



Ermysted's Grammar School

School Development Plan 2022-23

School Priorities

Updated September 2022

A. Quality of Education

- A1 **Ensure consistently high quality teaching in all areas of the curriculum (see D1 also).**
- A2 Respond to the progress of the first examination cohort of the revised school curriculum.
- A3 Review and embed provision for disadvantaged pupils and SEND, including support for PLAC cohort.
- A4 Pupil outcomes are high, reflected in national tests and examinations that meet government expectations.

B. Behaviour and attitudes

- B1 **Embed positive behaviour and climate for learning.**
- B2 Expand and enrich the extracurricular offer (see C2 also).
- B3 Review and refine methods to maintain high levels of pupil attendance.
- B4 Embed whole school rewards system.

C. Personal development

- C1 **Embed the Personal Development programme across the school.**
- C2 Embed mental health support and encourage pupils to maintain an active lifestyle (see B2 and C1 also).
- C3 Support pupils to engage with views, beliefs and opinions that are different from their own.
- C4 Embed careers provision, including advice on Post-16 options.

D. Leadership and Management

- D1 **Support the development of teachers' subject and pedagogical knowledge (see A1 also).**
- D2 **Consider the benefits of academisation and MAT membership**
- D3 Manage financial resources well and ensure focussed and purposive engagement with others in the school community.
- D4 Ensure effective governance
- D5 Enhance the school buildings and infrastructure. Manage resources well.

Key school priorities in bold-type

Approved: _____

C N Worts, Chair of Governors

Date : _____



Ermysted's Grammar School School Development Plan 2022-23

A. Quality of Education

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Ensure consistently high quality teaching in all areas of the curriculum (see D1 also).	(i) Support the induction of the new teaching appointments, and staff in new roles. This will include specialist mentor support, and bespoke breakfast and after school sessions.	A1	SLT	Sept 2022	n/a	(i) PM process and final assessment in Oct 2023	
	(ii) Support three ECTs through the second and final year of their induction. Red Kite external provision in place for the ECT programme, including training for subject mentors, and nct allocated within the timetable. DHT Lead coordinator.		PD	All year	School Budget	(ii) Staff successfully complete their final year of induction.	
	(iii) Extend range of CPD opportunities to drive subject teachers' range of knowledge and pedagogical expertise. Explore opportunities to share best practice with other local secondary and primary schools. This will include coordination of training between middle leaders across the Northern Grammar schools, sharing best practice from NPQ cohort with rest of staff and extending this opportunity to the next cohort of staff. (See D1)		MJE PD	All year	CPD Budget	(iii) Training delivered to schedule, impact evidenced in the QATL processes.	
	(iv) Reintroduce paired observations in autumn term to involve all staff in order to strengthen links across subject areas and share pedagogical approaches. Use this process to highlight existing good practice and inform CPD foci for staff training. (See D1)		PD HoF	January Inset	n/a	(iv) Reviews completed, reports written and disseminated to governors and staff. Evidence of best practice seen in QATL processes.	
	(v) Embed marking and assessment practice across the school following the renewed drive in 2021-22 post-pandemic.		PD HoF	Autumn Term	n/a	(v) QATL process, HoF minutes, CPD records.	
Respond to the progress of the first examination cohort of the revised school curriculum.	(i) Roll-out whole-school reading and literacy initiatives including Accelerated Reader for the second year for Y7 and 8, book in the bag and form time reading (see C1)	A2	KOL and PD	ARR milestones	catchup budget	(i) GCSE outcomes Aug 2023	
	(ii) Review and refine second year curriculum adaptations KS5 Latin, Class Civ, and English KS3,4 and 5.		PD HoF	Sept 2021	Faculty Budget	(ii) Planning documents, progress data (through the year), QATL records.	
	(iii) Review Music SOL in line with D of E requirements		PD HoF	Autumn Term	n/a	(iii and iv) Review completed. Actions taken. Evidenced in QATL processes.	
	(iv) Review and refine adaptations to the enrichment carousel including new courses in Art and medieval literature.		PD	May 2023	n/a		



