

Theale Green School Strategic Plan

Executive Summary

After a decade of generalised underperformance (academic, financial, governance, leadership and management) Theale Green School became part of the Activate Learning Education Trust in April 2018. Since then the community has seen rapid progress (evidenced by specific Key Performance Indicators) in terms of “the things that matter most”. A core of the community retained an absolute belief in the potential strength of the school, and this has been built upon with strong (and new) leadership, improving governance and a staff and community body determined to see the school take its place at the centre of the community. Theale Green School quickly found its place within a highly supportive Trust, and is now a full and equal partner, contributing strongly to the Trust as a whole. Beneath the ALET Vision, Mission and Values, sits the TGS Strategic Vision.

ALET is a Trust whose Mission is the “Transform Lives Through Learning” with a clear five-year strategic plan based on three pillars:

- School of Choice
 - Uncompromising high standards achieved through our Learning Philosophy
 - Variety of educational opportunities for students, from primary through to Post-16 and beyond with our wider college group and employer network
- Employer of Choice
 - An organisation known for its clear purpose, an unrelenting focus on ‘transforming lives through learning’
 - Known as an employer who cares about their staff development and wellbeing
- Provider of Choice
 - Employers choose to engage with our Trust as they recognise and value the quality of education and skills
 - Opportunities to influence the skills, knowledge and attributes of the next generation of employees
 - Our schools have strong commitments to work-based learning and this is reflected in all staff taking deliberate actions to embrace and embed our attributes in the students’ curriculum experience

Vision, Mission and Values

OUR VISION

Transform lives through learning

OUR MISSION

To ‘transform lives through learning’ by igniting confidence, expanding opportunities, energising the community and generating prosperity. Through **our Learning Philosophy** and core values of empowerment, enterprise, connectedness and transformation, we will provide our students and staff with a safe and supportive environment in which to thrive.

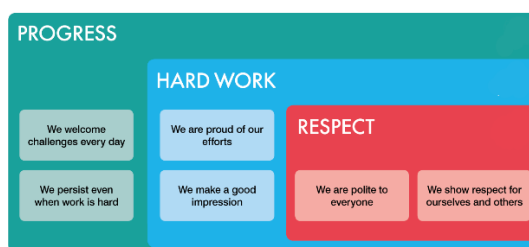
OUR VALUES

Empowerment, enterprise, connectedness and transformation

The TGS Mission

“Theale Green School is the School of choice for the Community”

School Values



Theale Green School Recovery Plan

As part of the Recovery Plan agreed with the DfE/ESFA, pupil and budgetary forecasts were made to support long term planning. These pupil targets are integral to the future success of the school and therefore the TGS Mission is central to every action.

“Theale Green School is the School of Choice for the Community”

The well-being and motivation of staff is a priority in order to deliver the strategic plan (**Employer of choice**). In the academic year following the pandemic (first wave?), stabilisation and recovery, focusing on the highest quality of teaching and learning, will fail if we do not have our trained, knowledgeable and motivated staff in front of our students. The evidence shows that our disadvantaged and SEND students will, as a generalisation, now have a significant deficit gap. Our plan is to make informed decisions based on evidence to lead a plan for recovery, whilst growing aspiration and ambition. Poor identification of decisions based on “good ideas” and not evidence, will lead to staff fatigue and lack of direction. The Leadership Team will benchmark all decisions against their defined “purpose”. Providing our staff with the skills, knowledge and confidence to “do the right things” for our students and our school will support well-being, confidence and motivation of our staff team. Continued development of whole school leadership will support a culture of high performance.

The financial recovery of the school is linked to the growth of the school (**School of Choice**). The success of the strategic focus and operational delivery around each transition point is a non-negotiable, and strong leadership to drive collective responsibility across the organisation is required. To support this continued growth, we plan to grow and develop our community links further (**Provider of Choice**) and use resources wisely to support the physical environment of the school. Within our community we know that “every conversation is an investment”; we have the ability and capacity to garner excellent relationships with our community through powerful communication and clarity of direction.

With an eye on the horizon, student experience and physical activity to support the well-being and emotions of our student body will not be ignored despite the urgency of what we face in September in response to the “recovery phase”. The continued opportunity for extra-curricular experiences and physical health will help to underpin the academic recovery and confidence of our students.

With a developing leadership team committed to becoming a high performing team the strategic plan is owned by individuals in the team and by the team collectively.

Looking backwards to look forward, a rapid but sustainable trajectory has been set for Theale Green School by the Trust, the Governors and the Leadership. Focusing on “the things that matter most” and building a sustainable future throughout 18/19 and 19/20 has significantly changed the direction of travel experienced over the course of the previous decade. This plan sets out the priorities that will determine the continued journey to ensure that Theale Green School is once again the school of choice for the community.

Priorities 20/21

(Forming the basis of the School Development Plan)

“Theale Green School is the School of choice for the Community”

