**The KING DAVID HIGH SCHOOL**

**Manchester**

**SECONDARY SCHOOL**

**ACADEMY**

**COMPREHENSIVE (NON SELECTIVE)**

**CO-EDUCATIONAL**

**DfE NO. 3524810**

**SCHOOL DEVELOPMENT PLAN**

YEARS 2019 - 2021

Statement of intent:   Whole school priorities

This follows on from the previous School Development Plan for 2013 - 2016

**MISSION STATEMENT**

1.       To achieve the highest academic standards for each and every child.

2.       To achieve standards for the more academically gifted children, which equal or surpass those achieved by schools in the independent sector and, similarly, to achieve the very highest standards for *all* pupils at *all* levels. The governors believe that the higher the standards at the top end of the school, the higher the achievement throughout the school.  The governors believe in setting standards from the top downwards, not the reverse.

3. To instil in every pupil a love for, and knowledge of, the teaching and practice of Judaism.

4. To ensure that Judaism and the standards and values it sets (with its emphasis on duties and obligations) are central to the pupils’ broader education, thus creating generations of citizens who will contribute and enhance the community and society as a whole.

5.       To retain the warm and caring atmosphere and to make sure that children are safe, happy and well looked after.  The school looks to enhance pupil self esteem and give them the confidence to develop their own personalities.  The school believes that *enjoying* school is a noble end in itself and enhances academic achievement.

The school does not want pupils to feel restrained in their surroundings, but at the same time, boundaries are firmly in place to ensure that there is good discipline in classrooms, the dress code is adhered to and that respect is shown to teachers and other pupils alike.

6.       To develop pupils’ *whole personality*.

7. To instil in every pupil respect for everyone, for all faiths and none and to be accepting of difference [the ‘dignity of difference’ – Chief Rabbi Lord Sacks].

## PRIORITY NUMBER 1

**ACADEMIC STANDARDS**

**Target**

To continually improve academic standards for all.

To raise targets and *expectations* at all times and at *all* levels with a special emphasis on raising expectations and standards for middle achievers and for disadvantaged pupils

To raise levels and skills by extending and broadening subject knowledge, with a greater emphasis on *self-learning* - from a school system, to a learning system.

To continue the Applied / Vocational subjects routes to academic achievement for pupils for whom this is the best route to success, even if this means taking subjects which are not included in the government’s ‘best 8’ formula [recognising that whilst this impacts on the school’s VA rating, it is sometimes best for the individual pupil].

The school will continue its policy of (fluid) streaming and setting.  The school will also continue its policy of mentoring and provide support for pupils who require it either because they are exceptionally gifted or because they are not achieving their potential.

**Financial Implication:** None

**Monitored by:** Headsof departments / Academic Lead / Deputy Head / Assistant Head

PRIORITY NUMBER 2

**RAISING STANDARDS of TEACHING**

**Target**

To raise teaching standards by ensuring that ‘best practice’ is cascaded down to every teacher. Less capable teachers will observe best practice and, if necessary, attend CPD courses

Continual and unannounced ‘performance management’ of teachers so as to ensure that every lesson is *outstanding* [or as near as possible to it].

**Financial Implication:** Greater time allocation to the Assistant Head. Additional time allocation to the Head, Deputy Head, Assistant Head and Heads of Department for performance management

**Monitored by:** Headsof departments / Deputy Head / Assistant Head

PRIORITY NUMBER 3

**MONITORING of PUPILS’ ACADEMIC ATTAINMENT AND TEACHER PERFORMANCE**

The school will expand and enhance

Tracking of Pupil attainment

Tracking of Teachers’ performance

 The Deputy Head is tasked with monitoring pupil attainment with a view to implementing intervention or any other action required. Similarly, the Deputy Head is charged with organising tracking of teacher performance [which will require better *standardisation* of *levels* at KS3]

Tracking will enable departments to improve their *intervention* strategies & practice where such a requirement is highlighted.

**Financial Implication:** Cost of data officer

**Monitored by:** Heads of departments / Deputy Head / Assistant Head

PRIORITY NUMBER 4

**CURRICULUM DEVELOPMENT**

The school will audit and develop the curriculum across subjects, defining intent, implementation and impact.

The school plan is to deliver a ‘knowledge-engaged’ curriculum whereby knowledge is taught in combination with skills (analysis, compare and contrast, interpret sources, writing balanced essays etc)

**Financial Implication:** Cost of training

**Monitored by:** Heads of departments / Deputy Head / Assistant Head

PRIORITY NUMBER 5

**PUPIL WELFARE / PASTORAL / CONDUCT and DISCIPLINE**

**MENTAL HEALTH**

Pupil well-being remains a top priority.

Maintain and improve the standards of well-being, pupil safety, pupil happiness, conduct and discipline.

The school will continue to encourage Sixth Form students to mentor Lower School pupils.

Greater ‘whole staff’ involvement in enforcing uniform and appearance policy.

