

School Development Plan: 2022-2023

**Bramhall High School**  
**School Development Plan**  
**Securing further Success from**  
**2022-2023**

# School Development Plan: 2022 to 2023

**Overarching priority:** Establish and promote the core values of Bramhall High School to be Respect, Resilience and Excellence, so that they permeate everything we do.

## Key aspects of focus: Disadvantaged Pupils (DS), SEND Pupils and Upper Ability Pupils (UA)

Headline	Outcomes 2019	Outcomes 2020	Outcomes 2021.	Outcomes 2022	Targets 2023
English Grade 5+	77%	85%	80%	75%	78%
English Grade 4+	87%	94%	92%	87%	88%
Attainment 8 English	5.9	6.04	5.7	5.7	6.0
Mathematics Grade 5+	63%	74%	69%	65%	67%
Mathematics Grade 4+	83%	90%	85%	81%	85%
Attainment 8 Maths	5.5	5.88	5.6	5.3	5.4
Attainment 8 EBacc	5.4	5.75	5.6	5.3	5.6
Attainment 8 Open	5.6	6.12	6.1	5.6	5.7
% 5+ GCSE's Grade 7(A+)+	31%	33%	34%	27%	30%
% Grade 5+ Eng and Maths	56%	71%	67%	61%	63%

Headline	School Target 2023 DS	School Target 2023 SEND Support	School Target 2023 Upper Ability
Attainment 8 English	5.1	4.5	7.1
Attainment 8 Maths	4.5	4.0	6.9
Attainment 8 EBacc	4.7	4.2	6.9
Attainment 8 Open	5.0	4.5	6.7
% 5+ GCSE's Grade 7(A+)+	17%	7%	53%
% Grade 5+ Eng and Maths	40%	30%	91%

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<b>Focus on the Quality of Education: <i>Our intent is to promote a love of learning and ensure success for all pupils.</i></b>				
QE1 Continue to review, refine and enhance the BHS curriculum drivers. Continue to ensure there is a breadth of curriculum which is coherent, sequenced & ambitious.				
<b>Objectives and Actions</b>	<b>LEAD</b>	<b>Resources/Actions required.</b>	<b>Time Span</b>	<b>Evidence, Impact &amp; expectations</b>
<ul style="list-style-type: none"> <li>To continue review our 5-year learning journeys divided into KS3 /4 to ensure that the curriculum is effectively sequenced to deliver breadth and depth and ensures that missed learning / misconceptions are incorporated to support progress.</li> </ul>	NAJ HODs	<ul style="list-style-type: none"> <li>CPD time utilised for Departmental Review of Long- Term and Medium-Term Plans.</li> <li>Resources reviewed to incorporate missed learning and misconceptions.</li> <li>Greater focus on disciplinary literacy.</li> <li>Leaders are ambitious for all pupils and the curriculum plan and delivery of lessons does secure success for all pupils: with a particular focus on the Most Able, DS and SEND pupils.</li> <li>Review of KS3 and the influence on KS4 – pertinent to subjects who are introduced at KS 4.</li> </ul>	September 22	<p>Anticipated Impact: The curriculum is delivered in an engaging manner that promotes learning and progression.</p> <p>Evidence: this will be evidenced by: timetable structure SoL identifying expectations QA cycle/outcomes and analysis CPD programme, opportunities and feedback</p>
<ul style="list-style-type: none"> <li>To adapt the curriculum to reflect the needs and aspirations of the pupils, focus on Year 9</li> </ul>	NAJ HODs	<ul style="list-style-type: none"> <li>Analyse aspiration and data for Year 9</li> <li>Add additional vocational courses in Health and Social Care and Business Studies</li> <li>Introduction of Psychology</li> <li>Investigate the possibility of pupils not choosing MFL taking the GCSE early</li> </ul>	Completed by Jan 23	<p>Student voice feedback</p> <p>Option deployment</p>
<ul style="list-style-type: none"> <li>Options process to refined. Updated booklet – removing barriers</li> </ul>	NAJ HODs HOY Yr 9	<ul style="list-style-type: none"> <li>Updated booklet.</li> <li>Increased uptake of MFL</li> <li>Amended pathways to increase participation</li> </ul>	Completed by January 23	Uptake of appropriate courses. Balanced.

