School Development Plan 2024-27

South Bromsgrove High
Inspiring Confidence Through Learning

Board of Trustees' Strategic Vision 2024-27 - Aspire to be the best high school in Worcestershire

The Board of Trustees pledges to shape the strategic vision of the Academy, ensuring that the Academy leaders provide a first-class educational experience for its students so that South Bromsgrove High enjoys an enviable reputation within Worcestershire.

Objective – linked to Trustees' strategic vision	Strategy	Success Criteria to be achieved by 2027	SLT
1. Academic ***Over time to achieve and maintain a top 5 position in the Worcestershire 'exam results league table', including the outcomes for disadvantaged learners.***	• Support disadvantaged learners both inside and outside of the classroom • Improve standards of literacy and numeracy in all disadvantaged learners • Mitigate the impact of absence of disadvantaged learners and bridge knowledge gaps • Review and refine the Key Stage 4 curriculum in light of curriculum reform • Ensure formative feedback is embedded in post-16 lessons and is being used to adapt teaching practice. • Raise the profile of sixth form MPA students and those on E/U borderline through tracking and monitoring, and appropriate interventions. • Embed processes to monitor and follow-up sixth form attendance concerns.	**Key Stage 4** 2025 – 5+ En/Ma 52.5%. PP 4+ En/Ma 50%. French residual of <1. 2026 – Positive Progress 8. PP progress gap 25% less than national. Positive Progress 8 for open bucket and English element. 2027 - Progress 8 of +0.15, PP progress gap 50% less than national. Neutral Progress score for PP students in English and Maths. Sig + Progress 8 score for English. **Key Stage 5** 2025 – Neutral VA for A Level. 2026 - Positive VA for A Level. 2027 - Positive VA for MPA A level students.	**MC,** ACR, SI, CFE, CA and AT
2. People ***Staff performance – recruit, develop and invest in consistently high performing teachers, support staff and school leaders.***	• Systematically develop staff through staff induction, the Professional Development Review cycle, the Early Career Framework and the middle leader development programme.	• Movement in The Engagement Platform Agency score (in line with national average). • 90% of Lessons Learned Drop ins evidence formative assessment used to adapt teaching • Successful Professional Development Reviews for teachers and support staff	**MC**, ACR, SM and GL

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		• Teacher skills audit evidences increase in confidence for adaptive teaching and formative assessment	
3. People ***Wellbeing - be an excellent school for wellbeing and personal development for students, trustees and staff alike and share this best practice more widely.***	• Systematically evaluate policies and procedures to ensure that the implications for workload for students, staff and trustees are fully considered. • Continue to develop a calm and purposeful working atmosphere in lessons and around school to optimise teaching & learning time and improve wellbeing.	• A significant improvement in students' attendance of at least 1.7% achieving a target of 91% for 2026-27. • Surveys indicate that respondents believe the school is calmer and more purposeful. • Whole school policies will be available as 'policy on a page' documents to support staff, parents and carers and students to fully comprehend them • Annual surveys indicate that 95% of staff, students and parents agree that homework/independent study supports them to do well in their subjects and is perceived to be 'an integral part of learning, rather than an add-on'. *(EEF)* • The school's approaches to workload and wellbeing are showcased locally.	**SL,** LA, SI, JMI, LC and CA