Emphasis to be placed on creating *model citizens* both in and out of school.

Mental Health is becoming an ever-greater issue. Environmental gardening projects and a ‘quiet space’ are intended to enhance Mental health and pupil well-being

School Welfare & Safeguarding team has already been enlarged [over past 3 years] and the provision of professional counselling is to be continued

The Careers advisor role [in place for some years now] will be continued

**Financial Implication:**  cost of expanded welfare team. Cost of counsellors. Cost of careers advisor

#### Monitored by: Safeguarding Lead / Welfare & Safeguarding Officers / Heads of Years / Heads of Lower & Upper School / Head teacher

PRIORITY NUMBER 6

**PSHE / SMSC**

Expand and enhance provision of Personal, Social and Health education [PSHE] and Spiritual, Moral, Social and Cultural education [SMSC] throughout the school.

**Financial Implication:**  Greater time allocation to the PSHE / SMSC lead

#### Monitored by: Deputy head

PRIORITY NUMBER 7

**MOBILE PHONES, SOCIAL MEDIA & INTERNET**

As part of the well-being programme, the school already prohibits any mobile phones (for years 7-11) from gate to gate. This ensures that pupils interact better with each other and use their free time for sporting activities / socialising / reading / studying.

As a follow-on, the school will run courses for pupils, teachers and parents on the positives and negatives of social media and internet use. The aim will be to teach pupils how to control the medium rather than have the medium control them.

**Financial Implication:**  None

#### Monitored by: Head Teacher / Head of English

PRIORITY NUMBER 8

**MARKING & ASSESSMENT & DIFFERENTIATION**

Continue better use of marking & assessment so that instead of simple marking, marking is used in a way which enables pupils to better understand what it is they need to do, to raise their levels.

The school will continue to develop and expand its use of techniques for ‘differentiation’ within classes, to enable every pupil to reach their full potential.

Marking & Assessment is led by the Head of English.

Differentiation is led by Heads of Departments.

**Financial Implication:**  None

#### Monitored by: Deputy Head / Assistant Head / Head of English / Heads of Departments

PRIORITY NUMBER 9

**SPAG**

Whole school policy of improving spelling, punctuation and grammar for pupils and staff

**Financial implication:** None

**Monitored by:** Head of English

PRIORITY NUMBER 10

**FINANCIALS, BUDGETS AND GOVERNORS’ INVOLVEMENT**

**Targets**

1. To ensure expenditure is kept within budgets.
2. It is envisaged that during the time scale of this School Development Plan, state funding will continue to be grossly inadequate for the provision of excellence.   Because the DFE / LEA diverts funds to schools which are perceived to have greater ‘social’ needs, King David School probably receives the lowest allocation per child in the city.  In fact, the greater the schools academic success, the more it suffers financially.  For this reason, governors are encouraged to perform as many of the non-teaching tasks as possible so as to release professional teachers to perform their traditional role, namely teaching, educating, pastoral care and the maintenance of discipline.
3. Similarly, and for the same reason, whenever there are competing demands between the needs of the children (academic and / or pastoral) and the requirements of bureaucratic tasks, the needs of the children will always take priority.

**Financial Implication:** Positive

**Monitored by:** Chair + Treasurer + Finance Committee

PRIORITY NUMBER 11

**UPGRADE SCHOOL COMPUTERS**

The school computers are around 8 years old and, the older system they operate, will no longer be supported by Microsoft - greatly increasing the risk of virus infiltration

The machines cannot be upgraded so the school will have to replace all 350 or so computers with newer Windows 10 operating software

**Financial implication:** Circa £100,000 -- £120,000 [ shared also with the KDPS]

**Monitored by:** IT team / Chair

PRIORITY NUMBER 12

#### CAREERS

King David High School puts the needs of each student at the centre of all learning and social experiences, and has a commitment to a high standard approach to Careers Education Information Advice and Guidance [CEIAG]. Through CEIAG work King David High utilises a nurturing approach to ensure every student gains the confidence, self-belief, as well as the skills, knowledge and experience required to manage their own career progress.

The school has a senior member of the team as a Careers co-ordinator as well as a fulltime Careers advisor.

**Financial implication:** fulltime Careers advisor

**Monitored by:** Head of Careers / Deputy Head

PRIORITY NUMBER 13

#### CONTINUITY

The school will aim to ensure continuity of leadership and management.

The school has already appointed a full-time exams officer and a full-time tracking officer, which will reinforce middle management

The Trustees will consider appointing younger governors onto the governing body.

**Financial Implication:** None

#### Monitored by: Chair / Headteacher

PRIORITY NUMBER 14

#### UPGRADE YAVNEH GIRLS’ BUILDING

The school, with support of DFE, has plans to build a new building for Yavneh Girls.

The government grant is for £2.2 million and the trustees will contribute £100,000

**Financial Implication:** £100,000

#### Monitored by: Chair + Buildings Governor + Project Managers