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<ul style="list-style-type: none"> <li>Our curriculum plans build from the KS2 curriculum and provides the necessary knowledge for learners to progress and succeed at Post 16. A clear 5-year learning journey.</li> </ul>	NAJ HODs APV	<ul style="list-style-type: none"> <li>Documentation to be published on the Website.</li> <li>Curriculum Learning Journeys (Snakes) to displayed on classroom walls.</li> </ul>	October 22	The curriculum is delivered in an engaging manner that promotes learning and progression.
<ul style="list-style-type: none"> <li>Progression into Post 16 maintains at 99%+</li> </ul>	NAJ Form Tutors HOYs 10 and 11	<ul style="list-style-type: none"> <li>Updated information Post 16 including T Levels</li> <li>SOL issued to tutor groups</li> <li>External Speakers on Post 16</li> <li>Post 16 Visits</li> <li>Work Experience to engage aspiration</li> <li>1 to 1 Student interviews</li> </ul>	October 22	Numbers maintained  Positive Gatsby Audit - external
<ul style="list-style-type: none"> <li>Schemes of learning are designed to 'interleave' and revisit topics to build up and retain knowledge and expand / deepen understanding over time.</li> </ul>	NAJ HODs SLT Link	<ul style="list-style-type: none"> <li>SoL mapped over time to build and revisit topics to secure a breadth of knowledge.</li> <li>Staff ensure that pupils can recall key information as the subject content is covered. SoL outline progression and use ongoing assessment to identify/address any misconceptions amongst learners.</li> <li>SoL identify skill acquisition to support the development of leaning to enable pupils to build and recall their knowledge.</li> <li>Colleagues tailor the supplied resources to the needs of their group. Focus on UA.</li> </ul>	June 2023	In situ and adapted to negate any shortfall in learning
<ul style="list-style-type: none"> <li>Ensure our timetable is optimised with the best solution of staff deployment</li> </ul>	NAJ	<ul style="list-style-type: none"> <li>Financial curriculum planning in place</li> <li>Timetable built maximising specialists.</li> </ul>	December 22	Affordable curriculum in place whereby staff are utilised fully. Specialist teaching.

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balanced against cost-effectiveness.	PWS Govs			Presentation to Governors.
<p><b>Focus on the Quality of Education: <i>To ensure the curriculum is implemented effectively.</i></b>          QE2 All lessons effectively implement high quality teaching, so all learners, with a particular focus on SEND and disadvantaged pupils, are challenged and can make continual incremental progress by:</p> <ul style="list-style-type: none"> <li>• Extending and retaining knowledge (know more).</li> <li>• Developing skills (do more).</li> <li>• Deepening understanding (understand more).</li> </ul>				
Objectives and Actions	LEAD	Resources/Actions required.	Time Span	Evidence, Impact & expectations
<ul style="list-style-type: none"> <li>• Staff deliver high quality lessons with excellent subject knowledge.</li> </ul>	PWW/SL All teaching staff  NAJ	<ul style="list-style-type: none"> <li>• QA processes provide both support and challenge at three tiers:               <ul style="list-style-type: none"> <li>○ Subject Leader</li> <li>○ SLT</li> <li>○ Teaching and Learning team.</li> </ul> </li> <li>• High quality CPD programme in place to drive whole school agenda.</li> <li>• Support for ECT Year 1 and 2 staff.</li> <li>• Continue with external validation of departments that began in 2021/22 with subject partnership reviews.</li> </ul>	Sep 22  QA Cycle released each half-term.  QA grids returned and analysed once per half-term.	<p><i>Anticipated Impact</i></p> <ul style="list-style-type: none"> <li>• <i>The curriculum is delivered in an engaging manner that promotes learning and student progression.</i></li> <li>• <i>Value added outcomes for all pupils are maintained whilst experiencing improvements for DS/SEND/Upper Ability.</i></li> </ul> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>QA Cycle/Outcomes and analysis</i></li> <li>• <i>Student Voice feedback</i></li> <li>• <i>Assessment data</i></li> <li>• <i>Tracking data</i></li> <li>• <i>External subject partnership reviews</i></li> <li>• <i>Parent Voice</i></li> </ul>
<ul style="list-style-type: none"> <li>• Ensure quality teaching is taking place consistently in every lesson/curriculum area, with adapted delivery to secure progress for <u>all</u> learners.</li> </ul>	All teachers  Subject Leader  PWW / NAJ	<ul style="list-style-type: none"> <li>• QA cycle for each half-term to drive this focus.</li> <li>• QA focus on DS, SEND and Upper Ability at different points within the year.</li> <li>• HOD meeting each half-term to support T&amp;L developments.</li> <li>• HOD focus groups weekly to promote sharing of good practice.</li> <li>• Subject partnership reviews schedule.</li> <li>• CPD programme individual/school/external level.</li> </ul>	CPD sessions identified on the whole school calendar.	

