



Rossall

INSPIRING EXCELLENCE

Rossall School
Strategic
Development Plan

September 2019 - August 2024

SHAPING LIVES
INSPIRING EXCELLENCE

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FOREWORD

Rossall aspires to be one of the foremost independent schools within the UK. Consequently, this is a resolutely ambitious development plan that articulates a strong and deliverable vision for a progressive, creative, caring and internationally-minded School. Most importantly, it is underpinned by an uncompromising commitment to ensuring that we continue to provide an outstanding quality of teaching and learning within an holistic educational context that encourages young people to fulfill their extraordinary potential. As we celebrate the 175th anniversary of the School's foundation it is an apposite moment to reflect upon the illustrious history of this most remarkable of communities. However, it is also the case that we need to take substantive steps to future-proof the School and ensure that it is well-placed to both shape lives and inspire excellence for generations to come. Change inevitably constitutes a challenge, yet Rossall is supremely well-placed to embrace a creative and forward-thinking dynamic so as to ensure that it offers a truly outstanding quality of education. Our local, national and international reputation is built upon the quality of our current provision and the ambition that we articulate for the future. All stakeholders need to reflect upon the fact that the School has evolved since its foundation and whilst we are custodians of the much loved traditions of this community, it is our responsibility to drive the School forward so that it continues to offer a modern, liberal, creative and intellectually exciting curriculum.

This **School Development Plan (SDP)** is designed to provide a strong sense of strategic direction (from 2019 until 2024) by considering, from a developmental perspective, each of the **ten core strands** that we use to benchmark the quality of education that we provide. These strands also provide the framework for the annual **School Improvement Plan (SIP)** which comprises the short term developmental objectives for the School during each successive academic year.



Jeremy Quartermain
Headmaster

THIS STRATEGIC PLAN TAKES INTO ACCOUNT THE FOLLOWING:

- Recent Independent Schools Inspectorate (ISI) Inspections: Regulatory Compliance 2016, Intermediate Early Years Foundation Stage (EYFS) 2012, Intermediate (Boarding) Standard 2010
- Annual consultation with all staff
- Feedback from both the Student Council and Parental Forum
- Questionnaires to Parents and Pupils (most recently Spring 2019)
- OFSTED inspections of boarding (2009)
- Future Development Plans as highlighted by the Finance and General Purposes Committee, Education and Welfare Committee, Council, Site Development Plan etc

THIS PLAN IS IMPORTANT BECAUSE IT:

1. provides a coherent vision for the School
2. provides the opportunity for all within the School community to embrace this vision and work together to ensure its delivery
3. serves as a clear statement of intent for the School's Senior Leadership Team (SLT) and members of Council
4. provides all members of the Rossallian community (pupils, staff, current and prospective parents, members of Council, Old Rossallians), with a clear understanding of the future direction of the School

MISSION STATEMENT

SHAPING LIVES, INSPIRING EXCELLENCE

It is our mission to inspire young people to develop a life-long love of learning within a pastorally nurturing, culturally exciting and intellectually creative community.

VISION

Rossall School is a Charity, the Objectives of which are “to provide, at a moderate cost, for the sons and daughters of clergymen and others, without limit of age, a classical, mathematical and general education of the highest class.” (1844)

The School is committed to inspiring young people to develop their potential by providing them with a first class educational experience within the context of an intellectually exciting and culturally creative community.

KEY THEMES

INSPIRING INTELLECTUAL EXCITEMENT AND ACADEMIC EXCELLENCE

Rossall School inspires a lifelong love of learning through the outstanding quality of teaching and learning that it provides for young people. Children are encouraged to develop their intellectual interests beyond the confines of the formal curriculum and they are challenged to engage critically with the multitude of opportunities that the School provides to develop skills, knowledge and understanding. Children are encouraged to become self-motivated independent learners with an intrinsic desire to explore both the physical and metaphysical aspects of their existence. We are an open-minded community receptive to new ideas. Children are encouraged to share their ideas and learn through collaboration and debate.

DEVELOPING COMPASSIONATE AND CARING YOUNG PEOPLE

Rossall School's unique educational offering provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The School's inclusive and progressive ethos is complemented by the outstanding quality of our School community which serves to nurture resilience and develop maturity. Young people leave Rossall with the confidence and strength of character necessary to pursue their personal dreams and fulfill their professional aspirations. Above all, the School endeavours to develop young people who are caring and compassionate and we provide an extraordinary diversity of opportunities for young people to develop these attributes.

ENGENDERING CULTURAL AWARENESS AND ARTISTIC CREATIVITY

Rossall School is committed to providing children with the opportunity to explore and develop their creative sensibilities through the outstanding quality of its performing arts and visual arts provision. Children are encouraged to develop their creative skills and their aesthetic sensibilities so that they may appreciate, comprehend and contribute to the world of infinite beauty that lies beyond the certainties of everyday life.



