

GOFFS-CHURCHGATE ACADEMY

STRATEGIC DEVELOPMENT PLAN

2021 – 2022

Our Strategic Development Plan sets out:

1. Our commitment and vision as a community
2. The key strategic feedback from all of our stakeholders leading to our key foci for 2021/2022
3. Our operational plans which detail the actions to be taken in the current year. Each member of our senior leadership team and each curriculum/year leader have their own development plan. Students also have their own development plan. Our SDP is reviewed termly by the entire community to assess progress towards our objectives, review actions, and plan the next term's work. Some priorities will continue throughout the year, with others being changed in response to progress/developments. In doing this, we ensure that our SDP is both current and responsive to the community's needs.

Our vision

- **RESPECT:** through our strong pastoral care, we will strive to develop our students into model citizens, showing care, compassion, and understanding, both in the school and the wider community
- **ASPIRE:** we will develop opportunities for every student to learn about life after school, leading to the creation and following of their dreams for the future
- **NURTURE** we will support and develop each stakeholder to ensure they can be the best they can be and go on to further their educational or professional journey
- **ACHIEVE** we will ensure that our student's academic and social potential is realised through exceptional teaching, tutoring, and rigorous tracking
- **SECURE FUTURE OF THE SCHOOL:** we will ensure value for money in times of economic challenge without compromising on delivery

This SDP represents the fifth year of our journey at Goffs-Churchgate Academy. The stakeholder feedback recognises the tremendous steps forward the school has taken in 2020/2021 and highlights our key priorities moving forward.

Our Stakeholder feedback during 20/21 highlighted the following strengths (in no particular order):

- Students are happy and safe at our inclusive school (Parents/Students/Staff/Trustees/LAB)
- Students make good progress at the school and are fulfilling their potential (Parents/Students/Staff)
- Students are taught well at the school (Parents/Students/Staff/Trustees)
- High-quality communication from the school (Parents)
- Excellent working relationships with our parental body (Parents)
- Standards of behaviour are high (Parents/Students/Staff/Trustees)
- The quality of leadership and management across the school (Parents/Students/Staff/Trustees)
- The reputation of our school continues to grow in the local community (Parents/Staff/Trustees)
- A powerful sense of community (Parents/Students/Staff/Trustees)
- The high-quality staff both in teaching and support staff roles (Staff/Students/Parents)
- The school's work to promote excellent Mental Health for all (Parents/Students/Staff)
- The school's response and provision during Covid-19 Lockdowns (Parents/Students/Staff)
- A culture of safeguarding permeating throughout the school (Parents/Students/Staff/Trustees/LAB)

Our Stakeholder feedback during 20/21 highlighted the following priority areas (in no particular order):

- Continue to accelerate the learning of students, particularly literacy, as a result of lost learning during Covid-19 lockdowns (Parents/Staff)
- Continue to evolve our high-quality Home Learning experiences (Parents/Students/Staff)
- Review Continuous Professional Development opportunities for all staff, including support staff (Staff)
- Ensure that the school rebuilds its previously excellent extra-curricular and House systems, restricted due to Covid-19 regulations (Staff/Students)
- Continue to review the quality of provision in the school restaurant (Students/Parents)
- Develop opportunities for our students to support and work in the wider community (Staff/Trustees)

Our key foci for 21/22 are:

- Embedding high-quality learning and teaching of our ambitious curriculum
- Embedding consistently exemplary behaviour across the community
- Embedding outstanding outcomes for all students, through accelerating the lost learning of students
- Develop further opportunities for students to engage in clubs, trips, house activities, and supporting the wider community

Commitment 1:

RESPECT

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
Continue to drive up standards of attendance so that they exceed National Average	To ensure that every student has good attendance, which in turn will aid with good academic progress and achievement	Attendance at Goffs-Churchgate continues to improve for all students and continue to be above National Averages	The salary cost of our Learning Mentor	
To introduce and embed the Hertfordshire County Council recognised STEPS de-escalation approach to behaviour , including identifying and rewarding pro-social behaviours	To continue to educate students regarding behaviour, changing the focus from anti-social feelings and actions to more pro-social experiences and feeling, therefore preventing incidents of poor behaviour and further reducing Fixed Term Exclusions.	Staff are using de-escalation procedures and focus on pro-social behaviours, therefore reducing consequence points and other sanctions. Case studies of students behaviour significantly improving following extended Steps interventions. All behaviour policies and guidelines updated with Steps information, including a full launch in September 2021	£200 for an annual STEPs refresher course	
To have a significant focus on positive, pro-social behaviours , including manners, caring for our school community, & a positive attitude to learning	To assist with all students' positive behavioural development To reward students for pro-social behaviours, leading to pro-social feelings, which has a positive impact on students' wellbeing.	There is an increase in reward points compared to previous years, as students are regularly rewarded due to a higher level of pro-social behaviours and a greater emphasis on positive behaviour. Perception of behaviour in our stakeholder surveys remains consistently positive (90% or higher).	£4000 behaviour & rewards budget	
To embed a consistent reward strategy that focuses on rewarding students who maintain exemplary behaviour and outstanding progress in their learning.	To ensure that all students are actively engaged in earning reward points for personal gain but also to help contribute toward healthy competition	Students are regularly being rewarded for high standards of behaviour and learning. This includes R1 points for settling in the lesson and beginning the starter activity. In addition, a greater emphasis is placed on rewards, with a programme of events planned and embedded throughout the	£4,000 behaviour & rewards budget	

		whole academic year with opportunities for all students.		
To <u>develop Goffs-Churchgate's presence in the Wider Community</u> by actively seeking opportunities for our students to enrich and lead others in the local community	To embed Goffs-Churchgate's reputation in the local area as a school of choice and to build a seamless connection between our school and its external community	<p>Further improvement in numbers attending Open Evenings and applying for Secondary places</p> <p>Stakeholders, particularly families, can identify Goffs-Churchgate's presence in the community through stakeholder feedback</p> <p>Increase in student participation in voluntary projects run by the school within the local area</p>	<p>Enrichment Budget - £300 towards primary projects,</p> <p>CHEXs membership £10000</p>	

Commitment 2:

ASPIRE

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
<p>Complete the SSAT Race Charter Mark, as part of the school's ongoing work and commitment to recognising and celebrating Diversity</p> <p>Significant work has already started on this project. For example, the complete revamp of our Key Stage 3 English Curriculum to promote Diversity</p>	<p>To publicly commit to ensuring Goffs Churchgate is representative of its community and provides a wide range of role models to all students</p>	<p>The Charter mark has been successfully achieved. This process involves a detailed action plan submission, which includes a complete curriculum review and training for Senior and Middle Leaders, and Trustees</p>	<p>£1500 cost of Charter Mark plus £800 annual fee</p>	
<p>Ensure all students are fully prepared and advised on a range of post 16 activities as part of a thorough careers programme that continues to meet all eight Gatsby Benchmarks.</p> <p>This includes the development of a relationship with Hertford Regional College, where students in Year 10 and 11 will get experiences of the courses on offer there</p>	<p>To ensure that all students can make informed choices about their various options for post 16</p>	<p>Students will have had a range of meaningful encounters with a variety of post 16 providers, including 6th form and colleges as well as apprenticeship programmes</p> <p>Students will all have had a least one appointment with the schools personal advisor</p>	<p>Careers Budget £6000</p>	
<p>To develop and further embed student leadership throughout school, including the</p>	<p>By developing students' leadership skills, students are more likely to improve their levels of independence, focus, ability to</p>	<p>A greater number of active student leaders throughout school, including a</p>	<p>£1495 SSAT Annual subscription</p>	

<p>opportunity for external accreditation through the SSAT</p>	<p>multi-task and have a more positive attitude</p>	<p>group specifically involved with Teaching and Learning</p> <p>Successful completion of the SSAT accreditation for the Student Executive</p> <p>An increase in student-driven/led events</p>		
<p>To <u>rebuild the extra-curricular and enrichment systems</u>, including trips and clubs, which were restricted due to Covid-19 regulations</p>	<p>To ensure that our students are given the greatest educational opportunities and experiences for character development and individual wellbeing, through a wide range of trips and enrichment activities, by expanding their cultural capital.</p>	<p>A programme of trips and other enrichment opportunities is planned and embedded throughout the whole academic year with opportunities for all students</p> <p>Feedback from stakeholder surveys support an increase and improvement in trips and enrichment opportunities</p> <p>Competitive sports fixtures are run throughout the year for all ages across a range of sports</p> <p>Re-introduction of the Duke of Edinburgh programme run in school</p>	<p>£3000 costs of clubs and trips</p> <p>£2700 TLR for D of E coordinator</p> <p>£6165 Enrichment budget for external speakers & specialist instructors</p>	
<p>To <u>re-brand and rebuild the house systems</u>, previously restricted due to Covid-19 regulations</p>	<p>The house names are a legacy from the old Cheshunt school and therefore, would like to update it to be as diverse as our community and their beliefs</p> <p>To re-develop and embed our strong sense of community after Covid-19 restrictions, developing key character skills such as teamwork, leadership and resilience</p>	<p>All stakeholders can confidently identify and have a sense of belonging to their House</p> <p>A programme of House competitions is planned and embedded throughout the whole academic year with participation from all students and staff</p>	<p>£ 1000 to include new logos, badges, banners, flags</p>	