Priority	Objective	Person
Achievement of financial targets	To meet the goals of the recovery plan through prudent budget planning and growth of student population	Headteacher
Acute focus on Disadvantaged catch-up(COVID)*	Influence Trust LG to build this focus into strategic planning process	Headteacher/Deputy Headteacher
Building our community	Develop a three year plan to build on the significant gains already made	Headteacher
Close management of Year 11 into Sixth Form	To increase retention of students from Y11 into Y12, and the number of external applications.	Head of Sixth Form
Development of Disadvantaged strategy*	Ensure all staff know, understand and enact their role in improving outcomes & cultural capital for Disadvantaged Use of PPG where it will have greatest impact – evidence based	Deputy Headteacher
Development of O365 and technologies	Create a culture of accessibility to teaching and learning both within school and at home	Deputy HT / AHT T&L
Development of social space	Develop a three year plan to improve the social space based on predicted student growth	Headteacher
First class Teaching and Learning	To have a consistent Theale Green Way and approach to T&L that staff understand and can implement. It will provide a research based solid foundation for first class T&L.	AHT T&L
Growth of middle leadership development	To ensure TGS has strong middle leadership which will lead to better outcomes for students. This will be achieved through strong line management, use of external leadership framework and structured HOD meetings	Deputy Headteacher
Growth of Year 7 entry	To ensure growth in year 7 year on year, which will include: <ul style="list-style-type: none"> • Increase of students placing TGS as 1st choice. • Increased student retention after national offer day 	AHT PDBW
Health, well being and safety of staff and students	A culture of prioritising health, well being and safety results in high staff and student attendance, ambition for school improvement and commitment to high aspirations	Leadership Team
High performance goal for Leadership Team	Development of a coaching culture within the organisation leading to quantifiable measurements across the organisation	Leadership Team
Improve OFSTED grading	Achieve an OFSTED rating that reflects the significant progress and growth of TGS	Leadership Team
Raising aspirations for Year 7-10	To ensure that all students in TGS have sensible yet ambitious aspirations that will motivate them to do well and improve their life chances	Deputy Headteacher
Raising of ambition Year 11-13	Aim for NEET students to be zero. Increase the number of applications to destinations of choice	Head of Sixth Form
SEND Strategy	To increase the ability of students with SEND to function independently and progress academically.	SENCo
Sporting excellence	Create a culture where participation in physical activity across the school is highly inclusive, pulling on external organisations to provide additional resources	Headteacher
Stabilisation and recovery of COVID-19	Maintain high staff and student attendance, focusing on evidence based strategies within the classroom (Rosenshine / MARGE)	AHT T&L
Student experience	To ensure all students in TGS engage in opportunities outside of lessons to improve life chances. Programme to develop key skills for the future e.g. leadership.	AHT PDBW
Disruption free learning	Staff to positively engage in and lead on disruption free learning and to achieve empowerment of all adults to create clear and sustainable boundaries	AHT PDBW / T&L

Actions following Parent Survey Autumn 2020

Action	Progress	Next steps
1. Analyse all individual comments and build into action plan	All individuals comments have been read and categorised, and fed back to the relevant teams	A short parent survey will be sent out in February addressing the main six areas below and updating parents on general themes that came out from the comments
2. Share Anti-Bullying Ladder with community	Anti-bullying ladder currently on website. Appointed Head of School Student Team to work alongside Designated Safeguarding Lead; applications received for anti-bullying ambassadors for all year groups	Publish the updated anti-bullying ladder and strategy online by end of December. Appoint and train anti-bullying ambassadors by Jan 2021; develop Peer Mentor programme as CV-19 restrictions relax in 2021
3. Share weblink where the whole curriculum is shared with parents / community and regularly remind parents of where to find it.	The KS4 curriculum is currently being developed into a "learning journey" further to the work carried out at KS3. Parents have been reminded in the bulletin 30 th November of how to find all of the KS3 Learning Journey	Regular prompts will be sent to parents about the KS3 Learning Journey for Year 7-9, and the KS4 Learning Journey will be on the website in the summer term
4. Set up a clear communication plan to enable parents to clearly understand how they will be kept up to date with their child's progress in light of CV-19 restrictions	Parents in all year groups were written to at the start of the year explaining when reports would be issued and when virtual parents evenings take place. Class Charts software has been introduced September 2020 which allows parents to monitor how their child is performing in terms of House Points & any behaviour points that may be awarded. All parents have a log-on to access this software.	Parent weekly bulletin shows the dates for when reports are issued. All parents given support to log on to virtual parents evening; feedback requested following event to improve process for all. Offer ongoing support for parents to access Class Charts is needed.
5. Set up a small focus group to share the T&L strategy of Lifting the Lid to explore the idea of "challenge"	Student Voice has taken place, including a book look with a more able student from each year group. Parents were informed about the book look and this took place on 20/11. Year 5/6 books have been shared by one more able Year 9 learner to support idea about challenge. Senior leaders discussion about "what does challenge look like in the classroom"	Summary report to be completed and shared with Leadership Team with clear actions recommended. From this, a short survey will be sent out to parents to invite interested parents to attend a zoom meeting where the T&L strategy and key learns from book look will be shared. Likely to be in January 2021. There will also be further CPD for staff with more able learners explaining best examples of challenge across their curriculum
6. Ensure communication is integral in SEND strategic plan and proactively share with SEND parents	The first edition of the SEND Newsletter has been sent out to parents, outlining key contacts, Zones of Regulation and our SEND Strategy. In order to help us create a useful and informative Newsletter, we have asked parent/carers of students with SEND to complete a short survey to help us identify what parents/carers would like to be included in future editions.	We look forward to sharing with you terms issues of the SEND Newsletter, the second edition will be available on Monday 14 th December via the Parent Bulletin and will include information regarding Parent and Student workshops we are planning on holding in 2021. The next Newsletter will be available at February half term, so please do let us know of anything you would like included, or any feedback on how we can improve the Newsletter
7. Provide ongoing and regular updates to parents of Wider Personal Development activities	New road map has been designed to show the PSHE journey from Year 7 to 13. Personal development section of the website is under development. This will include safeguarding, pastoral support, ways to support your child at home, SEND and the PSHE curriculum at TGS. New RSE policy written ready to share for consultation.	Website including road maps will be updated in January. In the meanwhile, a letter will go out to all parents regarding the RSE policy and the statutory changes to the curriculum. Parents will be invited to submit their views on this area by mid-January 2021.