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<ul style="list-style-type: none"> <li>• Ensure teaching staff consistently have the highest expectations for learners and are:             <ul style="list-style-type: none"> <li>○ Adapting work appropriately.</li> <li>○ Sequencing and modelling.</li> <li>○ Setting challenging work.</li> <li>○ Using questioning effectively.</li> <li>○ Staff encourage discussion and provide a variety of engaging activities to promote lesson enjoyment.</li> <li>○ Building in opportunities for recall.</li> </ul> </li> <li>• Ensure teaching staff deliver 'wave 1' intervention within the classroom.</li> </ul>	<p>All teachers</p> <p>Subject Leader</p> <p>CMR</p> <p>GHO</p> <p>PWW</p> <p>Subject Leader</p> <p>PWW</p>	<ul style="list-style-type: none"> <li>• Seating plans with a focus on DS/SEND and Upper Ability learners.</li> <li>• Ensure staff are given clear updates on DS/SEND pupils and that Class Charts contains up to date information.</li> <li>• QA Cycle</li> <li>• QA grids – robust QA which evidences clear strengths and areas for development for each member of the teaching staff. This links to the 2<sup>nd</sup> appraisal target for all teaching staff.</li> <li>• Assessment data which is interrogated by subject leader.</li> <li>• Opportunities for the sharing of good practice between subject leaders.</li> </ul> <ul style="list-style-type: none"> <li>• Clear whole school intervention offer for Year 11 which prioritises key focus groups.             <ul style="list-style-type: none"> <li>○ Wave 1 – Class teacher</li> <li>○ Wave 2 – Departmental</li> <li>○ Wave 3 – Whole School</li> </ul> </li> </ul>	<p>HOD meeting once per half-term.</p> <p>Weekly HOD focus groups.</p>	<p><i>Expectations: pupils engage well and have a high-quality learning experience. Pupils will "know more and remember more".</i></p>
<ul style="list-style-type: none"> <li>• Ensure high quality CPD takes place to develop the pedagogy of the teaching staff.</li> </ul>	<p>PWS</p> <p>PWW/GHO</p> <p>SHH</p>	<ul style="list-style-type: none"> <li>• Staff CPD calendar.</li> <li>• Ensure a focus on evidenced informed pedagogy (EEF) in the key areas of questioning, retention and recall and issues which arise from the QA grids.</li> <li>• Ensure a library resource is available for staff to independently further their pedagogy.</li> <li>• Weekly HOD meetings to share good practice and inform CPD needs.</li> <li>• Support for Year 1 and 2 ECTs.</li> </ul>		

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QE4 Develop a rigorous approach to the implementation of our reading curriculum. Further develop the quality of help and support for those pupils at the early stages of reading.				
Objectives and Actions	LEAD	Resources/Actions required.	Time Span	Evidence, Impact & expectations
<ul style="list-style-type: none"> <li>Ensure that we have a clear line of sight on the bottom 20% of readers.</li> </ul>	EMD  PWW	<ul style="list-style-type: none"> <li>Literacy Assessment Online rolled out to Year 8 to 10 and continued to be used for Year 7.</li> <li>Data shared with Subject Leaders and disseminated to all teaching staff.</li> </ul>	<p>LAO first assessment completed by October.</p> <p>LAO second assessment completed by April.</p>	<p><i>Anticipated Impact</i> Clear RAG rating of all pupils available to align relevant interventions. Teaching staff using the data to inform their planning and to support disciplinary literacy.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>Improvements seen in the second LAO screening.</li> <li>QA data</li> <li>Student and parent voice.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure a suite of interventions is available for pupils at differing levels of reading and comprehension.</li> </ul>	SHH  EMD  PWW	<ul style="list-style-type: none"> <li>Lexonic Leap – Red category readers.</li> <li>Lexia – to support pupils with dyslexia.</li> <li>Literacy lessons – targeted intervention delivered by teaching staff for amber category pupils.</li> <li>Lexonic Advanced (Standard score 85 –115) – Delivered by SHH to promote phonological awareness and improve comprehension for amber pupils.</li> <li>Reading Partnership Programme for select amber pupils. Year 10 will act as a buddy for Year 7 amber pupils.</li> </ul>	<p>Ongoing – reviewed termly</p> <p>SHH training to be completed by September.</p>	<p><i>Anticipated Impact</i> Improvements tracked in both reading age and comprehension. Pupils being able to access the wider curriculum due to improvements in reading.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>Second screener LAO.</li> <li>Student voice.</li> </ul>
<ul style="list-style-type: none"> <li>Reading is prioritised to allow pupils to access the full curriculum offer.</li> <li>Ensure that ‘disciplinary literacy’ is embedded across the school.</li> </ul>	EMD  PWW	<ul style="list-style-type: none"> <li>Literacy maintained as a focus within the whole school QA.</li> <li>Ensure that the literacy marking codes are adhered to.</li> <li>Departments to build in ‘disciplinary literacy’ into their SOL. Use of Lexonic Vocabulary to support each curriculum area.</li> <li>Literacy co-ordinator to create a bank of lessons for staff delivering literacy to ensure a consistent outcome.</li> </ul>	QA Cycle for each half-term.	<p><i>Anticipated Impact</i></p> <p>All pupils within the school can access complex academic texts. Pupils can engage with what they are reading and make inferences to learn more.</p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>CPD calendar</li> <li>QA</li> </ul>

