



Blenheim

Blenheim High School

School Development Plan

2020 – 21

VISION

To be recognised by all as an outstanding school at the heart of the community;
a place where great leaders and inspirational people work together to provide
the broadest possible school experience and ensure that all Blenheim students
achieve their full potential.

*If you think you are beaten, you are,
If you think you dare not, you don't,
If you like to win, but you think you can't,
It is almost certain you won't.*

*If you think you are outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before,
You can ever win a prize.*

*If you think you'll lose, you've lost,
For out of the world we find,
Success begins with a fellow's will,
It's all in the state of mind.*

*Life's battles don't always go,
To the stronger or faster person,
But sooner or later the one who wins,
Is the one who thinks they can.*

Walter D. Wintle

c.1905



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ETHOS

Blenheim operates on a Growth mindset where the characteristics of hard work, resilience, innovation and improvement are modelled and expected each day. These characteristics combined with clear teaching and learning strategies and supported by the #teamblenheim community will ensure that Blenheim maximises its potential and develops into an outstanding school.



School Development Plan 2020 – 21

STRATEGIC AIMS

Strategic Goal	Strategic Aims that will inform the school's development plan
Outstanding Quality of Education (SG1)	<ul style="list-style-type: none">■ All students consistently experience the highest quality innovative education across a broad and balanced curriculum that meets their individual and collective needs■ All students have the opportunity to experience a wide range of enrichment and extra-curricular activities and receive first class care, guidance, support and development throughout their time at Blenheim■ All students leave Blenheim prepared for and inspired to take their place in and contribute to society
Outstanding Progress and Attainment (SG2)	<ul style="list-style-type: none">■ All students make outstanding progress at all key stages and achieve their full academic potential.
Outstanding levels of Wellbeing (SG3)	<ul style="list-style-type: none">■ Wellbeing continues to be prioritized, and championed, to ensure all members of the school community feel valued, supported, appropriately challenged, safe and well.
Outstanding Community Relationships (SG4)	<ul style="list-style-type: none">■ Regular, meaningful, effective and positive engagement with all stakeholders ensures strong relationships which informs excellent outcomes for students
Inspirational Leadership and Management (SG5)	<ul style="list-style-type: none">■ All students and staff are motivated, rewarded, challenged and enabled to achieve the very best outcomes across the full range of the schools curricular and extra-curricular activities

Outstanding Financial and operational stability and growth
(SG6)

- Appropriate investments protect assets and ensures the school has the funds it needs to realise its vision
- Assets are used to generate income for the benefit of the school community
- The school rigorously manages risks and continually ensures processes and systems are robust, compliant and fit-for-purpose

DRAFT



School Development Plan 2020 – 21

DATA

The Key Priority for 2020 – 21 is to continue to improve student progress, irrespective of student characteristics

Significant and sustained student progress is the primary function of schools and is consequently the primary Ofsted indicator. The ‘academic distance that students travel’ informs attainment and determines the options that are available to students when they leave Blenheim.

Student Progress

Characteristic	2020-21 Target	2019-20 Achieved	2019-20 Target	2018-19 Achieved	2018 – 19 Target	2017 – 18 Achieved	2017 – 18 Target	2016 – 17 Achieved
Yr. 11 Progress 8	+0.25	ADM/EVE	+0.25	+0.08	+0.20	+0.24	+0.10	-0.11
Yr. 11 Boys’ Progress 8	0.00	ADM/EVE	0.00	-0.12	0.00	-0.22	-0.10	-0.47
Yr. 11 Girls’ Progress 8	+0.35	ADM/EVE	+0.35	+0.24	+0.40	+0.67	+0.30	+0.19
Yr. 11 Open Element Progress 8	0.00	ADM/EVE	0.00	-0.20	-0.40	-0.10	-0.50	-0.23
Yr. 11 EBacc Element Progress 8	+0.20	ADM/EVE	+0.20	+0.20	+0.20	+0.75	0.00	-0.12
Yr. 11 Maths Progress 8	+0.20	ADM/EVE	+0.20	+0.30	+0.20	+0.31	+0.10	-0.26
Yr. 11 English Progress 8	+0.20	ADM/EVE	+0.20	+0.09	+0.20	+0.31	+0.10	+0.12
Yr. 11 EAL Progress 8	+0.40	ADM/EVE	+0.40	+0.49	+0.35	+0.14	+0.20	+0.30
Yr. 11 High Attaining Girls Progress 8	+0.40	ADM/EVE	+0.40	+0.19	+0.30	+0.26	+0.40	+0.34
Yr. 11 High Attaining Boys Progress 8	0.00	ADM/EVE	0.00	-0.44	+0.10	-0.53	0.00	-0.46
Yr. 11 Pupil Premium Progress 8	-0.10	ADM/EVE	-0.10	-0.30	-0.10	-0.83	-0.20	-0.96
Yr. 11 SEND/EHCP/SEN Progress 8	-0.20	ADM/EVE	-0.20	-0.17	-0.40	-0.58	-0.50	-2.96
Yr. 11 ALPS Average Dept. Grade	3	ADM/EVE	3	5.00	3	4	4	5
Yr. 11 ALPS Lowest Dept. Grade	6	ADM/EVE	6	8 (ICT)	6	8 (Bus)	6	9
Yr. 13 ALPS Average Dept. Score	3	ADM/EVE	3	5.00	3	5	3	4
Yr. 13 ALPS Lowest Dept. Grade	6	ADM/EVE	6	8 Bio/Art	6	7 (GP/RS/Ar/Phy)	6	8
Yr. 13 Average Grade	B-	ADM/EVE	B-	C	B-	C-	B-	C

