

# GREAT BALLARD SCHOOL



## School Development Plan

2019-2023



SPACE TO

*Inspire . Discover . Achieve*

# GREAT BALLARD SCHOOL

**Vincit Qui Se Vincit**

**“He conquers who conquers himself”**

*Inspire . Discover . Achieve*

At Great Ballard we aspire to create an environment that seeks, nurtures and celebrates the talents of each and every learner, providing pupils, parents and staff with an inspiring and enjoyable school in which to grow and develop their skills. We aim to take into account the full development of each individual in spirit, mind and body.

## **At Great Ballard School we aim to:**

Teach to the highest standards, encouraging children to give their best

Work hand in hand with our pupils and parents to nurture strong and productive relations in a family atmosphere

Provide excellence within each and every aspect of a broad and stimulating curriculum, delivered in innovative ways that excite and engage children;

Provide the best for each pupil, opening their eyes to the endless possibilities in the world around them.

Prepare our pupils for the future, developing our children’s independence and social responsibility, supporting further success as they move onto the challenges and opportunities of their secondary school

Encourage pupils to aim high and to provide them with everything they need to succeed in achieving those aims.

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS Providing the best				
Theme	Actions	By	Success Criteria	Evaluate
<b>Build and sustain consistently high levels of expectation, progression and challenge for each child.</b>	<p>To ensure staff use assessment to inform their teaching and support progress in learning; making effective use of professional development and technical support in this area</p> <p>Use information to set individual pupil targets; using pupil profile and parental input to identify termly academic and social targets.</p> <p>Link mentoring into agreed next steps for each child.</p>		<p>A common language for learning between staff, pupils and parents is in use within the school.</p> <p>Improvement on key reading measures, as well as children's enjoyment of reading. Tracking of school levels shows value added on reading comprehension as do external assessments.</p> <p>Improved application of mathematical skills, introduction of new Maths programme.</p> <p>Mentoring programme in place, children better able to assess quality of own work in mentoring sessions/lessons</p>	
<b>Ensuring depth and breadth within the curriculum and beyond</b>	<p>Action plans for Music, Sport, Art.</p> <p>Challenge with a developing focus on broadening participation and extending access to performance / competition</p> <p>Cycle of activities planned and implemented to support provision</p>		<p>Number of children participating in Inter School Sport fixtures and Music Events increases.</p> <p>Introduction of annual Art Exhibition.</p> <p>Expanded range of enrichment events incorporated into schedule</p>	
<b>To ensure the pupils gain excellent attitudes and habits in learning.</b>	<p>Supporting pupils in developing the 'learner suitcase'</p> <p>Develop pupils higher order thinking</p> <p>Review and adjust behaviour and reward system</p>		<p>Pupils develop the ability to self-regulate their learning, evidenced through mentoring and quality of responses to staff marking</p> <p>Children can apply frameworks to support creative thinking and problem solving</p> <p>Pupil surveys show they value the reward system</p>	
<b>Building Excellence, high quality staff recruitment and development</b>	<p>Aim to attract, train and retain to support the different areas of the plan through</p> <p>High quality professional development programmes</p> <p>Regular Appraisal and Feedback.</p> <p>Effective induction</p> <p>Ensure that staff receive their entitlement to development through the learning review process.</p> <p>Effective advertising of roles.</p> <p>Leadership development.</p> <p>Develop Middle management structure.</p>		<p>Staff attend a wide variety of training to support the plan</p> <p>The school is effective in recruiting and retaining staff</p> <p>Staff surveys indicate greater job satisfaction</p>	

