



Ermysted's Grammar School

School Development Plan 2024-25

School Priorities

Updated September 2024

A. Quality of Education

- A1 **Ensure consistently high quality teaching in all areas of the curriculum (see D1 also).**
- A2 Review and adapt phase 2 of curriculum planning documentation
- 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.
- 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 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 **Develop closer working relationships with other schools.**
- 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: _____
S J Clarkson, Chair of Governors

Date : _____



Ermysted's Grammar School School Development Plan 2024-25

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 two ECTs in their second year, one teacher apprentice, and ITT English in their training. This will include specialist mentor support, and time to visit other schools.	A1	PD	Sept 2025	n/a	(i) PM process and final assessment in July 2025. Both ECTs successfully complete their final year of induction, and apprentice to gain QTS.	
	(ii) Relaunch T&L group into second year, extending membership to share guidance and expertise among the staff. This group will explore disciplinary literacy and behaviour for learning strategies. Group to contribute to staff training in 2024-25. DHT to coordinate.		PD HoF	All year	School Budget	(ii) Training delivered to schedule, impact evidenced in the QATL processes.	
	(iii) Extend range of CPD opportunities to drive subject teachers' range of knowledge and pedagogical expertise to include use of HoF and Faculty forums to drive the teaching and learning agenda to include disciplinary literacy (See D1). Senior leaders to complete final year of NPQH and EL courses.		PD MJE	All year	CPD Budget	(iii) See D1	
	(iv) Support transition of new leadership in English to embed second year of new faculty structure.		PD SW JCK	All year	n/a	(iv) CPD and PM records.	
Review and adapt phase 2 of curriculum planning documentation	(i) Embark on phase 2 to revise and refine curriculum planning documentation. This will include subject maps and schemes of learning for identified new units of work in all subjects in every key stage.	A2	PD HOF	completed by July 2025	Faculty Budget	(i) SoL and other curriculum documentation in place ready for 2025-26.	
	(ii) Review and refine adaptations to the enrichment carousel including pupil voice activities and updating schemes of learning.		PD HoF	Sept 2024	Faculty Budget	(ii) Planning documents, ARR data, QATL records.	
	(iii) Review and refine Schemes of Learning for PSHCE, and RSE and increase regularity of QATL processes.		AJJ HoY	Autumn Term onwards	n/a	(iii) Review completed. Actions taken. Evidenced in QATL processes.	



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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.	(i) Extend into second year scheduled training to staff on how best to support SEND pupils in the classroom, ensuring the needs of individuals are understood at a practical level. Embed the use of SEND pupil passports.	A3	AJJ PH	Autumn Term	PP and SEN funding	(i) Training delivered, impact evidenced in progress data. SEND passports in use and embedded.	
	(ii) Assess impact of SEND, disadvantaged and other interventions, including KS3 focused support on Literacy and handwriting.		AJJ PH	Autumn Term	n/a	(ii) Review completed and actions identified.	
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) Explore efficient and effective alternatives to monitor under-performance at GCSE and A level particularly for the pupils with low FGs.</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 Politics??; and GCSE Eng Lang and Lit; History; MFL, CS, Art. Faculties to review assessment processes and identify where further CPD or adaptations are necessary.</p> <p>(iii) Explore strategies to support more able in Humanities and how to increase attainment in and recruitment into Art and CS</p>	A4	 PD with HoF MJE PD PD AJJ	Actions in place Sept 2024 and reviewed at least half termly	see FDPs	(i-iii) Outcomes August 2025; internal assessment and tracking, QATL processes. Measure impact through a combination of internal data from 2019 (last official figure prior to pandemic), 2022, 2023 2024; and external data sharing exercises (e.g. BASS and NGS groups)	