**School Development Plan
2020 – 21**

Ofsted Key Findings – May 2019

Ofsted Key Finding 1 (OFK1)

Increase the proportion of outstanding teaching to raise the attainment and progress of all pupils by ensuring that:

Ofsted Key Finding 2 (OFK2)

Literacy and numeracy are supported across all subjects with a focus on pupils' presentation and subject-specific vocabulary

Ofsted Key Finding 3 (OFK3)

The needs of all groups of pupils are fully met in lessons in order to eliminate any gaps in pupils' performance

Ofsted Key Finding 4 (OFK4)

School development planning gives priority to raising the quality of teaching and learning

Ofsted Key Finding 5 (OFK5)

The very best practice across the school is identified and shared.



School Development Plan 2020 – 21
Repeated Practices built since April 2017

1. Teaching and Learning MGN/HPR/GRN/ DLN/HoDS	2. Curriculum ADM/EVR	3. Sixth Form DFF	4. Inclusion CLE	5. Pastoral System/ Safeguarding BWD/MND	6. Inspirational Leadership & Management and Staffing BDL/MGN/RLY	7. Finance BHG	8. Collaboration RLY
SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
A. All student groups to make progress equivalent to the top 25% of similar schools nationally.	A. Curriculum constantly monitored for breadth, balance and impact. OFK1	A. Sixth Form student progress and attainment to be maximised. OFK1	A. The high profile of PP, SEN and EAL students to be prioritised. OFK1 and OFK3	A. Attendance target (95%) to be achieved through relentless focus and action from Attendance Officer and Inclusion Officer (IO – formerly EWO) on all student absences. OFK1	A. Retention of driven, ambitious teachers whom believe in Blenheim’s vision and ethos as well as comprehensive education. OFK1 and OFK3	A. 3 – 5 Year Strategic Plan to be created exploring all eventualities including the building of accommodation on the school site.	A. Primary School liaison work to continue to be prioritised (BRN).
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
B. Over 60% of lesson observations to be rated as outstanding and 100% to be rated as good. OKF1	B. Middle Managers to be held accountable for the processes and outcomes in departments including clear, consistent half-termly intervention plans. OFK1 and OFK3	B. Sixth Form clinics to have over 90% attendance. OFK1	B. Year 11 and Year 13 PP, SEN and EAL students to be significantly supported and challenged by the extended day. Attendance to be maximized. OFK1 and OFK3	B. Behavior policy to become embedded. Monitoring to be reported on a half-termly basis. OFK3	B. Recruitment of driven, ambitious teachers whom believe in Blenheim’s vision and ethos as well as comprehensive education. OFK1 and OFK3	B. OFD to provide half termly Financial and Operational updates including deficit reduction suggestion.	B. A broad range of enriching opportunities to be experienced by 70% of students.
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional