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		<ul style="list-style-type: none"> <li>Teaching staff to promote the 'wider reading' lists for their subject areas and to continue to set termly comprehension activities.</li> <li>Continue to promote EEF Improving Literacy in Secondary Schools.               <ul style="list-style-type: none"> <li>Continue to use recommendation 1 and 2 and make them established within all subjects.</li> <li>Introduce recommendation 3 – Develop pupils' ability to read complex academic texts.</li> </ul> </li> </ul>	Termly	<ul style="list-style-type: none"> <li>Student voice</li> <li>Parental voice</li> </ul>
<ul style="list-style-type: none"> <li>A rigorous and sequential approach to the reading curriculum develops pupils' fluency.</li> <li>Promote reading for pleasure across the school</li> </ul>		<ul style="list-style-type: none"> <li>LRC setup and open to all year groups following the return to a single lunch.</li> <li>Author visits to inspire interest in reading.</li> <li>Reading competitions.</li> <li>Pupils and parents directed to age and reading level appropriate books.</li> </ul>	<p>September</p> <p>At least two in the year.</p>	<p><i>Anticipated Impact</i></p> <p><i>Pupils have a genuine interest in reading a wide range of texts and it becomes a lifelong habit. Pupils read widely and often, with fluency and comprehension appropriate to their age. This promotes the capacity to access the wider curriculum.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>Author visits</li> <li>Parent Voice and engagement.</li> <li>Tracking of pupils using the LRC.</li> <li>Tracking of pupils' reading.</li> </ul>
<p><b>Focus on the Quality of Education: <i>Ensuring our curriculum provision has a positive impact.</i></b>          QE3 Review and develop our assessment strategies so that teachers can check how well pupils have learned the intended knowledge outlined in the curriculum.</p>				
<b>Objectives and Actions</b>	<b>LEAD</b>	<b>Resources/Actions required.</b>	<b>Time Span</b>	<b>Evidence, Impact &amp; expectations</b>



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<b>Review current 9-1 assessment system in Key Stage 3 subjects</b>	JOL	<ul style="list-style-type: none"> <li>Working party for subject leaders to look at current assessment criteria</li> <li>Evaluate findings of the Ofsted Monitoring visit</li> <li>Explore different assessment models including: 9-1, Words, Raw Scores and Flight paths</li> </ul>	June 22	<ul style="list-style-type: none"> <li>Assessment system overhauled in KS3</li> <li>Assessment system revisited in KS4</li> <li>Suitable materials available to all stakeholders</li> <li>System that encourages the reinforcement of key knowledge</li> <li>System that identifies gaps in knowledge allowing timely intervention</li> <li>System that informs parents and pupils of how well pupils are doing in a particular subject</li> <li>A system that is easier to administer and encourages an open dialogue between staff, pupils and parents</li> <li>An assessment system that mirrors the SoL in each subject area</li> <li>Reduction in gaps in learning at KS3</li> <li>Pupils recall of key facts improves</li> <li>All stakeholders are aware of the intended knowledge for each topic in each subject</li> </ul>
Develop an assessment system that identifies gaps in knowledge and allows staff to assess the work pupils are undertaking	JOL	<ul style="list-style-type: none"> <li>Contact local schools to evaluate their assessment systems</li> <li>Work in collaboration with local schools on successful systems</li> <li>Develop a system that will support and measure the acquisition of intended knowledge</li> <li>Develop a system that will support and measure the recall and reinforcement of key knowledge</li> <li>Develop an assessment system that encourages pupils to read more widely in subject areas</li> <li>Present findings and recommendations to SLT and Governors</li> </ul>	June 22  July-Sept 22	
Launch the new assessment system to all stakeholders	HoD JOL	<ul style="list-style-type: none"> <li>Subject leaders to create assessment grids that highlight intended knowledge and skills</li> <li>Launch to staff and pupils how we will assess in the Summer term 2022</li> <li>Launch to parents how we will assess in KS3 in the Autumn term 2022</li> <li>Ensure assessment system is visible on the school website</li> </ul>		
Develop systems for tracking and progress at KS3	JOL PSG	<ul style="list-style-type: none"> <li>Create suitable aspects in SIMs</li> <li>Redesign the Key Stage 3 Tracking Report</li> <li>Develop mechanisms to support tracking progress</li> </ul>	Dec 22	
<b>Focusing on the Behaviour and Attitudes of pupils</b>				
BA1 To prioritise the consistent application of the school's behaviour management policy to provide effective behaviour management culture across school.				
<b>Objectives and Actions</b>	<b>LEAD</b>	<b>Resources/Actions required</b>	<b>Time Span</b>	<b>Evidence, Impact &amp; expectations</b>

