

Helston Community College

Development Plan 2020-23

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		2020-21	2021-22	2022-23
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. Parallel remote learning curriculum implemented.	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, including remote learning skills , 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. Covid health and safety plans and procedures to be integrated within this.	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. Some aspects of this will be on hold initially due to Covid.	Develop	Implement	Embed
7	Inclusion: To support all our students to achieve positive attitudes to learning and make good academic progress.	Implement	Embed	
8	Briefing and Catch-up sessions: To develop and implement an effective programme that supports our desired culture of excellence and community.	Develop	Implement	Embed

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Actions for 2020-2021

Priority: Develop and Embed a Culture of Excellence and Community						
Strategic objective	Actions	Lead	Phase	Cost	Governance Monitoring	Progress & Evaluation
1 Expert teaching (Trust plan – Teaching & Learning)	1. Relentless focus on high expectations and consistency 2. Expert teaching principles (including Post 16 action plan) 3. SLT coaching conversations 4. Teaching and Learning group	WJe PMa/DDu PMa EMc	Implement	Time	Learning walks when appropriate Meetings with link HoF	Autumn 20/21 Spring 20/21 Summer 20/21
2 Curriculum (Trust plan – Teaching & Learning)	1. Curriculum maps leading to vertical integration 2. Knowledge organisers 3. Homework strategy 4. Data for learning (including use of SISRA) 5. Parallel online curriculum	PMa DLe DLe/DDu DLe/DDu/JHt	Implement	Repro costs and SISRA funding	Parent governor feedback	Autumn 20/21 Spring 20/21 Summer 20/21
3 Literacy (Trust plan – Teaching & Learning)	1. Reading programme (including phonics, fluency and comprehension)* 2. Tier 2 vocabulary - general focus 3. Tier 3 vocabulary - curriculum focus	EMc EMc EMc	Develop	Purchase of books	SLT report reading age progress to LGB	Autumn 20/21 Spring: 20/21 Summer 20/21
4 Professional growth of staff (Trust plan – Expectations & Aspirations and Leadership)	1. Learning workshops 2. Professional growth plans 3. Leadership training 4. Lesson study programme to include the enhancement of remote teaching and learning skills.	PMa/DLe/EMc PMa/DLe WJe PMa	Implement	Training materials Additions to CPD library Time	Governors attend some sessions and report back	Autumn 20/21 Spring 20/21 Summer 20/21

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5 Wellbeing (Trust plan – Behaviour & Wellbeing)	1. PSHE and RSE programme 2. Student support systems (SEND, Safeguarding & Medical, Pastoral, Post 16) 3. Staff wellbeing strategy 4. Covid health and safety strategy	PLa/DDu EMc/DLe/NDa/DDu WJe WJe	Develop	Staffing Visitor and support agency costs	Student and staff voice sessions with governors	Autumn 20/21 Spring 20/21 Summer 20/21
6 Community engagement (Trust plan – Expectations & Aspirations and Effective Management Systems)	1. Careers and enterprise education 2. Student voice 3. Parent communication 4. MAT collaboration 5. Transition – HCC Journey 6. Green charter	PLa/HCa HCa/MPo JHt/JHi/SPH WJe TRi/KOa/SBa/DGi/MPo MRM and Eco-committee	Develop	Resources PP subsidy activities Transition costs	SLT report to LGB meeting	Autumn 20/21: Spring 20/21 Summer 20/21
7 Inclusion (Trust plan – Behaviour & Wellbeing)	1. Pastoral support system (including attendance) 2. ATL grades and rewards /intervention* 3. RTL system and follow up procedures* 4. SEND support (including Thrive)	NDa/DDu TRi/SBa NDa/EMc/DLe EMc	Implement	Rewards and incentives External agencies	Student and staff voice sessions with governors	Autumn 20/21 Spring 20/21 Summer 20/21
8 Briefing sessions and catch-up time (Trust plan – Teaching & Learning and Behaviour & Wellbeing)	1. Focused early morning support and mentoring (pastoral and academic) 2. Learning/Catch-up strategies 3. Consistency of expectations (uniform, equipment, folders, punctuality etc.)	EMc/DLe/DGi TRi/SBa/DDu TRi/SBa/DGi/MPo	Develop	Time Financial support for PP students	SLT report to LGB meeting	Autumn 20-/21 Spring 20/21 Summer 20/21
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)	<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 to 45%.</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 & behaviour measures, to be below the national average.</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 & 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>