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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) Embed school ethos through reinforcement of expected behaviour for learning in and out of the classrooms at all times of the school day. Reinforce through whole-school weekly foci, form tutor team, assemblies and increasing early home-school communication and intervention.	B1	SLT	All year	n/a	(i) Orderly start to the year, Behaviour and attendance data. QATL data. Pupil voice.	
	(ii) Monitor, review and support colleagues new to pastoral roles and embed the amended pastoral leadership structure.		AJJ	Autumn Term	n/a	(ii) 2025 PM process.	
	(iii) Extend CPD opportunities on classroom positive behaviour for learning strategies through the T&L group. This will include a focus on consistency in expectation, application of the Behaviour Policy and positive engagement.		AJJ PD	All year	CPD Budget	(iii) Training delivered to schedule, best practice shared amongst staff body, impact evidenced in the QATL processes.	
	(iv) Monitor specific groups of pupils, including analysing behaviours, positives and sanctions, aided through the existing pastoral structure.		AJJ HoS	All year	n/a	(iv) ARR milestones and analysis.	
	(v) Monitor impact of amended sanctions structure. Continue to explore alternative sanctions that avoid suspension e.g. SLT detentions, SLT removals, restorative conversations, daily report cards, removal of social time with peers, reflective tasks, etc.		SLT	All year	n/a	(v) Behaviour statistics.	
	(vi) Reinvent the anti-bullying strategy to include a pupil-led campaign.		AJJ	Autumn	n/a	(vi) Programme deployed.	



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B. Behaviour and attitudes

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Expand and enrich the extracurricular offer.	(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.	B2	SDS	All year	School Budget	(i) Programme delivered to schedule, wider and deeper range of activities (esp. music), high and balanced uptake by pupils. Report to Governors.	
	(ii) Embed the Ermysted's Award, physical challenges and maintain the extended provision of activities linked to House competitions.		SDS	All Year	School Budget	(ii) Uptake and success of the 2025 Awards programme.	
	(iii) Recording and evaluating pupil attendance of extra-curricular activities to be developed through oversight of the EVC role.		SDS EVC	All Year	n/a	(iii) Analyses drafted and shared with staff and governors. Action points (if any) identified and processed.	



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B. Behaviour and attitudes

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Review and refine methods to maintain high levels of pupil attendance.	(i) Introduce new systems to monitor unauthorised absence across the whole school. Specific focus within the Sixth Form.	B3	AJJ PH HoS	All year	n/a	(i) Unauthorised absence monitored and reviewed. Unauthorised absence maintained at historically low levels.	
	(ii). Embed attendance monitoring process for persistent absences. Continue to use attendance data closely to identify cohorts of pupils who are persistently absent by monitoring attendance on a rolling programme.		AJJ PH HoS	All year	n/a	(ii) Persistent absence reduced.	
	(iii) Embed updated attendance and monitoring procedures, including timely distribution of parental contact letters and reintegration meetings for absent pupils and parents.		AJJ PH HoS	All year	n/a	(iii) as (ii) above.	
	(vi) Monitor impact of changes of the school day on AM attendance. Target punctuality to registration in particular, including punctuality to PM registration for those in the Sixth Form.		SLT PH HoS Tutors	Oct 2024	n/a	(vi) Reduction in late arrivals vs comparable periods.	
	(v) Recording and evaluating pupil attendance of extra-curricular activities to be developed through		SDS EVC	All year	n/a	(v) Analyses drafted. Actions points identified (if any) and processed.	
Embed whole school rewards system.	(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.	B4	SLT SDS	All year	School Budget.	(i) Termly behaviour records and other analyses demonstrate the breadth of pupil engagement.	
	(ii) Embed standardised system for awarding School Colours.					(ii) Records of numbers gaining colours in various categories.	



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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) Refine and consolidate the learning resources used during timetabled Integrated Studies lessons and PSHCE Form Tutor programme in Years 7 to 13. Introduce single day for form time PSHCE delivery. Review the effectiveness and consistency of delivery of the timetabled PSHCE lessons and Form tutor programme in Years 7 to 13 via QATL activities with increased involvement of HoY.	C1	AJ GB ABM	Spring Term	n/a	(i) QATL analyses	
	(ii) Continue to expand the 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 important foci such as mental health, resilience, apprenticeships and creative careers.		GB 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. Explore use of external providers to enhance delivery of content.		AJ GB ABM	All year	n/a	(iii) Programme schedule and student feedback.	
	(iv) Review the RSE drop down days for Years 8, 10 and 12 delivered in 2024 and respond accordingly when planning the 2025 programme. Plan and deliver Y12 RS drop down half day.		AJ HoS	All year	School Budget	(iv) Programme schedule and student feedback.	
	(v) Extend use of support staff to streamline leadership of activities during Enrichment Week and explore how residential trips can be extended beyond		GB	Summer Term	Voluntary Donations	(v) Programme schedule, student, parent and staff feedback.	