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A. Quality of Education

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Review and embed provision for disadvantaged pupils and SEND, including support for PLAC cohort.	<p>(i) Assess impact of SEND, disadvantaged and other interventions, including KS3 focused support on Literacy and handwriting. Expand best practice, using increased ATA capacity, to support further existing pupils and new cohorts identified. Enhance IT equipment support for identified pupils in these cohorts.</p> <p>(ii) Roll out additional familiarisation support for disadvantaged pupils in the Sept 2023 entrance test (2024 entry).</p> <p>(iii) Review and embed support to meet the needs of the PLAC cohort, especially in Year 8. Include roll-out of PP pupil passports into their second year and development of SEND pupil passports. Extend staff training on these needs from DHT.</p>	A3	AJJ PD MJE AJJ	Autumn Term April 2022 Autumn Term	PP and SEN funding School Budget PP funding	<p>(i) Review completed, resources assigned, interventions made, impact evidenced in progress data.</p> <p>(ii) Provision in place from April 2023 (to be evaluated in 2024).</p> <p>(iii) Review completed and training provided. Impact evidenced in follow up reviews.</p>	
Pupil outcomes are high, reflected in national tests and examinations that meet government expectations.	<p>This will include all actions identified in sections A, B, C and D. In addition:</p> <p>(i) Evaluate impact of interventions in previous academic year. Identify focus groups and monitor progress, particularly LPAoE, Y11 and Y13 pupils at risk of not gaining access to Higher Education pathway, and the disadvantaged cohorts.</p> <p>(ii) Reflect on performance at GCE and GCSE in light of the first external examination series since the pandemic. To include focus on GCE Economics; GCSE Geog, Eng Lit, German. Faculties to review assessment processes and identify where further CPD or adaptations are necessary.</p> <p>(iii) Reflect on and respond to first year of full EBacc compliance</p> <p>(iv) Extend bespoke training for pupils on revision and study techniques for example through assemblies, lecture programme and tutorial time.</p> <p>(v) Expand on and move forward successful timetabled intervention initiatives employed in previous year; to include timetabled support where available eg French, Geography, Maths. For A Level, include utilising the Friday period 3 timetable slot to offer catch-up support to Year 13 pupils.</p>	A4	PD with HoF MJE MJE PD AJJ MJE	Actions in place Sept 2022 and reviewed at least half termly	see FDPs	(i-v) Outcomes August 2023; internal assessment and tracking, QATL processes. Measure impact through a combination of 2019 (last official figure prior to pandemic) and August 2022.	



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B. Behaviour and attitudes

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Embed positive behaviour and climate for learning.	(i) Extend CPD opportunities on classroom positive behaviour strategies. This will include supporting staff to build pupil confidence especially for those new to the school.	B1	AJJ	All year	CPD Budget	(i) Training delivered to schedule, impact evidenced in the QATL processes.	
	(ii) Embed school ethos through reinforcement of daily routines and habits, including lesson transition. Raise awareness through assemblies and home-school communication.		SLT	Autumn Term	n/a	(ii) Orderly start to the year, Behaviour and attendance data. QATL data. Pupil voice.	
	(iii) Monitor specific groups of pupils, including analysing behaviours and sanctions.		AJJ SDS	All year	n/a	(iii) ARR milestones and analysis.	
	(iv) Continue to explore alternative sanctions that avoid exclusion e.g. removal of social time with peers, reflective presentations to SLT, restorative conversations with peers, etc.		SLT	All year	n/a	(iv) Behaviour statistics	
	(v) Embed the anti-bullying strategy including pupil-led anti-bullying campaign.		AJJ HoS	Autumn Term	n/a	(v) Programme deployed. Behaviour analyses. Pupil voice.	
	(vi) Follow up on findings from the recent sexual harassment and relationships survey and compare with previous year. Continue to develop the programme of external experts to support the delivery of these topics and review impact.		AJJ HoS	Autumn Term	School Budget	(vi) Programme developed and deployed. Behaviour analyses. Pupil voice.	
	(vii) Monitor, review and support pastoral leadership structures.		MJE AJJ	All year	n/a	(vii) PM process, mid-year PM waypoint and final assessment in	



