Teaching and Learning group - focus on Diagnostic Assessment.	PMa and DDu  PMa and SLT PMa and DDu  PMa	Implement	Resource costs. Internal cover. External CPD.	Learning walks. Meetings with link HoF. SLT attend Lesson Study sessions. Professional growth plans reviewed. School to school reviews.	Autumn: Spring: Summer:
<b>2 Curriculum</b> (Trust plan – Teaching & Learning)	1. Curriculum mapping leading to effective concept progression and vertical integration 2. Homework strategy to support curriculum implementation 3. PSHE and RSE curriculum (timetabled and other relevant activities) 4. Careers education and guidance - Gatsby benchmarks	PMa  EMc and DDu  PMa and AOT  PMa	Implement	Funding for visitors and external activities. Careers Advisor.	Structured conversations. Student voice. Meetings with middle leaders. School to school reviews.	Autumn: Spring: Summer:
<b>3 Behaviour and Inclusion - addressing barriers to learning</b> (Trust plan – Behaviour & Wellbeing, Teaching & Learning)	1. Pastoral system (including behaviour, RTL and attendance) 2. Pupil Premium plan 3. SEND support (including Thrive) 4. Data for learning (including use of SISRA) 5. Reading and tier 2 vocabulary programme (including phonics, fluency and comprehension) 6. Catch-up strategies in English and Maths	AOT  PMa and SLT EMc JHt EMc  EMc and JHt	Implement	External agencies. PP Plan spending. SEND costs. SISRA subscription. Reading strategy training. Catch-up programmes.	Sharing of data at LGB meeting. Student and Staff Voice. Pupil Premium governor review. Structured conversations. Reading age data reviewed. Catch up progress monitored.	



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### Key Performance Indicators

Performance area	Performance measure
Academic standards (Trust plan – Expectations & Aspirations)	<p>To attain at or above national average for the percentage of students obtaining English and Maths GCSEs at grades 9-4 and 9-5.</p> <p>To achieve a positive Progress 8 score, with the aspiration of being in the top 33% of secondary schools nationally.</p> <p>The gap between disadvantaged and non-disadvantaged children (on the above measures) to be below the national average.</p> <p>To increase the proportion of disadvantaged students achieving a positive progress 8 score.</p> <p>Post-16 progress outcomes to be at or above the national average (Level 3 VA = 0 or better).</p> <p>All A-level subjects to obtain value added score that is at least in line with national, with the majority of A levels achieving a positive value added score on Level 3 VA.</p>
Attitude to learning (Trust plan – Behaviour & Wellbeing)	<p>Overall attendance to be above the national average for KS3 and KS4.</p> <p>Post 16 lesson attendance to be in line with the rest of the College.</p> <p>Persistent absence for KS3 and KS4 to be below national average.</p> <p>The level of permanent and fixed term exclusions (as a percentage of the student group) to be below national averages.</p> <p>The gap between pupil premium and non-pupil premium children, on attendance &amp; behaviour measures, to be below the national average.</p> <p>Safeguarding action plan robust and checked by County. Monitoring and checking systems are thorough. Safeguarding Trustee involved.</p>
Recruitment and retention (Trust plan – Expectations & Aspirations and Effective management systems)	<p>To recruit 240 students into Year 7 each year.</p> <p>Increase the number of students entering Year 12 by retaining at least 60% of our Helston cohort and an additional 20 students from other schools.</p> <p>To retain at least 96% of Year 12 students to the end of the academic year.</p> <p>To retain at least 92% of students on level 3 programmes from the start of Year 12 until the end of Year 13</p> <p>To have a full staffing complement in September of each academic year.</p> <p>The number of staff leaving due to retirement &amp; promotion is greater than all other reasons for leaving the College's employment.</p> <p>Positive feedback in student, parent and staff voice surveys.</p>