



OUTCOMES

- 90/70/40 4+ / 5+ / 7+ in every subject
- PS +1
- No student negative PS
- Attitude to learning < 1.4 in all pupil groups in all years
- Attendance 97%+
- No disruptive behaviour
- No exclusions
- Excellent levels of participation from all groups
- NEET < 2%
- Financial surplus between 3-5% excellent value for money
- High levels of staff retention



Varndean Vision 2021-24	Targets 2021-24
<p>Responsive Teaching and Intervention where <i>everyone exceeds expectations</i></p> <p>Proactive Pastoral Care and Intervention to <i>grow well balanced, socially responsible, kind individuals</i></p> <p>Research Led Professional Development where <i>staff are champions in their field</i></p> <p>Perceptive Professionals who <i>have the flexibility to meet all needs</i></p> <p>Active Partnerships who <i>link with teams, families, governors, outside agencies and other professionals to support and enrich our vision</i></p> <p>5 Caring Schools that <i>make the difference socially, emotionally and academically</i></p> <p>All Different All Equal that <i>ensure we provide genuine inclusion</i></p> <p>The Highest Standards in <i>everything we do</i></p> <p>An Exciting, Demanding and Relevant Curriculum <i>across, in and out of the curriculum</i></p>	<p>90/70/40 4+ 5+ 7+</p> <p>Student group gaps continue to close</p> <p>P8+1</p> <p>No student with -P8</p> <p>AtL <1.4 for all students in all year groups</p> <p>Attendance 97%+</p> <p>No exclusions</p> <p>No disruptive behaviour</p>

Leading Resources so that we are Creative of our people, spaces, resources and finances to get the best for and from students and staff

Headlines from 2020-21 (TAG data)

Successes:

Positive P8 score +0.55

A8 5.81

5+ EM 67%

E and M progress Eng = +0.23 Maths = +0.79 Maths 7+ 44.4%

Improvements 4+ and 5+ in English and maths. Eng 4+ 88% Maths 4+ 86%

Progress positive across all buckets. Ebacc = +0.71, Other = +0.43

CPD culture developed

Curriculum with considered intent/implementation/impact

Community developed technological skills

Improved communication with families

Mental health and wellbeing developed

Lennox School well established

Remote learning offer resulted in strong engagement

Areas for development:

-Results are consistent in all department areas so that all student groups make progress and all departments well prepared for the reintroduction of examinations in 2022

-T&L consistencies fully embedded with systematic questioning strong

-Reduce PP gap

-Attendance improves in light of Covid disruption

-Exclusions reduce

-Wellbeing/ mental health of students remains high priority

-Systems and processes in place to respond to the increase in students with SEND

-All SEND students make good progress with SSPs/EHCPs supporting individual students and robust plan/do/review in place

Headlines from 2018-19 (validated data)

Successes:

Positive P8 score (0.31).

A8 increase to 54.3.

5+ EM (61%).

E and M progress (0.2 / 0.7).

Maths 7+ 41%.

Improvements 4+ and 5+ in English and maths.

Progress positive across all buckets.

%7+ 31%. CPD culture (research projects), outstanding curriculum.

Areas for development:

Results in key department areas.

Increased PP gap (now >1).

Attendance dipped to 94.91%.

Exclusions rose

Benchmarks (Targets in Brackets)

