

## Allerton Grange - School Development Plan 2023-24

<p><b>Long Term (2025)</b></p>	<ul style="list-style-type: none"> <li>At Allerton Grange, our KLAS curriculum is the driving force behind advancing social mobility and celebrating cultural diversity.</li> <li>Allerton Grange’s continual improvement will ensure that by 2025 we are delivering an exceptional quality of education for all students.</li> <li>Allerton Grange is committed to ensuring that all students have the subject knowledge, the vocabulary, the experiences and the character to secure places at world-renowned universities and on elite training programmes, which will enable them to make aspirational career choices.</li> </ul>
<p><b>Medium Term Strategic priorities (2021-2024)</b> <i>Full access to KLAS for all students in line with Equality and Diversity Policy.</i></p>	<ol style="list-style-type: none"> <li>Ofsted (2020) action points:             <ol style="list-style-type: none"> <li>Leaders should ensure that the knowledge rich curriculum is embedded across all subjects and all three key stages.</li> <li>Leaders should ensure that all pupils benefit from the range of enrichment activities.</li> <li>Leaders should reduce the number of pupils who regularly experience sanctions.</li> </ol> </li> <li>Secure exceptional standards across all Key Stages (KLAS, attendance, conduct, attitude to learning, culture of ambition, achievement, progression and PSHE/DEAR delivery).</li> <li>Implement the RED Award – auditing our provision for respect, equality, diversity and community cohesion.</li> <li>Embed our School Culture Code throughout all teams.</li> <li>As a consequence of the DfE White Paper 2022 "Opportunity for all" - Conduct exploratory investigations, including full options appraisals, into prospective Multi Academy Trust partners. Preparing the way for a possible academisation for September 2025, at the earliest.</li> </ol>
<p><b>Short term (2023-24) Key Performance Indicators</b></p>	<ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li><b>GCSE STUDENT PROGRESS</b> Maintain P8 as “Average” or better. (all students of all abilities and backgrounds)</li> <li><b>GCSE STUDENT ATTAINMENT</b> Secure an Attainment 8 score of at least 4.87(as determined by FFT20, <i>top 20% similar schools nationally</i>, in September 2023)</li> </ol> </li> <li><b>POST16 STUDENT ATTAINMENT-</b> Secure an average A Level grade in line with Leeds LA (B- or better)</li> <li><b>LITERACY</b> – Departmental reviews indicate that Tier 2 and Tier 3 vocabulary are being taught and assessed explicitly, resulting in a widening of students (all backgrounds and ability) vocabulary and comprehension.</li> <li><b>ORACY (2 year programme): Year 1:</b> Phase 1 - an evidence based whole school strategy to improve students’ oracy is launched and staff training takes place.</li> <li><b>FORMATIVE ASSESSMENT</b> - Departmental reviews indicate that formative assessment strategies are embedded and consistently implemented throughout all departments.</li> <li><b>AGS ENRICHMENT CURRICULUM OFFER</b> – Reviews indicate that all students (all backgrounds and abilities) experience a purposeful and developmental enrichment curriculum which builds character and confidence. Delivery from Jan. 2024.</li> </ol>

### External challenge and support:

<p><b>Red Kite Alliance Improvement Partners (2 days)</b></p>	<ul style="list-style-type: none"> <li>Curriculum review of service &amp; leadership enrichment – June/July 2024.</li> <li>Pupil Premium strategy review – March 2024.</li> </ul>
<p><b>Red Kite Alliance Peer Reviews (2 days)</b></p>	<ul style="list-style-type: none"> <li>Curriculum review of Maths – January 2024.</li> <li>Curriculum review of science – Summer term.</li> </ul>
<p><b>Local Authority Advisor time – Challenge and Support (3 days)</b></p>	<ul style="list-style-type: none"> <li>Curriculum review of Music and Drama – November 2023.</li> <li>Curriculum review of Modern Foreign Languages – January 2024.</li> <li>Strategic review of our oracy implementation plan – 9<sup>th</sup> February 2024.</li> </ul>

**Governor reports presented by SLT at sub committees should clearly cross-reference the narrative against relevant SDP priorities (medium and short term) Eg Medium Term Strategic Priority 1b**

**Key Performance Indicators 2023-24**

Priority	Rationale	SLT lead	What will success look like?
1. a) <b>GCSE STUDENT PROGRESS</b> Maintain P8 as “Average” or better. (all students of all abilities and backgrounds)	The academic rigor of our KS4 curriculum makes national comparisons (P8) very difficult. For schools nationally, with a similar ability intake (FFT Aspire), AGS has the <b>highest</b> EBacc entry.	All SLT	P8 description published in Autumn 2024 is at least “Average”
b) <b>GCSE STUDENT ATTAINMENT</b> Secure an Attainment 8 score of at least 4.87 (as determined by FFT20 in September 2022)	Attainment 8 is less reliant on the performance of other schools nationally. Therefore, it provides a better comparator from year to year for AGS. FFT20 will provide a target for the top 20% of similar schools nationally.	All SLT	Attainment8 score published in Autumn 2024 will at least meet the target for FFT20.
2. <b>POST16 STUDENT ATTAINMENT</b> - Secure an average A Level grade in line with Leeds LA (B- or better)	This cohort of students had a prior attainment score (KS2 and GCSE) higher than any other cohort at the school. Therefore, this target reflects a full grade increase on attainment of previous cohorts.	All SLT	Average A Level score published in Autumn 2024 will be at least B-
3. <b>LITERACY</b> – Departmental reviews indicate that Tier 2 and Tier 3 vocabulary are being taught and assessed explicitly, resulting in a widening of students (all backgrounds and ability) vocabulary and comprehension.	This vocabulary strategy was fully in place in 2020. During the pandemic it lost some of its original impetus and therefore requires a re-launch. New Senior Leadership personnel (KS3 Director & Quality of Education) means this is the right time to commit to the re-launch.	SFI (Tier 2 words) LSA (Tier 3 words)	Departmental reviews will identify that Tier 2 and 3 vocabulary are being taught/assessed and learned explicitly.
4. <b>ORACY</b> (2 year programme): Year 1: Phase 1 - an evidence based whole school strategy to improve students’ oracy is launched and staff training takes place.	This priority has been delayed for one year due to lack of leadership capacity. Plus, external reviews in 2022/3 indicated that students’ ability to articulate responses with confidence was lacking in many areas. It is worth noting that this is a significant piece of whole school development work and therefore will require 2 years to demonstrate the impact we want.	LSA	Oracy strategy is launched and staff training is delivered in all departmental areas.
5. <b>FORMATIVE ASSESSMENT</b> - Departmental reviews indicate that formative assessment are embedded and consistently implemented throughout all departments.	External reviews in 2022/3 reported patchy practice in whole class formative assessment.	KMO	Departmental reviews will identify consistent implementation of whole class formative assessment techniques.
6. <b>AGS ENRICHMENT CURRICULUM OFFER</b> – Reviews indicate that all students (all backgrounds and abilities) experience a purposeful and developmental enrichment curriculum which builds character and confidence.	This new enrichment curriculum offer will address the Ofsted (2020) action (b).	ANO	Every student will be able to confidently describe their purposeful and developmental enrichment provision.