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B. Behaviour and attitudes

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Expand and enrich the extracurricular offer (see C2 also).	<p>(i) Monitor the attendance of pupil-led clubs and societies. Maintain the number and frequency of the extracurricular sporting, theatrical, musical opportunities, assemblies and whole school events.</p> <p>(ii) Review and embed the Ermysted's Award, physical challenges and continue to extend the provision of activities linked to House competitions. Reinstate the (at least termly) House Assemblies.</p> <p>(iii) Recording and evaluating pupil attendance of extra-curricular activities to be developed through oversight of the new EVC role.</p>	B2	SLT SDS EVC	All year All Year All Year review in the summer term.	School Budget, time School Budget, time n/a	<p>(i) Programme relaunched to schedule, wider and deeper range of activities, high and balanced uptake by pupils.</p> <p>(ii) Uptake and success of the 2023 Awards programme.</p> <p>(iii) Analyses drafted and shared with staff and governors. Action points (if any) identified and processed.</p>	
Review and refine methods to maintain high levels of pupil attendance.	<p>(i) Embed data monitoring process of using attendance data more closely to identify cohorts of pupils who are persistently absent by monitoring attendance on a six-month rolling programme. Increased capacity through Behaviour and Attendance Officer will support this further.</p> <p>(ii) Embed updated attendance policy and attendance monitoring and reintegration procedures through action, assemblies and school-to-parent communication.</p> <p>(iii) Repeat Phase 2 (SLT monitoring of am arrival) and then initiate Phase 3 (increased recording, monitoring and intervention by tutors) of strategy to reduce lateness. Target punctuality to registration in particular, including punctuality to pm registration for those in the Sixth Form.</p>	B3	AJJ HoS SLT HoS SLT HoS Tutors	All year All year Sept 2022 (Phase 2) All year (Phase 3)	n/a n/a n/a	<p>(i) Persistent absence reduced (from pre-pandemic levels) and unauthorised absence maintained at historically low levels.</p> <p>(ii) As (i) above.</p> <p>(iii) Punctuality to registration returns to pre-pandemic levels.</p>	
Embed whole school rewards system.	<p>(i) Embed ways to extend celebration of pupil engagement at whole school level, building on the termly identification of pupil awards by class teachers through SIMS.</p> <p>(ii) Relaunch and standardise the system for awarding School Colours.</p>	B4	SLT	All year	School Budget.	<p>(i) Termly behaviour records and other analyses demonstrate the breadth of pupil engagement.</p> <p>(ii) Records of numbers gaining colours in various categories.</p>	



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C. Personal development

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Embed the Personal Development programme across the school.	(i) Review the effectiveness of the timetabled PSHCE lessons and Form Tutor programme in Years 7 to 13 via Learning walks and other QATL activities.	C1	AJJ ABM	Spring Term	n/a	(i) QATL analyses	
	(ii) Review the refined Sixth Form personal development programme, which includes the lecture programme, PSHCE sessions and form time activities. Embed the Sixth Form Lecture Series and respond to new foci such as mental health and creative careers.		AJJ HoYs	All year	n/a	(ii) Programme schedule and student feedback.	
	(iii) Embed the wider programme of RSE and address national priorities such as student mental health, harmful sexual behaviours, developing positive relationships and anti-HBT language.		AJJ ABM	All year	n/a	(iii) Programme schedule and student feedback.	
	(iv) Review, plan and deliver effective PD drop down days for Years 8, 10 and 12.		AJJ HoS	All year	School Budget	(iv) Programme schedule and student feedback.	
	(v) Embed and extend a broad programme of activities during Enrichment Week. Review processes from 2021/22 including financial management and advertising of programme.		SDS	Summer Term	Donations	(v) Programme schedule, student, parent and staff feedback.	
	(vi) Embed the Year group councils, Student Advisors, and the various roles of the Senior Prefecture.		AJJ	Autumn Term	n/a	(vi) Council minutes, action points, and student feedback.	
Embed mental health support and encourage pupils to maintain an active lifestyle (see B2 and C1 also).	(i) Embed effective use and deployment of additional pastoral provision to support pupils with SEMH needs. Review processes to monitor impact.	C2	AJJ	All year	n/a	(i) PM process, mid-year PM waypoint and final assessment in Oct 2023.	
	(ii) Creation of mental health policy.		AJJ	Oct 2022	n/a	(ii) Policy ratified and introduced.	