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT – Planning for the Future				
Theme	Actions	By	Success Criteria	Evaluate
<b>Provide pupils with a sense of responsibility, self-regulation and resilience</b> encouraging them to become independent learners and active members of Society	Develop our children's ability to assess risk / responsibility, through the growth mind set concept, building on personal experience Create '50Things to do at Great Ballard'; a range of growth experiences running through the school Pupils, with parents, develop their own portfolio of work through mentoring process		Children see the importance of taking responsibility for themselves, their actions and their learning.  Children are involved in the development of experiences list Pupils accurately follow the criteria for including work in their portfolio	
<b>Developing technological literacy</b>	Creating an approach that emphasises the thoughtful use of technology, including learning opportunities that cover Developing tool manipulation in the Early Years and through design technology The use of technology in subjects across the curriculum, including Music and Science E-safety and Netiquette, to support physical, emotional and reputational safety Coding and adaption of technology On a mix of devices and tools, not simply computers		Children develop the ability to control devices, rather than to simply operate devices  Pupils are able to understand the operation of different technologies  Children, staff and parents show a developing awareness with regard to online activity and the potential risks involved.  Children demonstrate responsible attitudes to use of technology.	
<b>Ensuring site and service meets needs of children and parents</b>	Improvement of both the Prep and Pre-Prep playgrounds, to allow for more flexible and effective use of our outdoor areas. Assess site to identify necessary internal restructuring and improvement Review day structure and adapt taught day, care and holiday provision as appropriate		Improved variety of fixtures and sporting opportunities  Pupils have access to wider range of learning opportunities  More effective use of learning time; more pupils have access to a wider range of extra-curricular activities	
<b>Creating a reflective school where high quality questioning supports learning</b>	Building an Action Plan 'Working Together' Development of a Buddy system Embed practice of Working pairs in classrooms Develop high quality questioning by both staff and children Peer and self-assessment		Marking scheme in use that supports use of peer and self-review; evidenced through book sampling and pupil mentoring  Observation demonstrates use of higher order questions by staff and children	

THE QUALITY OF COMMUNICATION—Building relations with Children, Staff, Parents and the local community.				
Theme	Actions	By	Success Criteria	Evaluate
<b>Developing Pupil Voice</b>	<p>Redeveloping role of School Council; with their own development schedule and budget</p> <p>Introduction of children’s questionnaires.</p> <p>Mentoring with children to identify any barriers to learning.</p> <p>Reviewing information to identify patterns and form action plan.</p>		<p>School Council develop and implement fund-raising events</p> <p>Children feel their views are heard and given a clear place in the development of the school</p> <p>Plan includes elements to address pupil concerns moving forward</p>	
<b>To ensure that the pupils at Great Ballard are true Global Citizens</b>	<p>Review of the curriculum to ensure it reflects and celebrates the cultural richness within the school community</p> <p>Use of current news events to promote discussion and debate, for example the pupils will be following the global debate on the effect of plastic on the world’s environment.</p> <p>Ensure the teaching of British Values is reflective of the needs and context of the school, where positive relationships based on mutual respect and support.</p>		<p>Children are aware of the world around them and can show knowledge of current news.</p> <p>Parents and children recognise areas of the curriculum that are relevant to their personal history</p>	
<b>Build on Parent Communication</b>	<p>Review of content and timing for Newsletters.</p> <p>Expand and improve day to day electronic communication</p> <p>Populate and advertise Parent Portal, as we introduce the use of iSAMs.</p> <p>Further refine structure and schedule for parent/teacher meetings and reports allowing for more detailed feedback from both parents and children.</p>		<p>Parents are better informed and feel more involved with the school</p> <p>Parents enjoy effective contact with staff</p> <p>Improved communication with parent body with regard to quality and access to information, reflected in questionnaires / other areas of feedback</p> <p>Parents aware of variety of activities at school, improved response and better understanding of children’s targets and reports.</p>	
<b>Creating links with the Local Community</b>	<p>Developing a schedule for activities in the following areas</p> <p>Extending the range of sports fixtures</p> <p>Links for development of Citizenship</p> <p>Create a charities cycle</p> <p>Extended Learning and Enrichment Activities</p> <p>Development of Year 6 to 8 programme to work in local community.</p>		<p>Range of sports children take part in is extended, as is participation in lower age groups</p> <p>Improve local reputation and relations for the school with more interaction with the local community.</p>	
<b>Using data to develop decisions</b>	<p>To embed use of iSAMs</p> <p>Develop pupil mentoring and parents evenings to gather information</p> <p>Information reviewed on a termly basis and fed into the school plan to adjust priorities if necessary</p>		<p>Termly review demonstrates effective use of portals by staff and parents</p> <p>Plan identifies annual priorities and actions; changes reported to parents</p>	

## Planning for the Future

In planning for the future, we are mindful to ensure five things:

- To provide outstanding teaching and learning, appropriate to the current and future needs of the pupils.
- To provide the best all-round learning opportunities and experience we can for the pupils
- To continue to invest in the school infrastructure in order to provide first class facilities for both teaching and learning.
- To maintain the family ethos and school atmosphere that we cherish most highly.
- To develop highly effective communication and administration, and pro-actively talk and listen to our parents.