	2018/19 Y11 ALL Results (Bench marks)	2018/19 Y11 PP Results (Bench marks)	2018/19 Y11 SEND Results (Bench marks)	2019/20 Y11 ALL Results (Bench marks)	2019/20 Y11 PP Results (Bench marks)	2019/20 Y11 SEND Results (Bench marks)	2020/21 Y11 ALL Results (Bench marks)	2020/21 Y11 PP Results (Bench marks)	2020/21 Y11 SEND Results (Bench marks)	2021/22 Y11 ALL TARGET (Benchma rks)	2021/22 Y11 PP TARGET (Benchm arks)	2021/22 Y11 SEND TARGET (Benchm arks)
E&M 4+	81% (83%)	53% (71%)	52% (56%)	81% (86%)	53% (67%)	41% (59%)	81% (84%)	53% (72%)	55% (60%)	90% (86%)	76% (78%)	68% (64%)
E&M 5+	62% (61%)	27% (41%)	26% (25%)	63% (63%)	27% (38%)	16% (27%)	67% (65%)	26% (37%)	39% (37%)	63% (65%)	42% (47%)	30% (30%)
E&M 7+	23% (17%)	6% (11%)	3% (2%)	27% (18%)	5% (3%)	8% (5%)	30% (22%)	7% (9%)	14% (14%)	19% (21%)	8% (10%)	8% (8%)
A8	5.46 (5.31)	3.84 (4.61)	3.90 (4.14)	5.68 (5.27)	4.08 (4.25)	3.71 (3.98)	5.82 (5.33)	4.08 (4.49)	4.39 (4.38)	5.51 (5.27)	4.86 (4.57)	4.55 (4.29)
P8	0.34 (0.27)	-0.59 (0.20)	-0.16 (0.09)	0.45 (0.21)	-0.17 (0.01)	-0.33 (-0.07)	0.56 (0.25)	-0.29 (0.19)	0.01 (0.06)	0.61 (0.60)	0.54 (0.52)	0.50 (0.43)
Eng P8	0.24 (-0.18)	-0.50 (-0.25)	-0.22 (-0.48)	0.24 (-0.05)	-0.31 (-0.22)	-0.33 (-0.37)	0.21 (0.02)	-0.53 (0.01)	-0.10 (-0.29)	0.58 (0.61)	0.61 (0.67)	0.49 (0.52)
Ma P8	0.74 (0.45)	-0.18 (0.54)	0.32 (0.45)	0.67 (0.36)	-0.13 (0.20)	0.05 (0.22)	0.80 (0.27)	-0.03 (0.27)	0.25 (0.20)	0.57 (0.61)	0.68 (0.69)	0.50 (0.50)
Ebacc P8	0.33 (0.31)	-0.58 (0.22)	-0.25 (0.13)	0.48 (0.23)	-0.26 (0.10)	-0.54 (-0.08)	0.73 (0.27)	-0.10 (0.09)	0.02 (-0.07)	0.62 (0.59)	0.39 (0.35)	0.41 (0.29)
Other P8	0.17 (0.40)	-0.82 (0.37)	-0.34 (0.18)	0.40 (0.26)	-0.23 (0.16)	-0.40 (-0.05)	0.45 (0.38)	-0.47 (0.34)	-0.08 (0.31)	0.63 (0.61)	0.56 (0.48)	0.59 (0.45)
Eng 4+	88% (85%)	64% (76%)	72% (61%)	88% (86%)	69% (75%)	59% (59%)	88% (88%)	67% (79%)	73% (63%)	97% (93%)	97% (92%)	92% (89%)
Eng 5+	77%	46%	51%	75%	44%	30%	75%	40%	50%	84%	73%	57%

	(67%)	(47%)	(33%)	(72%)	(49%)	(35%)	(76%)	(56%)	(44%)	(79%)	(71%)	(51%)
Eng 7+	33% (21%)	15% (7%)	5% (3%)	34% (25%)	10% (7%)	11% (8%)	36% (28%)	12% (14%)	20% (14%)	31% (30%)	15% (15%)	15% (11%)
Ma 4+	85% (88%)	59% (79%)	56% (67%)	85% (84%)	60% (69%)	49% (62%)	86% (86%)	63% (72%)	61% (60%)	91% (87%)	80% (78%)	72% (66%)
Ma 5+	69% (73%)	42% (57%)	39% (39%)	70% (68%)	39% (44%)	32% (41%)	75% (70%)	42% (46%)	45% (44%)	64% (65%)	42% (47%)	30% (30%)
Ma 7+	43% (27%)	10% (12%)	21% (11%)	44% (34%)	11% (10%)	14% (14%)	44% (31%)	12% (12%)	23% (21%)	24% (26%)	14% (15%)	13% (13%)
Sci 4+	78% (81%)	53% (67%)	49% (51%)	83% (76%)	61% (56%)	43% (49%)	86% (79%)	56% (63%)	59% (53%)	75% (75%)	63% (61%)	43% (43%)
Sci 5+	65% (55%)	36% (42%)	36% (25%)	68% (68%)	34% (34%)	27% (32%)	72% (55%)	32% (26%)	39% (30%)	56% (57%)	39% (37%)	32% (32%)
Sci 7+	31% (15%)	9% (8%)	8% (0%)	38% (25%)	10% (7%)	11% (8%)	37% (23%)	11% (9%)	16% (7%)	26% (21%)	15% (12%)	0% (7%)
Attend (all Year Groups)	94.8%	90.8%	92.8%	94.5%	90.4%	91.7%	93.7%	90.4%	90.5%			
Excl Incident s (all Year Groups)	377	244	147	285	142	133	371	222	187			