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C. Personal development

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Support pupils to engage with views, beliefs and opinions that are different from their own.	<p>(i) Develop opportunities for different faith groups to take an active role in the school assembly programme.</p> <p>(ii) Embed provision of a pupil-led multi faith prayer room.</p> <p>(iii) Develop a pupil-led multi-voice group, focusing on cultural, religious, ethnic, sexuality and socio-economic communities.</p> <p>(iv) Embed British values to increase positive pupil interaction.</p>	C3	SLT	All year	n/a	<p>(i) Assembly programme 2021-22 speaks to the success of this initiative.</p> <p>(ii) Supervised space created and being used successfully.</p> <p>(iii) Group established and contributing effectively to the school's inclusive ethos.</p> <p>(iv) Behaviour analyses and student voice.</p>	
Embed careers provision, including advice on Post-16 options.	<p>(i) Extend awareness of post-16 study and career pathways to Years 10 and 11 through assemblies. Extend information on technical and vocational options to include Y8 and Y9 assemblies. Embed the Post-16 pupil interviews. Seek to expand the staff team to enable some degree of specialism.</p> <p>(ii) Review Unifrog training to tutors.</p> <p>(iii) Raise awareness of creative careers and careers with languages.</p> <p>(iv) Respond to the growing interest in higher level apprenticeships and ensure coverage of T-Levels.</p> <p>(v) Review Year 10 and 12 work experience process.</p> <p>(vi) Relaunch onsite (and online) biennial Careers Fayre and recruit external speakers.</p> <p>(vii) Explore requirements of Quality in Careers Award Standard, upgrade to Compass Plus and further Career Leader training</p>	C4	PD	Autumn Term	n/a	<p>(i) Interviews completed to schedule and pupils informed effectively of post-16 options.</p> <p>(ii) Training delivered and impact seen in the support of students and the 2023 UCAS process.</p> <p>(iii) Impact seen in surveys and student destinations.</p> <p>(iv) Impact seen in applications and student destinations.</p> <p>(v) WEx programme completed to schedule. Impact measured via surveys and reported to GB.</p> <p>(vi) Programme completed. Parent and pupil feedback.</p> <p>(vii) Decisions made regarding training and award. Key dates planned as required.</p>	



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D. Leadership and Management