## Parents

Talking and listening to parents. The school regards parents as crucial partners in the success of their children. The feedback received from parents via our last parental survey has played a significant part in shaping this plan.

Our open door policy encourages parents to talk to staff about anything at any time. In addition to this, it is of paramount importance that the school communicates frequently and meaningfully with parents. To this end, the website has on-going updates.

Regular Pre-Prep School Open afternoons.

Parent information evenings, with topics ranging from 'Year 8 Transfer' to Lower School Curriculum Evenings are designed to aid parental understanding and to enhance their feelings of involvement with the school.

The school will work closely with parents to ensure the transition process at each Key Stage has been fully explained. This will ensure parents and children are fully supported throughout the process and will include expectations between the school and parents being established at an early stage, allowing for clarity in pupil progress and effective and clear paths of communication.

Over the summer holidays we have installed a new school management system, iSAMS which will undoubtedly improve the effectiveness of communication and administration at the school.

## **BUILDING FOR THE FUTURE**

**The school will develop its resources, and especially its ICT provision, which will ensure children are equipped with the skills they need for tomorrow's workplace.**

The school has invested significantly over the last year . We now have our own dedicated fibre optic broadband to the school, wiring to enable school wide wif-fi. We have totally upgraded the ICT room and have added a number of new interactive whiteboards around the school. There has also been continued developments over this summer holiday. We have invested in 20 Chromebooks to be used by staff and children in the next 12 months with the intention of introducing them as part of the school uniform in Years 6, 7 and 8 in September 2020. The use of ICT and technology is very much at the front of our thinking both for now and in the years ahead. We are currently reviewing our ICT syllabus to ensure that the children have the technical skills which will enable them to thrive in the years ahead at senior school and beyond into the workplace.

**The school will continue to develop and improve the facilities available for the provision of the pupils' education.**

This has to be a priority to ensure that we are competitive and can deliver the quality of education we would like to deliver and you would expect. This has involved appropriate developments of current school facilities, and continued investment in the future, as ever subject to planning permission which can often be difficult to obtain, or could well involve purchasing of appropriate property to meet our specific school needs. Last year amongst other projects, we totally refurbished the Nursery and Reception classes, and this Summer we have done the same to the Year 1 and 2 classrooms, as well as improving the external appearance of the Pre-Prep. In addition, we have invested in ICT and technology in our Science lab and in a number of classes around the school, as well as general on-going maintenance in the main house and grounds.

**The school will build on its hard-earned pastoral reputation with the continued development of its mindfulness and well-being programme.**

We have not been complacent with this, and this summer we have revamped our Personal, Social, and Health Education Programme, enabling the subject to be taught by one member of staff all the way through from Form 3 to Form 8. With this increasingly important pastoral subject, this enables for greater consistency and continuity.

We have led the way over the last year by introducing the i-Space mindfulness and wellbeing programme for all children from the Nursery up to Year 6. This is still in its infancy, but as I feel the way ahead to ensure that in these increasing more pressurised and challenging times, the children at the school not only understand and appreciate that throughout their lives they will experience pressure and at times feel under stress, but more importantly, will have the confidence to talk about this and have the mechanisms and strategies to successfully cope. This programme has just been extended into Year 7

**In a rapidly changing and technologically challenging world , the school will offer the most appropriate educational experience to its pupils with breadth, opportunity and challenge**

With this in mind, the school plans to introduce the Prep School Baccalaureate Programme into Year 7 from September 2020. (This is no relation to the International Baccalaureate.) The PSB as it is known, is a programme of academic study specifically designed for pupils in Prep schools that aims to prepare them academically, personally, socially, culturally and spiritually. It does so by actively developing and tracking knowledge, skills and attitudes. Our current Year 6 will be the first group to follow this new exciting programme.

