

Strategic Vision Summary 2017-18

Strand One: To continue to support and develop the growth of our Lasallian heritage and Catholic responsibility

1. Develop community understanding of Lasallian spirituality.
2. Support all staff and governors in their understanding of Catholic theology in relation to SRE.
3. Review the delivery of Catholic Social Teaching across the curriculum and use pupil voice to establish the impact of current CST delivery on pupil understanding.
4. Prepare for denominational section 48 inspection.
5. Grow the chaplaincy team of staff so that there is a greater shared responsibility for the spiritual growth of our pupils.
6. Expand opportunities for pupils to take part in prayer and reflection at lunchtime.
7. Create, with the pupils, a St Augustine's pupil profile that is rooted in Lasallian tradition.
8. Investigate the possibility of implementing a school mission week.

Strand Two: Leadership and management

1. Devise a 'Middle Leaders Programme' so that they are empowered to:
 - a. Accurate and consistent expectations of threshold requirements
 - b. Link appraisal more explicitly to the teacher standards and thereby direct their staff to targeted CPD
 - c. Develop quality first teaching in all their staff
 - d. Conduct a curriculum and syllabus review
 - e. Hold their staff to account for all aspects of the quality of their teaching and pupil outcomes
 - f. Ensuring whole school expectations in support of the sub curriculum (CST, literacy and numeracy, British Values etc) is embedded in SOW and lessons where appropriate
 - g. Ensure that there is a regular, robust and consistent approach to departmental work scrutiny
 - h. Monitor the quality of report writing in their department
2. Introduce the 'common conversation' between SLT and HOD/HOY to ensure consistency in approach and expectation.
3. Department self-evaluation and action planning
4. Outcomes of PPD pupils to become a greater focus of the work and role of HOY and form tutors.
5. Schedule a Quality Assurance programme, incorporating outside providers, that takes account of public examination outcomes and identified priorities.
6. Implement revised SLT structure with newly defined job descriptions to ensure clarity of roles.
7. SLT to work with HODs to understand our relative performance in the summer examinations to inform department and whole school actions.
8. Increase recruitment and retention of Post -16.

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9. Ensure that the school is compliant with regard to all aspects of child protection and safeguarding.
10. Re-imaging the work of the intervention team and how it operates to maximise outcomes for pupils.
11. Develop CPD opportunities for governors (in house) so that they are able to deepen their understanding of the school, which will aid their strategic decision-making.
12. Evaluate our use and understanding of the capability of SIMS so that we are getting maximum benefit and not duplicating processes.
13. Prepare staff for external inspections (section 5 and denominational).
14. Ensure that there are adequate leadership opportunities for pupils across all key stages and monitor the effectiveness of current offering.
15. Prepare a new 'buildings conditions survey' to support the prioritisation of potential CIF bids.
16. Ensure all staff are aware of changes to Data Protection and are understand their role in using and sharing information.
17. Reduce the impact of events on teaching and learning through establishment of calendar working group.

Strand Three: Teaching, learning and assessment

1. Review the implementation of assessment at Key Stage 3, following our work post life after levels, to ensure that all assessment tasks are of a high quality and offer differentiation so that all pupils can demonstrate the progress they have made.
2. Review assessment practice and timing at Key stage 4 so that we have an understanding of pupil work load and can schedule and communicate with all stakeholders more effectively.
3. Review the 2016 marking and feedback procedure, share with all staff and be explicit with regard to the school presentation policy with department heads monitoring the implementation of both to ensure consistent application in their department.
4. To continue with our bespoke approach to supporting PPD pupils so that their progress is equal to that of their peers.
5. Develop our understanding of the Key Stage 2 curriculum with our main feeder primary schools so that pupils are challenged appropriately during Key stage 3, ready for a more challenging KS4.
6. Following the PSHE/Careers audit, monitor the quality of programmes delivered at KS3-5.
7. To become established as a TEEP training school which will require the development of our level 2 coaches whilst supporting all teachers to develop their pedagogy.
8. Develop the curriculum area of the school website so that there is clarity of information to parents and pupils.
9. Reflect on the implementation and delivery of linear courses at KS4 and KS5 with a view to action planning next steps and sharing good practice.
10. Maintain quality first teaching through Continuous Professional Development (CPD)

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11. Focus on the quality of the learning environment with HODs ensuring that all classrooms and learning spaces in their departments are kept tidy and organised with up to date display and no furniture in front of white boards.

Strand Four: Personal Development, behaviour and welfare

1. To ensure that pupils individual needs are met all teachers must include relevant information in their planners to assist lesson planning.
2. Protect morning Pastoral time and allow tutors the full time to deliver the programmes agreed with their HOY.
3. Ensure that there is a consistent approach to sharing and managing pupil behaviour incidents and concerns.
4. Development of provision and support for mental health and well-being.
5. Embed behaviour management mentors.
6. Upgrade CCTV provision and enhance external security lighting.
7. Develop a menu of interventions and monitor their uptake and effectiveness.
8. Launch revised attendance procedure.
9. Complete a pastoral review and protect morning pastoral time.
10. Monitor the delivery of the revised PSHE programme.
11. Review rewards system with recommendations to SLT.
12. Work with pupils to establish role of anti-bullying ambassadors.
13. Work with pupils on understanding the need to look after their school environment.

Strand Five: Governance

1. Make certain that the Catholic Character of the College is maintained.
 - a. Review schemes of delegation and responsibilities of committees to ensure this is reflected in all areas. The College should be a place of witness and authenticity which mirrors the unconditional love of God.
 - b. Empower the Pastoral Committee to ensure the policies and practices represent ethical choice and improve the well-being of pupils and staff; To approve delegated policies and activities on behalf of the governing body
 - c. Review Religious Education Programme of the college.
2. Ensure the college has a clear vision with Pupil Progress and Achievement at its heart
 - a. Set up a strategy group to lead in this area
 - b. Share this vision with stakeholders
 - c. Review scheme of delegation and committee structures to best take forward the vision.
3. A rigorous analysis of Pupil Progress and comparison with local and national data
 - a. Empower the Curriculum Committee to take responsibility to use data to provide constructive challenge to leaders on behalf of the governing body; With the Deputy Chair, to manage governor visits into the college to monitor progress of the college improvement plan/link with curriculum areas.
 - b. Empower the staffing committee to have an effective system, linked to the college improvement plan, to performance manage the headteacher and to oversee the performance of other teachers.

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- c. Empower the Finance and Premises Committee, on behalf of the governing body, to manage resources and ensure value for money. To make decisions about spending, consulting with relevant Committees where appropriate.
4. Have governors with the right skills, experience, qualities and capacity
 - a. Review recruitment practices to build an effective team of committed governors
 - b. Audit governor skills to identify training needs
 - c. Develop regular training programmes, to be managed by the Assistant Chair
 - d. Aim to ensure that the governing body reflects the diversity of our communities
 - e. Raise awareness of governance
5. Have robust structures for governance
 - a. Re-design governance structures and levels of delegation
 - b. Clerk to be a partner in managing the governing body.
 - c. Look at processes to ensure appropriate communication
 - d. Support appropriate collaboration with other educational institutions and investigate new opportunities
6. Compliance
 - a. Strategy group to ensure key duties are effectively undertaken.
 - b. Committees to ensure we are adhering to responsibilities under Equalities Act
 - c. IT group to review cyber-security and link governor to train governors in safer and legal use of IT
7. Evaluation
 - a. Develop process for regular self-evaluation. Governing Body to evaluate its own effectiveness
 - b. Look at ways to seek opinions of stakeholders
 - c. Commission an external review