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Support the development of teachers' subject and pedagogical knowledge (see A1 also).	(i) Establish a subject specific CPD programme within the Northern Grammar School GSHA group. Intended as a face to face meeting between subject leaders and to be hosted at EGS. Ensure good practice from other schools is disseminated to faculty staff by the subject leaders. Aim for six subjects in the first year.	D1	MJE PD	Two conferences per term	Cover budget	(i) Programme established with good attendance at the conferences. New links forged between schools. Best practice shared within Faculty Meetings. Process reviewed and refined for the second year.	
	(ii) Enable the first cohort of the NPQ programme to share best practice with the wider staff.		PD	Autumn Term	Externally Funded	(ii) First cohort secure awards; second cohort recruited with broad representation.	
	(iii) Use the planned QATL processes to identify existing good practice among the staff. Use Inset days, twilight training sessions and meetings to share more widely among the staff.		PD	Spring Term	n/a	(iii) QATL report evidences best practice; HoFs led development of subsequent training and sharing among the wider staff.	
	(iv) Devise and deliver a Twilight CPD programme to enhance teachers' skills and knowledge. Current foci include literacy, key groups and PSHCE.		PD	All year	n/a	(iv) Programme delivered and review with necessary impact evidence in QATL.	
	(v) SENDCo to commence the National Award (NASENCO); IT staff to continue certified CPD to better support T&L and the deployment of new technologies; support applications for the second cohort of the NPQ.; for ECT CPD support (see A1).		MJE ADW	September	CPD Budget	(v) Programmes begun with certification achieved according to schedule (NB NASENCO 1+ years)	
Consider the benefits of academisation and MAT membership	(i) Continue discussions with the relevant RSCs, Las, and other schools about the possibility of forming a new MAT.	D2	MJE Gov	Autumn Term	n/a	(i) Meeting between HTs and CoGs held. Consensus secured about the way forward.	
	(ii) If necessary, complete feasibility study and develop a proposal about forming a trust. Begin a conversation with the regional director. Develop a shared plan covering governance, finance and leadership.		SLT Gov	Mid 2023	tbc	(ii) Dependent on (i). External specialist support is likely to be required to develop the shared plan and appropriate scheme of delegation.	



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D. Leadership and Management

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Manage financial resources well and ensure focussed and purposive engagement with others in the school community.	(i) Consider what operational efficiencies can be achieved for 2023-24.	D3	MJE ADW	Financial Year End	n/a	(i) Plan agreed to manage projected deficit and return to surplus.	
	(ii) Seek the continued support of parents and alumni to support specific projects.		SLT	All year	n/a	(ii) Support the relaunch of the Friends of Ermysted and the return of in-person alumni events and online engagement.	
	(iii) Maximise lettings income and seek to develop new revenue streams when practicable.		SP ADW	Financial Year End	Marketing Budget	(iii) Budget achieved, new revenue streams developed.	
	(iv) Utilise existing capital grants thoughtfully to minimise further financial pressures in the near term (see D5 below). Explore opportunities for external funding for future capital projects.		ADW MJE	By April 2023	n/a	(iv) Essential capital works brought forward and actioned within the necessary time scales.	
Ensure effective governance	(i) Recruit new governors - staff, one parent, one LA representative and one co-opted governor required. Reflect on recent skills audit and target specialism.	D4	MJE CoG	Autumn Term	n/a	(i) New governors appointed.	
	(ii) Induct new governors and ensure they are rapidly assimilated into the group.		DF MJE	Autumn Term	CPD Budget	(ii) New governors successfully inducted into the Board and informed about key strategic priorities.	
	(iii) Review Link Governor programme and assess its effectiveness.		MJE Gov	Autumn Term	n/a	(iii) Programme reviewed and revised as necessary.	
	(iv) Put in place succession planning for key governor roles.		CoG	Mid 2023	n/a	(iv) Plan in place.	



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D. Leadership and Management

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Enhance the school buildings and infrastructure. Manage resources well.	To include:	D5				(All projects are subject to sufficient funds being secured by the School - most likely through external grants) The success criteria would be the cost-effective achievement of each project, to schedule and to budget.	
	(i) The development of a new fitness suite and the associated refurbishment and/or expansion of existing changing facilities.		ADW	Late 2023	All to be funded from a mixture of: School reserves Foundation Reserves SCF grants		
	(ii) The potential development of a AGP on the top field (pp required).		ADW	tbc			
	(iii) The refurbishment of history glass corridor (pp required).		ADW	tbc			
	(iv) An expansion of digital technology including interactive touch screens, pupil laptops, VOIP telephony, and improved CCTV.		ADW	Summer 2022	Public and private voluntary donations		
	(v) Additional perimeter fencing on NW side of the school site and new gate at rear (pp required).		ADW	tbc			
	(vi) New automatic external door to library corridor (pp required)		ADW	tbc			
	(vii) Replacement doors and windows in the English/DT block (pp required)		ADW	tbc			
(viii) Replacement fencing around the Sixth Form play	ADW	Autumn 2022					