The PSB provides an academic framework and assessment structure which delivers a far more complete record of pupil achievement. It continues to grade pupil's academic ability, but also formally recognises their ability and achievement in a broader range of subject and development areas such as sport, music, drama, art, leadership and teamwork etc. The assessment criteria is ongoing, and not always just based on a final exam, and importantly is set against nationally recognised standards, and as such it presents a fuller, all-round assessment of a Great Ballard pupil to senior schools. I would add, that every senior school we send pupils onto is very happy for Great Ballard Pupils to follow the Prep School Baccalaureate prior to joining them in Year 9. Indeed, most have been doing this for a few years already. There will still be the 11+ pre-test hurdle to get over in Year 6, which we will continue to prepare children for, as it is now the principal way of being offered a Year 9 place at most senior school. Verbal and Non-Verbal practice will become a timetabled weekly lesson for both Years 5 and 6 from this September.

We are already registered as a PSB partner school, and over the next 12 months we will be reviewing our academic syllabus and schemes of work to ensure that we are fully accredited by the PSB. We will continue to offer high academic standards, coupled with a broad and balanced curriculum, which I would add, is approved by senior schools. However, there is an increased emphasise on establishing life-long skills in independent learning, greater use of Science and Technology and in developing critical thinking skills, all of which senior schools will be looking for in their applicants, and pleasingly ties in very nicely with our ongoing investment in ICT and technology.

The PSB has been established for 8 years and has proven to be successful in meeting the needs of both pupils and seniors schools. It is a more appropriate and modern style of teaching and learning, as it is focused on developing the life-long learning skills required by our pupils both now and in the years ahead.

**Review of our Reporting and Assessment**

During the past year we have reviewed our reporting and assessment procedures. We have identified what we feel is the appropriate level of standardised and internal assessment required to meet our needs in identifying levels of progress, but also the most efficient means of reporting back to parents



## **Evolution and Development of Great Ballard —Planning for its Future**

**Our vision and intention is to extend our current offer up to age 16. This will be achieved through the introduction of a separate senior school section of Great Ballard. We will take pupils into Year 9 in September 2021, followed by Year 10 in 2022 and Year 11 in 2023.**

**We believe that moving forward this is an obvious option for the school, both for the pupils and for many current and prospective parents currently outside of Great Ballard. Even when we have extended up to aged 16, we will still be a relatively small, family-focused and personalised school, which is something we do want to retain. For many parents this model could well be an attractive new senior school option. There would still be the possibility to transfer at aged 13, but also a new local option to stay at Great Ballard until age 16, and then move to a senior independent school 6th form, or possibly a local 6th Form College after taking GCSE exams in Year 11.**

**We believe from feedback we have received from current parents, from my conversations with many other local Heads, and an analysis of the local market, that there would be a demand for places. This could be both for logistical reasons, as there are currently very limited local independent senior school options at 11+ and 13+, and also for financial reasons, by ensuring that we were competitively placed fee-wise .**

**The school would grow not simply because we would gradually introduce Years 9, 10 and 11, but also because, as a result of these extra 3 years, parents at Great Ballard and local primary and Prep schools would also be interested, and could potentially now transfer to Great Ballard for 5 years rather than only the 2 years at present, or for 3 years if transferring at 13+. As such, pupil numbers below Year 9 would also grow in the years ahead.**

**In considering this move, we fully appreciate that we would need to be highly competitive in this new market, ensuring that we meet every academic, extra-curricular and pastoral expectation. We fully accept that we would need further investment in facilities, resources and staffing to achieve this. Hence, there does have to be a period of time to plan and implement this vision in preparation for September 2021.**

**The staff and I are all extremely excited by this project. Indeed, most of the Prep school subject specialist staff have previously taught or tutored GCSE subjects. I am actually a Governor, and Chair of the Education Committee of a 3 to 16 independent school who successfully made this step up from aged 13 to 16 3 years ago, and they have just published their first excellent GCSE results.**

**We will of course continue to keep you regularly updated with progress on this project in the weeks and months ahead.**