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C. Personal development

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Embed mental health support and encourage pupils to maintain an active lifestyle (see C1 also).	(i) Continue with the effective use and deployment of additional counselling provision to support pupils with SEMH needs. Review processes to monitor impact on a half termly basis.	C2	AJJ	All year	n/a	(i) PM process, mid-year PM waypoint and final assessment in Oct 2024.	
	(ii) Embed the SEMH policy.		AJJ	All year	n/a	(ii) Pastoral metrics.	
	(iii) Reflect on previous school experiences and emerging SEMH needs of pupils and provide staff training on specific identified areas of need, e.g. suicide prevention training.		AJJ	All year	School budget	(iii) Training log, staff voice feedback, support provided for pupils.	
Support pupils to engage with views, beliefs and opinions that are different from their own.	(i) Develop opportunities for different faith groups to take an active role in the school assembly programme.	C3	SLT	All year	n/a	(i) Assembly programme 2023-24.	
	(ii) Embed provision of a pupil-led multi faith prayer room.		SLT	Autumn Term	n/a	(ii) Supervised space being used successfully.	
	(iii) Develop a pupil-led multi-voice group, focusing on cultural, religious, ethnic, sexuality and socio-economic communities.		AJJ	Autumn Term	n/a	(iii) Group established and contributing effectively to the school's inclusive ethos.	
	(iv) Embed British values to increase positive pupil interaction.		SLT	All year	n/a	(iv) Behaviour analyses and student voice.	



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C. Personal development

Priority	Action	Code	Lead	Timescale	Resources	Success Criteria	Progress
Embed careers provision, including advice on Post-16 options.	(i) Further 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 Y7, Y8 and Y9 assemblies to include at least 2 meaningful encounters per year. Invite employers and representatives from Higher Education to speak to KS3 pupils. Provide greater opportunities for KS5 students to learn about degree apprenticeships.	C4	GB	Autumn Term	n/a	(i) All year groups to have received an employer talk by the end of autumn term.	
	(ii) Support transition of support staff, and new leadership of career team and temporary Careers Co-ordinator-Host half termly careers Hub at EGS to support staff training and sharing of expertise.		SLT	All year	n/a	(ii) Stable careers programme sustained with efficient use of support admin time.	
	(iii) Explore further resources, including within Unifrog, that can be used to enhance pupil understanding of LMI, apprenticeships, alternative pathways and to provide opportunities to learn from Higher Education providers and employers, further supporting the PSHCE programme		SLT GB	Autumn Term	n/a	(iii) Impact seen in surveys, student destinations, in Learning Walks and curriculum maps.	
	(iv) Embed careers connections to support enrichment week, delegating leadership of these activities to designated subject staff and building in virtual work experience opportunities for Y10.		SLT GB	Summer Term	n/a	(iv) Measured through pupil, employer and staff voice and QATL for enrichment week.	
	v) Plan and deliver Biennial Careers Fair		GB	End October	n/a	(v) Measured through parent, pupil, employer feedback and attendance at the careers fair.	
	vi) Explore ways to further increase signposting to		GB	Summer	School	(vi) Compass Tool evaluation; parental surveys; increased	



