



# Methodist College Development Plan 2021-24

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## AIMS and VALUES

### Opportunity, Diversity, Excellence

At Methodist College we seek to:

- challenge, inspire and support our pupils as individuals to grow intellectually, personally and spiritually, and to achieve their potential;
- promote high academic standards and the development of diverse skills and capabilities through a variety of curricular and extra-curricular activities;
- encourage a questioning approach which searches for truth through reason, research and debate based on freedom of thought and expression;
- encourage creativity as a way of nurturing the human spirit and improving the quality of life;
- work for the benefit of the school and the local community, while promoting the concept of service to all communities, national and international;
- encourage environmental awareness, recognising our responsibility for the welfare of the planet;
- prepare our pupils to be responsible citizens and leaders, who respect the value of cultural diversity and our common humanity in a fast-changing and complex world;
- promote social justice and to counter prejudice and intolerance by encouraging mutual respect and understanding;
- provide opportunities for pupils to work together to develop an understanding of the importance of forgiveness, reconciliation, recognition and renewal in order that individuals, communities and society may flourish;
- recognise that learning is a life-long process by which we seek to gain not only qualifications but also humility and wisdom.

The ethos of the college is very strong and well-embedded. We will continue to build on this. **The 2021-24 plan will be founded on the premise that wellbeing is the bedrock of achievement.** The plan will be structured according to the 5 measurable elements that count towards wellbeing:

- Positive emotion
  - Engagement
  - Relationships
  - Meaning
  - Achievement
- (PERMA)**

The plan takes account of the impact of the global pandemic on education and on the well-being of the Methodist Community. The overarching vision of the plan is **Coming Back Better.**

#### Key Areas of Focus:

1. Embed and build on the positive experiences of the last 18 months, address the negative and make the most of the opportunities to improve the educational experience of the pupils.
2. Enhance pupil health and well-being (P)
3. Progress to the next phase of Capital development and associated funding (P)
4. Leadership development at all levels.

**Methodist College Development Plan 2021-24**  
**Coming Back Better**

<b>P: Positive Emotions</b>			
<b>Area of Focus</b>	<b>Y1 2021-22</b>	<b>Y2 2022-23</b>	<b>Y3 2023-24</b>
Well-being Pupils	Provide additional resource to address pastoral/academic impact of the Covid pandemic	Monitoring and refinement of implemented changes, identifying and addressing essential areas for additional support. Provision of additional training for staff as necessary.	
	Enhance pupil counselling services		
	Develop coping strategies		
	Upgrade the sports facilities at Pirrie Park to promote engagement in activities that promote a healthy lifestyle	Stage 2 of Pirrie development (Changing facilities, all weather surface, tennis courts)	Completion of Pirrie development
Well-being staff	Review of staff well-being policies and procedures	Monitoring and refinement of implemented changes	
<b>E:Engagment - Finding the Flow</b>			
<b>Area of Focus</b>	<b>Y1 2021-22</b>	<b>Y2 2022-23</b>	<b>Y3 2023-24</b>
Raising Standards of Core Academic Skills	Build on independent learning experiences of lockdown.	Integration of effective blended learning	Evaluation of new approaches.
	Consider the findings of the ETI Post-Primary Learning Report		
	ICT Digital Skills audit	Monitoring and refinement of implemented changes	
	Improve the core ICT skills of KS3 pupils.		
	Improve the use of homework to promote learning and understanding.		
	Evaluate the literacy, numeracy and ICT skills of pupils (post-lockdown).		
	Improve the resources available to deliver the curriculum at all Key Stages	Review capacity to support new learning strategies	Complete update of learning resource
Improving the Learning Environment	Continue with capital development projects	Continue with capital development projects (see programme below)  Further action to make the campus greener	
	Classrooms, corridors and communal spaces		
Improving Governance	Implement Board Strategic review	Evaluation of Board skill set. Support and Challenge role.	Evaluation of school leadership
<b>R: Relationships - Authentic Connections</b>			
<b>Area of Focus</b>	<b>Y1 2021-22</b>	<b>Y2 2022-23</b>	<b>Y3 2023-24</b>
Parental Engagement	Build on positive experiences from lockdown	Evaluation and moderation of changes	Consultation on next development plan
Community Engagement	Re-establish opportunities for pupils to participate in collaborative, supportive work in	Identify new opportunities for engagement.	