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<p>Behaviour for Learning Policy.</p> <p>To improve the application and consistency of established behaviour and reward systems both in and out of the classroom.</p> <p>To re-launch the BFL reward system</p>	<p>IBR</p> <p>CLL/IBR</p>	<ul style="list-style-type: none"> <li>• Ensure staff consistently follow the Behaviour for Learning to eradicate LLD and ensure that learning time effectively used for all cohorts.</li> <li>• Ensure Class Charts continues to be used consistently to effectively support behaviour management culture across the school.</li> <li>• Establish a schedule of behaviour data sharing that empowers teaching staff and allows middle leaders to drive behaviour improvements across their subject areas.</li> </ul> <ul style="list-style-type: none"> <li>• To ensure staff are using the reward system.</li> <li>• To promote the Reward system each term</li> <li>• Ensure Class Charts is being used consistently and effectively.</li> <li>• To calendarize regular Reward events.</li> </ul>	<p>Ongoing for Sept 22</p> <p>Ongoing for Sept 22</p> <p>Ongoing for Sept 22</p> <p>Ongoing for Sept 22</p>	<p><b>Evidence:</b></p> <p>Class Charts analysis Reduction in DT, Suspensions and PEX Reduction on On Call Reduction in avoidant learners. Staff voice feedback Student voice feedback Details of Governor Behaviour Panels QA Data</p> <p><b>Impact</b></p> <p>Behaviour for Learning policy applied consistently and effectively across the school.</p> <p><b>Expectations</b></p> <p>All stakeholders consistently implement the Behaviour Learning policy and pupils are a credit to themselves as professional learners.</p>
<p>To establish a programme of training and support staff to enable staff in improve negative behaviour patterns for identified cohorts in their subjects. (SEMH / DS )</p>	<p>IBR/CLL</p>	<p>Calendared CPD opportunities.</p> <p>Calendared behaviour drop-ins for staff.</p> <p>Regular data updates showing trend of behaviours against 21/22 baselines for identified cohorts.</p>		
<p>Ensure clear classroom management strategies for staff to implement in classrooms and around the school site. To continue to promote high expectations through our Form Time.</p>	<p>IBR</p>	<p>Create central work area for all aspects of behaviour for learning.</p>		

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<p>Form Tutors following the agreed programme of work and activities. Improvement in the consistency of Form Tutor work.</p>	<p>CLL/IBR</p>	<ul style="list-style-type: none"> <li>• QA Core Time checklist – See handbook – to be clearly displayed in all Form Tutor rooms.</li> <li>• Form Tutors to adhere consistently to the clearly defined expectations outlined in Core Time guidance documentation.</li> <li>• Form Tutors to use Class Charts to monitor Behaviour and attendance in Core Time.</li> <li>• Form tutors to promote the value of pupils' conduct beyond the classroom. -in our school community and wider community.</li> </ul>		
<p>To improve the protocols and interventions in the <b>Reflection room</b>.</p> <p>To reduce the need for and occurrence of exclusions particularly amongst disadvantaged pupils and SEND.</p>	<p>CLL/IBR</p>	<ul style="list-style-type: none"> <li>• Early interventions in the TAS meetings.</li> <li>• Weekly dissemination of information.</li> <li>• Re-establish the Reflection team.</li> <li>• Subgroups to be monitored disadvantaged and SEND.</li> <li>• Communication to staff must be regular and targeted.</li> <li>• Class Chart data to be used to identify pupils at risk.</li> <li>• Intelligent use of behaviour data to allow for a proactive intervention with pupils.</li> <li>• To work with Anne Mc Bride in facilitating resources and programmes for pupils identified as SEMH</li> <li>• Clear expectations of Reflection Room protocols which dovetail into whole school behaviour expectations.</li> </ul>		<ul style="list-style-type: none"> <li>• Reduced number of Fixed Term Suspensions. Identified pupils, especially those in the vulnerable groups show a reduction in the incidences of exclusions.</li> <li>• <b>Evidence</b></li> <li>• Data surrounding Fixed Term Suspensions</li> <li>• Governors Reports</li> <li>• Behaviour logs and statistics taken from Class Charts.</li> </ul>
<p>BA2 Continue to close the gap between attendance of SEND and DS children and their peers. Effectively support persistent absentees to return to education. Ensure staff receive professional development to deploy attendance systems effectively.</p>				

