

EDGBARROW SCHOOL

3 YEAR STRATEGIC PLAN 2021 – 2024

Edgbarrow School promotes academic excellence, mutual respect and a sense of community within a vibrant, purposeful working environment, enabling all individuals to develop their talents and acquire skills for life.



Edgbarrow aspires to be an outstanding school, our senior leadership team, governing body and school, we will endeavour to achieve the following:

TEACHING AND LEARNING

Teaching and learning will be consistently outstanding.
(GCR, APT)

This will be demonstrated by the following characteristics:

- Highly effective professional development.
- Embedded Edgbarrow 8 demonstrated in learning dives and subject reviews.
- A comprehensive literacy strategy across all departments.
- Developmental subject review process.
- Lesson planning that clearly incorporates how students remember.
- The school will embed the most effective tools implemented during lockdown, such as an online platform.

OUTCOMES

Outcomes and destinations for all groups of learners at KS4 and 5 will be outstanding.
(MBU, GCR, SMA)

This will be demonstrated by the following characteristics:

- Robust use of data used to support student outcomes.
- Outstanding outcomes for all groups of learners, including BAME, SEN, Disadvantaged, EAL, Gender, Ability.
- Value-added to be +0.5 in KS4 and +0.1 in KS5 and be considered outstanding.
- All students obtaining ambitious destinations.
- Outcomes will be consistently outstanding in all subject areas.

CURRICULUM

The curriculum model will be broad, balanced and ambitious with effective transition at all levels.
(SMA, HGA, PMA)

This will be demonstrated by the following characteristics:

- Departments will have clear intent and implementation plans and be able to demonstrate impact.
- Curriculum plans will be consistently used across individual departments, will follow a logical structure that allows for students to build skills and knowledge and effectively sequenced both in subjects and across the school.
- The curriculum offer will be broad, balanced and ambitious with EBacc uptake improved and appropriate to the needs of our cohorts.
- Choice will remain an important aspect and support engagement.
- Transition will be highly effective.
- The curriculum will support cultural capital and inclusivity.
- The curriculum reflects our local need and student intake.

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LEADERSHIP AND MANAGEMENT

Leadership at all levels will be outstanding.
(SMA, MBU, Governors, Trust)

This will be demonstrated by the following characteristics:

- The Trust and Local Body provides highly effective and robust support and challenge.
- Growth in the Trust yields opportunities for shared best practice and enhanced access to specialist support that meets the needs of Edgbarrow School.
- Leaders at all levels are outstanding, ambitious for the students and create a positive, inclusive culture.
- Recruitment, retention and training processes are robust and shown in a high-quality workforce.
- The voice of staff, students and parents is understood and supports school improvement.
- Staff welfare and workload are a high priority, the staff are happy to work at Edgbarrow.
- Students are safe, supported and positive.
- A high-quality Sixth Form provision for up to 400 students.
- The school achieves an outstanding OFSTED grading.

FINANCE

The school will be financially sustainable, delivering best value for our students.
(SMA, CPY)

This will be demonstrated by the following characteristics:

- A balanced budget with an effective distribution of expenditure.
- Revenue opportunities are maximised.
- Money targeted at specific areas such as the disadvantaged are ring-fenced.
- Expenditure is effectively benchmarked and appropriately comparable.

BEHAVIOUR AND ATTITUDES

Behaviour and attitudes will be outstanding; students will feel safe, be positively engaged with learning and enjoy school.
(LWE, DBI, JCP)

This will be demonstrated by the following characteristics:

- Students are positively engaged with their learning and the school.
- Intervention systems to support behaviour are highly effective.
- Attendance is consistently excellent and at least 96%.
- Outside agencies are used effectively.
- Behaviour and attendance data are monitored and swiftly acted upon; repeat offenders are minimised.
- Support for students with additional needs is personalised and highly effective.
- Students from all backgrounds should have an equally positive experience.

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PERSONAL DEVELOPMENT AND WELFARE

Students and staff remain happy and safe.
(DBI, LWE, JCP)

This will be demonstrated by the following characteristics:

- Safeguarding provision meets and exceeds legislative requirements.
- Students and staff are happy and safe.
- There is fast and effective access to support for staff and students.
- The personal development curriculum promotes respect, celebrates diversity and inclusivity, builds resilience, an understanding of British values and global issues, cultural capital and supports students to make positive decisions.
- Robust and effective provision at all transition points and excellent relationships with primary partners.
- Comfortably meets the Gatsby benchmarks and provides genuine insight to the world of work.
- Celebrates Character development.
- Staff workload and wellbeing allow them to have a positive work-life balance.

LEARNING ENVIRONMENT

An enhanced school environment to support teaching and learning.
(SMA)

This will be demonstrated by the following characteristics:

- Clean, safe and well-presented accommodation.
- Enhanced security to support site safety.
- The new build will be fully integrated, improve the learning environment and be cost-effective.
- An environmentally friendly and sustainable site.

PANDEMIC RECOVERY

Students are fully supported to close any pastoral or academic gaps as a result of the pandemic.
(SMA)

This will be demonstrated by the following characteristics:

- No individual or identified group is disadvantaged as a result of school closures.
- The school actively seeks out and addresses gaps.
- Resources released for catch-up are ring-fenced, evaluated and protect staff from detrimental workload impacts.
- There is an equal focus on the academic and wellbeing implications of the pandemic.