Helston Community College Development Plan 2019-22



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.

Strate	gic objectives	2019-20	2020-21	2021-22
1	Expert teaching: To have a relentless focus on high expectations, consistency, and the principles of our expert teaching model.	Implement	Embed	
2	Curriculum: To implement an appropriate, rigorous and vertically integrated curriculum which prepares students for future study.	Implement	Embed	
3	Literacy: To enhance our students' knowledge of academic vocabulary and develop their reading fluency and comprehension.	Develop	Implement	Embed
4	Professional growth of staff: To provide staff with opportunities to build and enhance their expertise, and to develop professionally within their roles and team.	Implement	Embed	
5	Wellbeing: To have a proactive approach to 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.	Develop	Implement	Embed
6	Community engagement: Students experience personal growth through careers and enterprise programmes and involvement in a range of extra-curricular activities and community events.	Develop	Implement	Embed
7	Inclusion: To support all our students to achieve positive attitudes to learning and make good academic progress.	Implement	Embed	
8	Tutor time: To develop and implement an effective tutorial programme that supports our desired culture of excellence and community.	Develop	Implement	Embed

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Actions for 2019-2020

Priority: Deve	Priority: Develop and Embed a Culture of Excellence and Community						
Strategic	Actions		Lead	Phase Cost		Governance	Progress & Evaluation
objective						Monitoring	
1 Expert	1. Relentless focus on high expectations and	pectations a	WJe	Implement	Time	Learning walks	Autumn:
teaching	consistency					Meetings with	Spring:
(Trust plan –	2. Expert teaching principles (including Post	including Po	PMa/DDu			link HoF	Summer:
Teaching & Learning)	16 action plan)						
	Learning walks by SLT and coaching	oaching	РМа				
	conversations						
	4. Teaching and Learning group	р	EMc				
2 Curriculum	1. Curriculum maps leading to vertical	vertical	PMa	Implement	Repro	Parent	Autumn:
(Trust plan –	integration				costs and	governor	Spring:
Teaching & Learning)	2. Knowledge organisers		DLe		SISRA	feedback	Summer:
	3. Homework strategy		DLe/DDu		funding		
	4. Data for learning (including use of SISRA)	use of SISR/	DLe/DDu/JHt				
3 Literacy	1. Reading programme (including phonics,	•.	EMc	Develop	Purchase	SLT report	Autumn:
(Trust plan –	fluency and comprehension)*				of books	reading age	Spring:
Teaching & Learning)	2. Tier 2 vocabulary - general focus		EMc			progress to	Summer:
	3. Tier 3 vocabulary - curriculum focus	im focus	EMc			LGB	
4 Professional	1. Learning workshops		PMa/DLe/EMc	Implement	Training	Governors	Autumn:
growth of staff	2. Professional growth plans		PMa/DLe		materials	attend some	Spring:
(Trust plan –	3. Leadership training		WJe		Additions	sessions and	Summer:
Expectations & Aspirations and	4. Lesson study programme		РМа		to CPD	report back	
Leadership)					library		
					Time		
5 Wellbeing	1. PSHE programme		PLa/DDu	Develop	Staffing	Student and	Autumn:
(Trust plan –	2. Student support systems				Visitor and	staff voice	Spring:
Behaviour & Wellbeing)	(SEND, Safeguarding & Medical, Pastoral,	lical, Pastora	EMc/DLe/DMc/DDu		support	sessions with	Summer:
trenoening/	Post 16)				agency	governors	
	3. Staff wellbeing strategy		WJe		costs		

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6 Community	1.	Careers and enterprise education	PLa/HCa	Develop	Resources	SLT report to	Autumn:
engagement	2.	Co-operative Community Award	TRi/SBa/MPo		PP subsidy	LGB meeting	Spring:
(Trust plan –	3.	Enrichment activities	HCa/MPo		for trips		Summer:
Expectations &	4.	Parent communication	JHa/JHi/MCo		and visits		
Aspirations and Effective	5.	MAT collaboration	WJe		Transition		
Management	6.	Transition – HCC Journey	TRi/SBa/DGi/MPo		costs		
Systems)	7.	Green charter	MRM and				
			Eco-committee				
7 Inclusion	1.	Pastoral support system (including	DMc/DDu	Implement	Rewards	Student and	Autumn:
(Trust plan –		attendance)			and	staff voice	Spring:
Behaviour &	2.	ATL grades and rewards/intervention*	TRi/SBa		incentives	sessions with	Summer:
Wellbeing)	3.	RTL system and follow up procedures*	DMc		External	governors	
	4.	SEND support (including Thrive)	EMc		agencies		
8 Tutor time	1.	Mapped PSHE programme linked to	PLa	Develop	Time	SLT report to	Autumn:
(Trust plan –		assemblies*				LGB meeting	Spring:
Teaching & Learning	2.	Focused early morning support and	EMc/DLe/DMc/DGi		Financial		Summer:
and Behaviour & Wellbeing)		mentoring (pastoral and academic)			support for		
110110011B/	3.	Learning strategies	TRi/SBa/MPo		PP		
	4.	Consistency of expectations (uniform,	TRi/SBa/DGi/MPo		students		
		equipment, folders, punctuality etc.)					

Overall evaluation of progress:

Further action required:

* Indicates actions that are relevant to students in KS3 and KS4 only.

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Key Performance Indicators

Performance area	Performance measure
Academic standards (Trust plan – Expectations & Aspirations)	To attain at or above national average for the percentage of students obtaining English and Maths GCSEs at grades 9-4 and 9-5. To achieve a positive Progress 8 score, with the aspiration of being in the top 33% of secondary schools nationally. The gap between disadvantaged and non-disadvantaged children (on the above measures) to be below the national average. Post-16 progress outcomes to be at or above the national average (Level 3 VA = 0 or better) 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.
Attitude to learning (Trust plan – Behaviour & Wellbeing)	Overall attendance to be above the national average for KS3 and KS4. Post 16 lesson attendance to be in line with the rest of the College. Persistent absence for KS3 and KS4 to be below national average. The level of permanent and fixed term exclusions (as a percentage of the student group) to be below national averages. The gap between pupil premium and non-pupil premium children, on attendance & behaviour measures, to be below the national average.
Recruitment and retention (Trust plan – Expectations & Aspirations and Effective management systems)	To recruit 240 students into Year 7 each year.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.To retain at least 96% of Year 12 students to the end of the academic year.To retain at least 92% of students on level 3 programmes from the start of Year 12 until the end of Year 13 To have a full staffing complement in September of each academic year.The number of staff leaving due to retirement & promotion is greater than all other reasons for leaving the College's employment. Positive feedback in student, parent and staff voice surveys.