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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) Embed CPD programme within the Northern Grammar School (NGS) group. Delivered as a face to face meetings between subject leaders and hosted mainly at EGS. Ensure good practice is disseminated to faculty staff by the subject leaders. Explore further methods to ensure collaboration of expertise from these meetings is extended and sustained across the year.	D1	MJE PD	Eight conferences per term	Cover budget	(i) Programme delivered with good attendance at the conferences. Links strengthened between schools. Best practice shared within Faculty Meetings. Process reviewed and refined so that links are utilised throughout the year.	
	(ii) Deliver a Twilight CPD programme to enhance teachers' skills and knowledge. Current foci include SEND, behaviour for learning, literacy, methods to engage different abilities and cohorts including shared training time with SGHS (see D2)		PD	All year	n/a	(ii) QATL report evidences best practice; T&L group led development of subsequent training and sharing among the wider staff.	
	(iii) Embed calendared paired observations and book looks for the second year in the QATL programme. Use the findings of the T&L group to help inform CPD foci for staff training, and assure that supporting literacy, different ability cohorts and behaviour strategies are consistently in place.		PD T&L Group	Autumn Term	n/a	(iii) Programme delivered and review with necessary impact evidence in QATL.	
	(iv) Develop links with schools in the International Boys' School Coalition (IBSC) to share expertise and research from across the globe in boys-only education. Explore virtual opportunities including sharing extra-curricular projects.		MJE	All year	\$350	(iv) Impact on curriculum development (summer 2025) and pupil progress (Aug 2025) reviewed.	
	(v) Support completion of individual staff training: Leadership NPQH/ELs, ECTs and apprentice.		SLT	All year	CPD Budget	(v) CPD records. NPQH/EL cohort secure awards; ECTs successfully complete training and apprentice	
Develop closer working relationships with other schools.	(i) Develop the alliance with members of the NGS to enable closer collaboration and operational synergies.	D2	MJE, SLT	Autumn Term	n/a	(i) Existing collaborations formalised and strengthened.	
	(ii) Phase 2 of extending collaboration with SGHS to include planned shared delivery of staff training, leadership and curriculum meetings between staff to plan for delivery in Sept 2025		MJE SLT Gov	Autumn Term	tbc	(ii) Plans in place for new launch of Y1 A level collaboration Sept 2025	



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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) Review operational efficiency and curriculum breadth. Consider whether five classes in Year 9 can be achieved for 2025-26.	D3	MJE SDS	Financial Year End	n/a	(i) Plan agreed to manage projected deficit and return to surplus.	
	(ii) Aim to revitalise donation streams to the Foundation to support pupil academic awards. Seek the support of the Old Boys' Society to establish a hardship fund to support non-curricular applications from those facing financial distress.		MJE Govs SC	Autumn Term	n/a	(ii) Alumni funding campaign delivered. Agreement of the Old Boys' Society secured; application process agreed.	
	(iii) Protect existing income streams and seek to develop new sources of revenue when practicable.		SP ADW	Financial Year End	Marketing Budget	(iii) Protect income from Catering and Lettings / new revenue streams developed.	
	(iv) Utilise 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 2025	n/a	(iv) Essential capital works brought forward and actioned within the necessary time scales.	
	(v) Review admissions patterns and consider what changes may be required.		MJE Govs	October 2025	n/a	(v) Discussions held, evidence considered, and decision taken ahead of the 2024 consultation window.	
Ensure effective governance	(i) Review the Constitution of the Governing Body.	D4	CoG	Autumn	n/a	(i) Constitution review and revised as necessary.	
	(ii) Review experiences and skills among the existing governors.		DF	Autumn Term	n/a	(ii) Skills audit completed.	
	(iii) Appoint and induct new governor as necessary and ensure they are rapidly assimilated into the group.		Gov DF	Late Autumn	n/a	(iii) All vacancies filled and governors supported through their induction successfully.	



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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.	<p>To include:</p> <ul style="list-style-type: none"> (i) Overhaul of the roof above S4 (ii) Repairs to the roof above S6 / S11 (iii) Repairs to the roof at the front of the Refectory (iv) Further refurbishment of the Maths toilets (v) Further refurbishment of the Science toilets (vi) Further refurbishment of the Refectory toilets (vii) Installation of CCTV in toilets (viii) Replacement of the main window in Music Block and various other window repairs (ix) Replacement of external doors to Glass Passageway and Refectory (x) Maintenance and painting of external railings and doors and internal areas of School House including School Office (xi) Installation of further LED lighting in School House / RS classrooms / all DT rooms (xii) Removal of and repairs to Refectory extraction unit (xiii) Replacement of pumps under Maths Faculty Office (xiv) Redecoration of English classrooms and School House Ground Floor (xv) Research opportunities to improve energy efficiency of buildings 	D5	ADW	Summer 2024	<p>All to be funded from a mixture of:</p> <ul style="list-style-type: none"> School reserves Foundation Reserves SCF grants Public and private voluntary donations 	<p>(All projects are subject to sufficient funds being secured by the School - most likely through external grants - and identification and availability of appropriate contractors)</p> <p>The success criteria would be the cost-effective achievement of each project, to schedule and to budget.</p>	