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Ensure all SEND staff understand the impact of poor attendance on outcomes.	JKE/IBR	<ul style="list-style-type: none"> <li>Training for SEND staff. No budget required, training in-house.</li> <li>Improved communication with SEND parents/carers about attendance.</li> </ul>	Sept '22	<ul style="list-style-type: none"> <li>All SEND staff will routinely challenging poor attendance.</li> </ul>
Develop routine procedures around data analysis for identifying poor SEND attendees and tighten procedures for all other pupils, including DS children.	JKE/IBR	<ul style="list-style-type: none"> <li>Regular sub-group data to be analysed and actions drawn from it.</li> <li>Key workers attached to children routinely liaising with parents/carers and with Form Tutors.</li> <li>Key workers directly challenging poor attendance and time-keeping with SEND pupils.</li> </ul>	Sept '22	<ul style="list-style-type: none"> <li>% SEND and DS attendance will increase.</li> <li>% SEND and DS persistent absenteeism will decrease.</li> <li>% whole school attendance will increase.</li> <li>% Whole school persistent absenteeism will decrease.</li> </ul>
Create healthy competition (Form groups/year groups/houses) and revive celebration of good and improving attendance.	JKE/IBR	<ul style="list-style-type: none"> <li>Rewards for good attendance to be reinstated. Budget required for half termly reward prizes.</li> </ul>	Sept '22	<ul style="list-style-type: none"> <li>% SEND attendance will increase.</li> <li>% SEND persistent absenteeism will decrease.</li> </ul>
<b>Focusing on the Personal Development and Wellbeing of the school community.</b>				
PDW1 Expand current Mental Health support offer for all through creation of peer support system. Continue to deploy systematic approaches for the promotion of mental health and wellbeing amongst the school population.				
Objectives and Actions	LEAD	Resources/Actions required.	Time Span	Evidence, Impact & expectations
All pupils to feel supported with their mental health and wellbeing.	JKE/IBR	<ul style="list-style-type: none"> <li>Training for SOS student ambassadors. (External training, budget required.)</li> <li>Increase hours of Wellbeing Mentor.</li> <li>Ensure all know who the Mental Health Lead is.</li> <li>Ensure all know who Wellbeing Mentor is.</li> <li>Ensure all are aware of THRIVE and the support school offers.</li> </ul>	Dec '22 Sept '22	<ul style="list-style-type: none"> <li>Peer led support sessions embedded.</li> <li>Additional 1:1 offered to reduce waiting list times.</li> </ul>
All staff to feel supported with their mental health and wellbeing. Raise awareness of mental health support	JKE/IBR	<ul style="list-style-type: none"> <li>Increase the number of activities/events to support adult wellbeing.</li> </ul>	Dec '22	<ul style="list-style-type: none"> <li>Staff wellbeing surveys indicate improvement.</li> </ul>