Overarching strategic aims

Key Activities	Objectives	Staff leading
Introduce new department review process	Rigorous process in place to review and improve outcomes in departments alongside developed department improvement plans.	JLA
<p>Further articulate responsiveness in the classroom and celebrate examples of World Class teaching.</p> <p>Develop and publish CPD Pathways for all staff at all points in their career. Re-launch appraisal so that it is aligned. Induct (NQTs) ECTs into Varndean following the new ECF.</p>	<p>T&L google site developed to support and further develop staff. Bright Spots and Teacher Rounds coach and challenge staff. Responsiveness is clearly evident in lessons. Teaching is designed to help pupils remember the long term content they have been taught and integrate new ideas. Teachers set demanding work that matches the aims of the curriculum. Progress and attainment improves (compared to 2019) globally and in specific subjects and for specific student groups.</p> <p>CPD is linked to personal appraisal targets and department improvement plans so that all teaching and learning is responsive and meets the needs of all students.</p> <p>ECF successfully implemented to develop and support all ECTs and mentors through the Ambition Institute Pathway.</p> <p>One Staff Vision is implemented to ensure that all staff receive improved induction and are on a CPD pathway. Wellbeing, retention and succession planning remains a priority.</p>	LFA/JLA/EXJ/ GHU
Introduce new small school review process	Rigorous process in place to review and improve outcomes in smaller schools alongside developed small school improvement plans.	GHU/AHO
Introduce a new PP strategy	Strategy closes the widened gaps between non-PP/PP students across the school using an APDR process and a PP index.	EXJ/SJB

New SEND strategy	Strategy addresses the increase in demand for SEND provision, improved tracking of interventions to include APDR systems including SEND principles for working with families.	JHF
Improved behaviour strategy to develop the positive culture of the school	Exclusions reduce, AtL improves for all students and behaviour index supports the intervention process. Triage+ is developed to address students at risk of exclusion.	ARR
Develop a tutor time programme to address recovery, equalities and community	Improved tutor time to give students the opportunity to share views and discuss current topics. Empower students with specialised knowledge linked to Philosophy and Ethics to further develop learning for life. Embed whole class reading to improve reading ages and reading for pleasure across KS3. Develop Vote for Schools with tutor groups to measure student attitudes and link to Learning for Life and assemblies.	SJK/TCL
Further develop wellbeing and pastoral strategy	Wellbeing remains high priority and pastoral support is the keystone to student progress and wellbeing.	VAN
Further develop attendance strategy	Attendance continues to improve and Covid gaps are addressed for PAPs. EWO role is further developed and strategies are embedded and measured.	SWI
World Class Literacy Strategy further developed	Literacy approach agreed in each department through the DIP. Approach visible in lessons observed. Teachers promote reading fluency, competency and enjoyment. Reading ages improve.	DGI
Equalities strategy	Reduce Gaps in attainment, conduct and attendance between pupils from protected groups. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination. Develop the quality and use of our Equality Monitoring and Data Collection.	LFA/LTO

Digital Strategy	Strategy addresses the technology gap amongst staff and students following Covid. School is future-proofed for technology.	JLA/KBA
Establish a World Class Partnership vision	Identify, develop and collaborate with partners who can support us locally, nationally and internationally to meet our vision.	SJB
Leadership at all levels is further developed	<p>SLT uses the coaching they have received to further develop leadership.</p> <p>Governors evaluate their work and how they can further support and challenge the school to meet its outcomes and deliver the vision.</p> <p>Middle leaders use the developed tools: DIP/DR/ML meetings and toolkit to improve their leadership of departments.</p> <p>Student leadership developed to ensure that student voice improves student connectedness and community voice.</p>	<p>SJB</p> <p>SJB/IR</p> <p>GHU/JLA</p> <p>SJB</p>