

SEDP School Evaluation and Development Plan Summary 2021 22

Marylebone Boys' School (MBS) Mission Statement: To support students to achieve their full academic potential and to become well-rounded, resilient citizens prepared for life beyond school through application and hard work.
Motto: Studio et industria (Success comes through application and hard work)

MBS Core Values: PROFESSIONALISM, POSITIVITY, PRODUCTIVITY
PROFESSIONALISM

Students are professional leaders who conduct themselves in a professional manner, ensuring respectful interactions with all peers and adults to allow them to become successful, independent citizens in their community and career.

POSITIVITY

Students are positive role models who are rewarded for their hard work and are able to use feedback as an opportunity to develop their skills and knowledge. Students have a positive and collaborative approach to learning, contributing fully at all times.

PRODUCTIVITY

Students are productive citizens who are ambitious and work hard; they take opportunities within the curriculum to use the '4 R Learning Powers' (Resourcefulness, Reciprocity, Resilience and Reflection) and have a growth mindset, allowing them to embrace new challenges. Students always work to their absolute maximum.

2021-2022 Priorities

2021/22 priorities are underpinned by our concern that all students and staff need to be well supported in recovering from their experiences of Covid-19.

- I. To ensure all staff across the school are well supported.
- II. GCSE outcomes are a positive P8 score for GCSE students and an ALPS (Active Learning Practices for Schools) grade 3 or higher for A Level students. The gaps in progress are reduced when compared to previous year groups and national statistics between: disadvantaged and non-disadvantaged students and any other significant pupils groups as identified by examination analysis.
- III. Ensure all lessons offer sufficient challenge to enable good progress from individual starting points.
- IV. Successfully develop and embed a bespoke inclusion programme based on trauma informed principles to deliver productive intervention, promote professional behaviour and champion positive wellbeing.
- V. Continue to develop a successful and growing Sixth Form in term of outcomes, recruitment, teaching and learning, curriculum, destinations and facilities.
- VI. Maximise student recruitment and retention in all year groups.

The quality of education (HWA)

Measurable Outcomes

SEDP summary:

- a) Summative and formative assessment is carefully planned into learning maps to allow for effective feedback and responsive teaching to progress all students from individual starting points
- b) All student books have evidence of high quality work and excellent presentation so that all books are used as an effective tool for revision and record of progress
- c) All lessons are adapted to the needs of each class and rooted in a variety of data to ensure all students are challenged and make progress every lesson.
- d) All staff are developed through high quality CPD and support which is tailored to individual needs
- e) Establish effective monitoring procedures for the delivery of the KS5 curriculum in order to develop teaching and learning and improve outcomes

Behaviour and attitudes (PGR)

Measurable Outcomes

- a) Trauma Informed training is delivered as part of the whole school Continued Professional Development programme so that all staff consistently employ the strategies in their daily interaction with students.
- b) To have successfully established the roles, responsibilities and routines within the Inclusion B.A.S.E. so that staff and student feedback shows there has been a positive impact upon the school community.
- c) To have established purposeful links with external partners, including West London Zone, in order to widen our intervention provision to cater for broader inclusion needs.
- d) Employ a strategic implementation of duty staff to promote a professional and safe environment for all stakeholders so that the daily experience at MBS is calm and enjoyable.
- e) To have established an Inclusion Provision Map which shows the impact that bespoke intervention has on reducing negative behaviours and improving academic outcomes, specifically focussing on repeat offenders.
- f) To have used stakeholder feedback and attendance data to measure the impact of strategies on student wellbeing.
- g) A consistent use of the Trauma Informed practices, as part of our bespoke inclusion programme so that positive and restorative language is used in every classroom, social space and during professional transition that leads to a reduction in fixed term exclusions to below 15% of the school cohort.

Personal development (PGR)

Measurable Outcomes

- a) Deliver a high quality enrichment curriculum that provides all students, regardless of their starting point, with a range of opportunities to extend pre-existing talents or to develop new skills which must lead to a tangible showcase, competition or performance.
- b) Deliver a broad extended curriculum which will give all students opportunities beyond the classroom and link to their future career aspirations and/or improve their cultural capital.
- c) Establish the MBS Passport so that students have access to wide range of age appropriate developmental and leadership opportunities and have established a tracking system in order to monitor and report student progress
- d) To provide all students with explicit CEIAG (Careers Education Information Advice and Guidance) which is age appropriate and contributes to the student's understanding of themselves and their goals.
- e) To ensure that British Values, SMSC (Spiritual Moral Social and Cultural Education), RSE (Relationships and Sex Education) and PSHCE (Personal Social Health Citizens Education) are promoted throughout the curriculum and that students learn to become respectful, professional and productive members of the school community allowing them to make a positive contribution to wider society.

Leadership and management (RAR)

Measurable Outcomes

- a) Integrate financial accountability across the school.
- b) Further develop wider community engagement and feedback from stakeholders to enhance student recruitment and retention.
- c) Continue to ensure all pupils are effectively safeguarded.
- d) Establish the smooth running of the MBS school day across both sites.
- e) Staff continue to be well supported in their job roles with effective and appropriate career development.
- f) Senior and middle leaders act as champions and role models for the roll out of the ICT and MIS strategies across the school.

School operations (GFI)

Measurable Outcomes

- a) Ensure the school is financially secure across a five-year budget plan period.
- b) Develop parent and prospective parent engagement in order to increase school roll.

- c) Embed and develop the effective use of ICT and MIS in school.
- d) Ensuring the main school and Sixth Form centre provide a suitable environment for learning and working.