1. Teaching and Learning MGN/HPR/GRN/ DLN/HoDS	2. Curriculum ADM/EVR	3. Sixth Form DFE	4. Inclusion CLE	5. Pastoral System/ Safeguarding BWD/MND	6. Inspirational Leadership & Management and Staffing BDL/MGN/RLY	7. Finance BHG	8. Collaboration RLY
SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
C. High quality 'stretch and challenge' differentiation to be prevalent across the curriculum, particularly with reference to high ability students, boys and inclusion students. OFK3 and OFK4	C. Extended Day rolled out to Year 11 and Year 13 from mid-September with student tracking informing the process. OFK1 and OFK3	C. Learning walks to provide specific feedback on Sixth Form lessons. OFK1 and OFK3	C. PP, SEN and EAL students' work to be audited exclusively as part of half termly work sampling audits. OFK1 and OFK3	C. Whole School rewards system to be delivered on a termly basis, ensuring maximum student coverage.	C. Staff Wellbeing Party to inform wellbeing interventions across the site. OFK1 and OFK5	C. Marketing of school and Sixth Form to be prioritised and income generation maximised.	C. Sustainable links to be built up with local businesses and charities.
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
D. Homework to always have extension tasks attached which may be reading. OFK3 and OFK4	D. HoDs to produce detailed half-termly intervention plans informed by well-planned Key Assessment outcomes. OFK1 and OFK3	D. All Year 13 students have a clear plan for September 2021 by end of T1/1 2020. OFK3		D. Safeguarding to conform rigorously with all statutory safeguarding practices and to model excellent practice. OFK5	D. Staff praise and rewards to be prioritised. OFK1 and OFK5	D. Natural opportunities to reduce inefficiencies carried out on a rolling basis.	D. The feasibility of a PTA to be set up catering for students' needs through sale of second hand uniform, branded merchandise, social events etc.
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional



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SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
E. Presentation of student work prioritised with clear expectations. OFK2	E. Vocational provision at NESCOL to be closely monitored and potential increased collaboration to be explored. OFK1 and OFK3		E. External academic tutoring to focus on inclusion, with specific reference to literacy and numeracy. OFK1, OFK2 and OFK3		E. Blenheim Staff Association to continue to anonymously inform the HT of staff views. OFK1 and OFK5	E. Governors continue to explore the feasibility of Blenheim creating or joining a MAT.	E. Parental feedback regularly sought, e.g. Parents' Evenings, etc. OFK3
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
F. Year 11 mentoring to focus primarily on under achievers irrespective of student group. OFK3 and OFK4	F. Curriculum collapse from mid – May 2020 for Years 11 and 13 to maximise Public Examination student preparation. OFK1 and OFK3				F. Appraisal captures high performing teachers and rewards appropriately. OFK1		F. Blenheim Alumni to engage more with the school community.
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
G. Best practice identified and shared. OFK1, OFK3, OFK4 and OFK5	G. iPad usage to be maximised through Digital Manager input to curriculum. OFK1, OFK2 and OFK3				G. Fortnightly Line Manager meetings between senior leaders and middle managers. OFK3		

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SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
H. Student Progress Lead to identify underachieving students and ensure timely interventions. OFK1 and OFK3	H. Year 8 Option process is prioritized to aim to get 'the right students on the right courses.' OFK1				H. All members of Leadership Team role model decisive, driven leadership behaviours that model growth mindset ie work ethic, resilience, innovation and improvement. OFK1		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
I. Whole school literacy and numeracy innovation to become an embedded part of the student experience. Subject specific vocabulary prioritised. OFK2	I. Careers personnel update Headteacher on a half-termly basis. OFK3				I. PPD opportunities improved for all colleagues with regards to developing Leadership and Management potential. OFK1		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional

1. Teaching and Learning MGN/HPR/GRN/ DLN/HoDS	2. Curriculum ADM/EVR	3. Sixth Form DFF	4. Inclusion CLE	5. Pastoral System/ Safeguarding BWD/MND	6. Inspirational Leadership & Management and Staffing BDL/MGN/RLY	7. Finance BHG	8. Collaboration RLY
SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
J. Half Termly Tri - Weekly and Key Assessments to remain embedded and audited on a half termly basis. OFK1 and OFK3							
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
K. Underachieving students are held to account via robust parental meetings which evidence support and challenge. OFK3							
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
L. All Year 11 students have a clear post-16 plan by Easter 2021. OFK3							
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional

1. Teaching and Learning MGN/HPR/GRN/ DLN/HoDS	2. Curriculum ADM/EVR	3. Sixth Form DFF	4. Inclusion CLE	5. Pastoral System/ Safeguarding BWD/MND	6. Inspirational Leadership & Management and Staffing BDL/MGN/RLY	7. Finance BHG	8. Collaboration RLY
SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
M. No NEET students from departing Year 11 students. AH-C/Careers/Head of Year 11							
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional

DRAFT

School Development Plan 2020 – 21

Fresh practices from September 2020 – some targets will inform strategic development plan