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available to children and adults in school.		<ul style="list-style-type: none"> <li>• Provide opportunities for parents/carers to support their own child through workshops/other training opportunities.</li> <li>• Ensure all know the Suicide 1<sup>st</sup> Aid trained staff.</li> <li>• Ensure all know the extensive training carried out by Mental Health Lead (12 week accredited course) and Wellbeing Mentor (Emotion Coaching, Living Life to the Full and Emotional Literacy) plus that of pastoral staff.</li> </ul>			
Raise awareness of mental ill health across the whole school.	JKE/IBR	<ul style="list-style-type: none"> <li>• Use PSHE, Form Time, focused weeks and assembly programme along with other opportunities to raise awareness.</li> </ul>	Sept '22	<ul style="list-style-type: none"> <li>• <i>Adults and children at ease discussing topic and seeking support.</i></li> </ul>	
PDW2 Continue to refine the PSHE programme to promote the view of Modern Democratic British values, deliver the RSE curriculum and further promote tolerance of diversity including race, religion, gender & sexual orientation.					
Objectives and Actions	LEAD	Resources/Actions required.	Time Span	Evidence, Impact & expectations	
<p>Promote the importance of SKFL and parity of importance with academic learning.</p> <p>Promote shared values (British, school and community).</p> <p>Promote a sound understanding of protected characteristics and of tolerance and respect.</p>	JKE/IBR	<ul style="list-style-type: none"> <li>• CPD for staff around importance of PSHE.</li> <li>• QA of PSHE sessions and resources.</li> <li>• Curriculum Learning Journey in place and displayed.</li> <li>• Expand learning around British Values outside the PSHE programme through cross-subject collaboration. Increasing awareness of school values – how they are the same as British Values - through assemblies, rewards, Form Time activities etc.</li> <li>• Display a 'cultural calendar' on TV screens promoting inclusion and celebrating protected characteristics.</li> </ul>	Dec '22	<ul style="list-style-type: none"> <li>• Wider engagement from those delivering PSHE.</li> <li>• QA evidencing quality programme/delivery.</li> <li>• Reduced number of bullying/incidents against someone's protected characteristics.</li> <li>• Children will have a sound knowledge of protected characteristics, the law and incidents of</li> </ul>	

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				bullying around these will be reduced.
Provide a comprehensive programme of Personal Development (including PSHE/RSE/Skills for Life) to ensure the statutory and wider needs of pupils are met in order to be safe and become responsible, respectful and active citizens who contribute to society.	JKE/IBR	<ul style="list-style-type: none"> <li>Ensure a coherently planned curriculum (long term plan/5 yr learning journey), that builds on previous learning, and equips young people for the real world.</li> <li>Ensure high quality delivery of statutory and non-statutory PSHE including sex &amp; relationships.</li> <li>Wider PSHE learning across whole curriculum and extra-curricular programme.</li> <li>Ensure PSHE responds to emerging themes and local issues.</li> <li>Develop pupil voice through expansion of PSHE Pioneers and ensure programme responds to need.</li> </ul>	Sept '22	<a href="https://bramhallhighschool.sharepoint.com/:w:/s/BHSSLT/EdBpYOegxFNDmDAuM6dJ2VoBE0rmMrMK5MnkdfbrtmAWkA?e=kaX10C">https://bramhallhighschool.sharepoint.com/:w:/s/BHSSLT/EdBpYOegxFNDmDAuM6dJ2VoBE0rmMrMK5MnkdfbrtmAWkA?e=kaX10C</a>
Improve attendance on SkFL days and a robust 'catch up' for non-attendees.	JKE/IBR	<ul style="list-style-type: none"> <li>Promote full attendance and why PSHE is needed.</li> <li>Utilise guests/visitors and practical learning to increase engagement.</li> </ul>	Sept '22	<ul style="list-style-type: none"> <li>Reduced non-attendance on SKFL days</li> <li>Data analysis and student surveys evidencing increased engagement.</li> </ul>
<b>Focusing on the quality of Leadership and Management</b> LM1 Ensure ongoing high-quality staffing across the school at all levels through targeted CPD across the school.				
<b>Objectives and Actions</b>	<b>LEAD</b>	<b>Resources/Actions required.</b>	<b>Time Span</b>	<b>Evidence, Impact &amp; expectation</b>
Ensure all staff have access to high quality and relevant appraisal cycle - after the disruption of last few years.	PWS/RBR	Ensure the cycle of appraisal is completed for all teaching staff. Including a clearly timetabled review opportunity. Review current support staff review process. Develop new guidance for Team Leaders stressing the importance of regular review and appropriate areas of focus.	Initially by Sept '22. Then through the year.	<b>Anticipated impact</b> Leaders secure improvement throughout school and are committed.  Evidenced by: Staff wellbeing questionnaires/ data Attendance data MTP data and analysis ATL data/analysis Documentation from BLF meetings and events. Details of Governor meetings /involvement
Plan and deliver CPD to develop teaching and learning and establish a culture of sharing good practice.	PWS/PW W/GHO	Clear CPD calendar. Sessions clearly aligned to the SIP's and academic calendar scheduled into the cycle.	Initially by Sept '22. Then through the year.	