	the local and global community.		
Character Development	Promote school values of respect for self and others.	Focus on responsibility for the environment	
	Ensure compliance with 'Addressing Bullying in Schools' act.	Evaluation and refinement of initial approaches.	
<b>M Meaning - Purposeful Existence</b>			
Life skills: defining and Developing	Improvement of LLW programme at KS4		
	Enhance opportunities for community engagement with supra-curricular activities.		
	Improve CEIAG facilities		
	Relaunch Global Citizenship Endeavours	Development of African education project	
<b>A Achievement - Sense of Accomplishment</b>			
External Examinations	Prepare pupils for the reintroduction of external examinations.	Reestablish full external exams	Evaluate outcomes and plan accordingly
Enhance Learning Support	Improve the LS facilities to improve academic outcomes for pupils.	Monitor and refine improvements	
Extra-Curricular	Resume extra-curricular activities suspended during lockdown.	Enhancement of provision	
	Enhance the extra-curricular and co-curricular provision.	Monitor participation levels	
Self-evaluation and development	Re-establish PRSD	Development of leadership, teaching and pastoral training	
	Introduction of evaluation and development programme for administrative and support staff	Provision of training associated with implementation of the system and identified development needs	
	Review whole school self-evaluation cycle to take account of post-pandemic circumstances and changes to school leadership	Review existing plan and staff training and development in light of experiences and evolving situation	Carry out research to inform next three year plan.
Self-Awareness	Tracking and data analysis	Evaluation and dissemination of data to inform academic and pastoral support provision for pupils	
	Target Setting		

## Action Plan 2021-22

- Key performance indicators are taken from the ETI Inspection and Self-Evaluation Framework (ISEF): Effective Practice and Self-Evaluation Questions for Post Primary (January 2017). Where these are also part of the Success Criteria, the text is coloured blue.
- All documentation relating to the 2021-24 Development Plan, including the ISEF document with MCB numbering of the indicators, is available on Staff/ Staff Resources/College Development Plan/ 2021-24.
- Boxes shaded blue indicate development supported entirely or partly by Prescott funds.
- For the purposes of this plan Mental Health is defined as, “A state of wellbeing that allows children to develop and become aware of their own unique personality, to build their own identity, to fulfil their own potential, to cope with the challenges of growing up; to feel loved, secure and accepted as unique individuals and to be able to be happy, play, learn and to participate and contribute to family and community”

*Children and Young People's Emotional Health and Wellbeing in Education Framework, February 2021*

## MCB Targets 2021-22

Targets for pupil performance in the year 2021-2, based on pre-lockdown projections of potential, are as follows:

### Key Stage 3

Percentage of pupils achieving Level 5 or above in Communication	100%
Percentage of pupils achieving Level 6 or above in Communication	90%
Percentage of pupils achieving Level 5 or above in Using Mathematics	100%
Percentage of pupils achieving Level 6 or above in Using Mathematics	95%
Percentage of pupils achieving Level 5 or above in Using ICT	100%

### Key Stage 4 GCSE

5+ A*- C	98%
5 A*- C including English and Mathematics	96%
5 A*-C FSME including English and Mathematics	92%
7 A*-C	95%
7 A*-C including English and Mathematics	94%
7 A*-C FSME including English and Mathematics	86%

### Key Stage 5 GCE A level

2+ A*- E	100%
2+ A*-E FSME	100%
3+A*- C	78%
3+A*- C FSME	68%