1. Teaching and Learning MGN/HPR/GRN/ DLN/HoDS	2. Curriculum ADM/EVR	3. Sixth Form DFF	4. Inclusion CLE	5. Pastoral System/ Safeguarding BWD/MND	6. Inspirational Leadership & Management and Staffing BDL/MGN/RLY	7. Finance BHG	8. Collaboration RLY
SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
A. Successful embedding of fresh teaching practices following Conference 2020. OFK1	AH – Curriculum to lead timetabling under guidance of ADM for September 2021.	A. Review of all Sixth Form practices including Sixth Form enrichment activities undertaken by end of T2/1 2020.	A. Boys and high performers given bespoke enrichment activities to raise aspiration and attainment.	A. Review the roles of the attendance officer/ DDSL and reception support to seek a more effective solution.	A. Blenheim High School achieve the Carnegie Award by end of the academic year.		A. Training School exploration undertaken and concluded by end of T1/2 2020.
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
B. Comprehensive ICT. Review completed by T1/2 2020 to inform optimum deployment of ICT in the curriculum. OFK1			B. SENCO visits one lesson per week to monitor quality of SEN teaching and feeds back to AH – Incl.	B. Review the effectiveness of removal of 24 hour notice detentions	B. Emotional Health and Wellbeing policy finalized and published by end of T1/2 2020.		B. Sensitive, empathetic, live and virtual marketing events organised which have high impact levels.
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional

1. Teaching and Learning MGN/HPR/GRN/ DLN/HoDS	2. Curriculum ADM/EVR	3. Sixth Form DFF	4. Inclusion CLE	5. Pastoral System/ Safeguarding BWD/MND	6. Inspirational Leadership & Management and Staffing BDL/MGN/RLY	7. Finance BHG	8. Collaboration RLY
SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
C. Consideration given to improving virtual learning opportunities across the curriculum. OFK1					C. Staff absences and reintegration meetings comprehensively undertaken with optimum support provided to colleagues.		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
					D. KPIs agreed with Governors and established by T1/2 2020 including staff absences.		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional

School Development Plan 2021 – 22
Year 2 of SDP – Some targets will inform strategic development plan

1. Teaching and Learning MGN/HPR/GRN/ DLN/HoDS	2. Curriculum ADM/EVR	3. Sixth Form DFF	4. Inclusion CLE	5. Pastoral System/ Safeguarding BWD/MND	6. Inspirational Leadership & Management and Staffing BDL/MGN/RLY	7. Finance BHG	8. Collaboration RLY
SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
A. All students make progress equivalent to the top 25% of similar schools nationally		A. Sixth Form enrichment relaunched including Blenheim Graduation Certificate either improved or replaced. OFK 3			A. Emotional Health and Wellbeing improved. Governors/HR/ Emotional Health and Wellbeing Lead		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
A. Fresh ICT hardware and software impacting students' learning in and out of the classroom					B. Consideration given to third Deputy Head position.		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional

1. Teaching and Learning MGN/HPR/GRN/ DLN/HoDS	2. Curriculum ADM/EVR	3. Sixth Form DFF	4. Inclusion CLE	5. Pastoral System/ Safeguarding BWD/MND	6. Inspirational Leadership & Management and Staffing BDL/MGN/RLY	7. Finance BHG	8. Collaboration RLY
SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
B. Kirkland Rowell Survey 2021 shows universal improvements from 2019 survey.	g				C. Improved L & M influence in local community.		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
C. All students receive a typed up copy of their career advice in a booklet that is a record of their envisaged next steps. AH-C/Careers,					D. Tangible collaboration and partnership built with at least one other secondary school.		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional

School Development Plan 2022 – 23
Year 3 of SDP – Some targets will inform strategic development plan

1. Teaching and Learning MGN/HPR/GRN/ DLN/HoDS	2. Curriculum ADM/EVR	3. Sixth Form DFE	4. Inclusion CLE	5. Pastoral System/ Safeguarding BWD/MND	6. Inspirational Leadership & Management and Staffing BDL/MGN/RLY	7. Finance BHG	8. Collaboration RLY
SG1, SG2	SG1, SG2	SG1, SG2	SG1, SG2, SG3	SG3	SG3, SG5	SG6	SG4
A. All student groups make progress equivalent to the top 10% of similar schools nationally.					A. Emotional Health and Wellbeing KPIs improved. Governors/HR/ Emotional Health and Wellbeing Lead		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional
					B. L & M influence in national context.		
Additional	Additional	Additional	Additional	Additional	Additional	Additional	Additional