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Further develop the use of CPD cycle across the school to embed quality teaching and differentiation to increase knowledge and skills of teachers and support staff of learning difficulties, teaching and learning strategies, and differentiations.		Enhance the CPD offer so that colleagues are given to the opportunity to independently develop aspects of their pedagogy. Develop use of carousel sessions related to aspects of T&L pedagogy. Maintain high quality ECT & new staff induction.		Expectations: Staff can contribute positively to BHS.
Develop autonomy and professional accountability for all staff through leadership training, line management and development opportunities.  Create pathways for leadership progression and succession planning	NAJ/PWW  PWS/GHO	Greater focus on developing middle leaders through focused and calendared meetings on the CPD schedule. Development on leadership and sharing good practice. Establishment of coaching less experienced middle leaders.  Establishment of staff undertaking the NPQs. Embed the SLT secondment posts – extending to a second post to join SLT.	Ongoing	
LM2 Continue to embed the culture of fiscal prudence at all levels to establish long term financial security given the challenges of curriculum change, staffing and the need for overall site improvement.				
<b>Objectives and Actions</b>	<b>LEAD</b>	<b>Resources/Actions required.</b>	<b>Time Span</b>	<b>Evidence, Impact &amp; expectation</b>
Clear strategic site development plan which complements curriculum development. Link to local and national promotions for improving the environment.  Plan to link in with LEA brief about site improvement.	RBR	Close liaison between HT, Business Manager, Finance Manager and Site team. Site Manager to give regular feedback to SLT. Major projects and changes to be published during Autumn Term.  School to sign up the national Transform – our – world and explore the reactivating various environmental projects that were stopped during the pandemic	Termly	Site Development Plan. Minutes of the specific Governors Meetings. LEA plans for site development.  Greater efficiency on decisions – clear and transparent. Improvement in planning
Regular Budgetary updates. Continue to make transparent financial difficulties the school may face. Support from LEA as required in terms of site development and pupil numbers.	PWS/Finance	Termly update to SLT on current issues surrounding energy costs and staffing requirements and costs. Other budgetary pressures to be discussed.	Ongoing	Ongoing improvement in site condition.

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Link to QE1 and curriculum planning.		Governor updates on Site development and costs during Calendared Governor meetings.		Improvement in the condition of the school and its surrounding environment.
LM3 Strengthen partnerships & communications with parents/ carers & local community. To continue to work as partners with the BLF to further develop our community profile.				
<b>Objectives and Actions</b>	<b>LEAD</b>	<b>Resources/Actions required.</b>	<b>Time Span</b>	<b>Evidence, Impact &amp; expectation</b>
Strengthen partnerships & communications with parents/ carers & local community.	SIS/PWS	Ensure all SM is well maintained and promotes school successes and 'good news'. Continue to invite Y5/6 parents into BHS for specific learning and transition events Invite and host wider members of the Bramhall community into BHs To actively participate in community events and maintain and develop partnerships Ensure all in school events (I.e. Open Evening) present BHS in a positive manner	Sept 2022 - ongoing	Ensure BHS has an overwhelmingly positive footprint within the local and wider communities Feedback from parent/carer on communication is positive
To continue to work as partners with the BLF to further develop our community profile.	SIS/PWS	Establish and maintain regular meetings with Primary HTs and DHTs	Sept 2022 - ongoing	Ensure high quality recruitment from our primary (Bramhall) feeder schools
Ensure all external BHS documentation and media and marketing presence is presented professionally	SIS/PWS	Continue to develop new website Ensure new school prospectus is ready and distributed as required	Finalise for Sept. 2022	As above
LM4 Governors remain focused in their role and committed to building their knowledge and expertise.				



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Objectives and Actions	LEAD	Resources/Actions required.	Time Span	Evidence, Impact & expectation
<p>Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p> <p>Governors remain focused in their role and committed to building their knowledge and expertise.</p>	<p>PWS/ COG</p>	<p>The strategic group (termly meetings) ensure they can influence the effective delivery of the SDP. Discussion here permeates through to the other termly meetings. Ensure current and future vacancies on Governing Board are filled quickly. New Governors to complement the current skill set.</p> <p>Governors focus on expectations and outcomes in their routine business: both scheduled meetings and curriculum.</p> <p>Greater opportunity for Link Governors to access school leaders through clearly calendared visit window.</p> <p>Agenda and structure of meetings to include greater fluidity to allow for contextual focus on Bramhall High School SIPs</p> <p>Governors access school-based training on key aspects of work in addition to the LA training offer. Governor attendance at CPD sessions.</p>	<p>Ongoing</p>	<p>Governors fully involved in aspects of school improvement.</p> <p>Stronger working relationships between Link Governors and their departments.</p> <p>Knowledge and expertise expanded amongst the Governing Board.</p> <p>Details of Governor meetings /involvement</p>