<p>Create and <u>promote STEM opportunities</u> for all students, but particularly girls</p>	<p>This is to close the STEM gap for girls going into these fields. It is also aimed at educating students further about career opportunities available to them, in turn raising their aspirations</p>	<p>Students wanting and able to study STEM subjects at A-level will increase</p> <p>Students should also make good progress in STEM-related subjects</p> <p>A range of opportunities exist for students that promote STEM careers across all Key Stages</p>	<p>£1200</p> <p>Challenge club</p> <p>STEM days</p> <p>STEM Girls club</p>	
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Commitment 3:

NURTURE

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
As part of our ongoing response to <u>national safeguarding priorities</u> , develop an appropriate response to Ofsted's review into Harmful Sexualised Behaviour	<p>To ensure the safety of the students at Goffs-Churchgate both whilst they are in attendance and within the wider community</p> <p>To ensure the students are respectful to their peers and can support one another</p>	<p>A clear process for both reporting and dealing with HSB has been established</p> <p>Appropriate changes and additions have been made to school policy, primarily based on HFL guidance</p>	N/A	
<u>To build on the strong pastoral care systems</u> that we have in place at the school so that every child is supported pastorally to achieve their very best	Ensure that as the school grows, our key strength of pastoral support and nurture is grown for all our students' benefit	<p>High levels of satisfaction in our stakeholder surveys, including student satisfaction about feeling happy and supported in their school</p> <p>Applications across the school continue to rise, and every year group remains full</p>	N/A	
To work with multiple agencies and Outreach programmes to <u>ensure outstanding progress is made for our students with SEND</u> , particularly those with Educational Health Care Plans (EHCPs)	Given our significant increase in students with EHCPs attending the school, we can deliver a comprehensive support programme, ensuring academic and pastoral support. Through targeted intervention and support from specialist teachers, to meet the needs of these students, students will make outstanding progress	Students with SEND, including those with EHCPs, are making progress in Maths and English in line with their peers	HNF and EHCP Funding	
To continue staff training and development around inclusive teaching for students with SEND and <u>specific training around SEMH and ASD</u>	To ensure there is a consistent and rigorous focus on differentiation for all learners in the classroom and consolidating the understanding of how	Lesson observations across departments demonstrate good practice across all lessons in planned/specific differentiation for students with additional learning needs. Progress reports demonstrate	£600 CPD – ASD/SEMH	

	different students approach learning with effective strategies to support them	positive attitudes to learning for virtually all students		
Introduce a structured programme of <u>physical activity in the mornings for targeted students based on specific SEND or behavioural aspect</u>	To build upon a research project conducted in Spring 2021, as part of NASENCO qualification, which proved that physical activity can have a positive impact in engagement for extended writing subjects, and to help consolidate attendance for students with SEND, as well as improve their attitudes to learning throughout the day. To provide physical support for those with physical disabilities in accordance with Occupational Therapist recommendations.	There is an improvement in reward points and a reduction in sanctions issued for targeted students Student Voice and psychometric surveys, as well as progress reports, demonstrate incremental improvements in subject performance and self-esteem throughout the sessions	£100 equipment Staff costs to run these activities funding through HNF/EHCP funding	
To continue to embed and focus on the already successful work <u>mental health</u> , both for students and staff, including through Primary Outreach	To ensure that all members of our community have their mental health supported	There is a comprehensive timetable of events embedded throughout the year for mental health, including outreach work with our feeder Primary Schools. There is an increase in the perceptions of the school's mental health provision from our community, evidenced through the annual stakeholder and mental health surveys	£3500 mental health budget	
Through the <u>MCR Pathways Programme</u> , support our most vulnerable students through a programme of mentoring and support through their time at Goffs-Churchgate	To provide additional avenues of support for our most vulnerable students so that any barriers to learning are broken down, and they can be successful in their future careers	Outcomes for the students involved in the programme are in line with or exceed their peers Attitudes to learning improve, evidenced by an increase in reward points, improved attendance, and a reduction in severe sanctions	£30000 for the MCR pathway	

Commitment 4:

ACHIEVE

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
Continue to drive up standards of Literacy across the school , particular closing the gaps that many of our students join us within Year 7	To ensure that all students have a good basic level of Literacy which enables them to access the curriculum, including reading GCSE exam papers	<p>Reading age data suggests increases in standards of Literacy</p> <p>Performance data at GCSE shows that students have the literacy skills to be able to access GCSE courses</p> <p>Work scrutinies evidence increased quantities of extended writing and improvements in handwriting</p>	<p>Hodder reading test cost £3000</p> <p>Bedrock Learning tool £800</p> <p>Accelerated Learning Champion (Literacy) Salary</p>	
Develop students Oracy skills through Project O	To ensure students enhanced life chances, as a result of more highly developed oracy skills	<p>Oracy appears regularly within the wider curriculum both as part of form time activities and as a discrete lesson with the timetable</p> <p>Students can demonstrate enhanced Oracy skills within lessons when answering questions, when addressing one other and members of staff, and as part of broader activities such as public speaking competitions</p>	<p>Oracy Coordinator salary</p> <p>Voice 21 Oracy Programme £3000</p>	
Continue to ensure high-quality standards of teaching and learning in all lessons,	<p>To ensure that all students have an excellent learning experience in every classroom they go to</p> <p>In turn, this will lead to further life-changing opportunities for our students</p> <p>To ensure all staff are confident in next teaching practices when returning from</p>	<p>All teachers in the school are consistently delivering high-quality lessons for students, evidenced through lesson observations and student outcomes</p> <p>Any areas for development are addressed quickly and robustly</p>	CPD Budget £10000	

	the disruption and restrictions of teaching during the pandemic	Outcomes in the school move to a position where Progress 8 is at least in line with or above National Averages		
<p>In light of the Covid-19 outbreak, rigorously ensure that students' progress <u>across the school is outstanding</u> by ensuring that each department across the school meets or exceeds National Average for Progress 8.</p> <p>This will include ensuring that any curriculum gaps, created due to Covid-19, are identified, addressed, and reviewed across all departments</p>	<p>To ensure that every student has a consistent educational experience and positive outcomes</p> <p>To ensure consistently high outcomes across all departments in the school</p>	All departments across the school meet or exceed their National Averages for Progress 8, leading to an overall school Progress 8 is above National Averages	£18000 Raising Achievement budget	
<p>To <u>remodel and reshape CPD for all staff</u> to reflect the changing needs of our students and staff body</p>	<p>To allow staff to develop at their own individual rates with a bespoke programme to meet their needs</p> <p>To retain high-quality staff who value their CPD opportunities</p>	Stakeholder feedback shows that staff appreciate a personalised CPD route	<p>£2700 TLR for Teaching and Learning Lead</p> <p>£10000 CPD Budget</p>	

Commitment 5:

SECURE FUTURE

WHAT WE WILL DO THIS YEAR	WHY WE WILL DO IT	WE WILL KNOW WE HAVE BEEN SUCCESSFUL WHEN	SPECIFIC ADDITIONAL BUDGET	END OF TERM REVIEW
Continue to ensure <u>sound financial management and strategic planning</u> , to optimise resource allocation whilst maintaining a focus on the school's key priorities by reviewing current systems, processes, and reporting and implementing appropriate changes where necessary	To maximise outcomes for students by ensuring exceptional quality in teaching and Learning and a world-class curriculum can be adequately resourced and delivered	Outcomes for students continue to improve and are consistently high throughout the school	N/A	
Plan and deliver <u>refurbishment projects</u> as contained in the capital plan to ensure that facilities are upgraded to world-class standard over time	To ensure the entire community have access to world-class facilities that inspire and support a culture of excellence	Projects are delivered as per the capital business plan	As per Business Plan	
Ensure that the <u>catering service provided to students continues to deliver high quality and healthy fare at a reasonable cost</u> and in a sustainable manner through regular dialogue between stakeholders (staff/students) and Chartwells and implementing a student engagement plan	To ensure that the ethos of healthy lifestyles continues to be embedded throughout the school, supporting student learning and progress and the development of healthy habits	The catering offer entuses students, and take-up of healthy balanced school meals options continues to rise with ongoing positive feedback from students and parents	N/A	

<p>Through the extensive changes highlighted above, continue to build a <u>successful reputation</u> for Goffs-Churchgate</p>	<p>To ensure the continued growth and success of the school</p>	<p>Applications for Year 7 students increase year on year, and the school remains full with 120 students entering in Year 7</p>	<p>£7000 Marketing Budget</p>	
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