ENSURING PUBLIC BENEFIT

Rossall School is an internationally-minded community yet resolutely committed to the concept of localism. We recognise our extraordinary potential to serve the local communities of the Fylde Coast and we are committed to sharing our resources and skills with the people of Fleetwood and Blackpool. The School is committed to ensuring that the lives of local people and communities are enriched by our presence. We are part of the rich fabric of this area of the North West and we actively embrace our social responsibility to serve others.

PROMOTING SPORTING EXCELLENCE

Rossall is justifiably proud of its illustrious sporting history and recognises the many health and social benefits to be derived from regular exercise and participation in team sports. Striving for excellence within a sporting context helps young people develop transferable character attributes such as resilience, self-discipline and leadership skills. Alongside a lifelong love of learning, we provide an education which, for many young people, will result in an enduring love of sports.

AN EDUCATION FOR THE FUTURE

Rossall is committed to ensuring that it prepares young people for an uncertain future by developing transferable skills within a technologically enriched and well resourced environment. A Rossall education is outward facing and encourages children to become politically literate and engage with themes of contemporary relevance such as environmentalism and humanitarianism.

ROSSALL SCHOOLS STRATEGIC FRAMEWORK

Ten core strands have been identified as providing the framework necessary to meet these developmental objectives

1. The quality of pupil achievement and learning
2. The quality of teaching and assessment
3. The quality of pastoral care and arrangements for pupil welfare (including boarding)
4. The quality of our co-curricular provision
5. The quality of the spiritual, moral, social and cultural development of our pupils
6. The quality of leadership and management
7. The quality of governance
8. The quality of communications including marketing and alumni relations
9. Public Benefit - Charitable Activities
10. Commercial Enterprise



01

PUPIL ACHIEVEMENTS, LEARNING AND ASSESSMENT

TO ENSURE THE QUALITY OF PUPIL ACHIEVEMENT AND LEARNING WE NEED:

- A dynamic and balanced curriculum which is responsive to the evolving workplace of the twenty-first century
- Effective teaching and active participatory learning which serves to provide the challenge necessary to enable children of all abilities to fulfill their potential whilst inspiring a lifelong love of learning
- Teachers who possess growth mindsets and recognise the personal strengths of all pupils
- Heads of Departments who enhance teaching and learning by monitoring all aspects of staff and pupil performance whilst promoting an intellectually aspirant culture where the sharing of good practice is commonplace
- A vibrant culture of continuous professional development (CPD) and the opportunity for meaningful career progression
- Small class sizes, outstanding resources and excellent facilities
- Excellent academic results (routinely positive value-added scores in all departments at GCSE, IBDP, A Level)
- Effective communication of School's learning priorities to pupils and parents
- Excellent quality of formative and summative assessment

DEVELOPMENT AREAS 2019-2024



A DYNAMIC AND BALANCED CURRICULUM WHICH IS RESPONSIVE TO THE EVOLVING WORKPLACE OF THE TWENTY-FIRST CENTURY

- 1.1 Continue to market the many strengths of the International Baccalaureate Diploma Programme (IBDP) and ensure that its philosophy is embedded throughout the School.
- 1.2 Develop critical thinking and independent research skills within the context of the HPQ (Higher Project Qualification) and Human Universe course (Fourth and Fifth Years).
- 1.3 Continue to review the curriculum to ensure that it is responsive to evolving national trends within higher education and the workplace.

1.4 Re-establish an outstanding Classics Department at Rossall with the potential of offering Latin, Greek and Classical Civilisation. This department should seek to serve as a regional centre of excellence.

1.5 Continue to ensure a vibrant programme of academic enrichment activities (such as Debating, Model United Nations (MUN), and departmental societies).

1.6 Develop the potential of the site to support field study and outdoor learning.

1.7 Begin the process of developing a School Farm.

1.8 Ensure sufficient 'stretch and challenge' at Key Stage Three.

1.9 Review the Junior/Infants School curriculum to ensure a rigorous academic focus; one which supports the highest possible levels of attainment whilst maintaining an inquiry-based approach to learning.

1.10 Ensure that the majority of A Level candidates take the Extended Project Qualification (EPQ).

EFFECTIVE TEACHING AND PARTICIPATORY LEARNING WHICH SERVES TO PROVIDE THE CHALLENGE NECESSARY TO ENABLE CHILDREN OF ALL ABILITIES TO FULFILL THEIR POTENTIAL WHILST INSPIRING A LIFELONG LOVE OF LEARNING.

1.11 Ensure that Rossall continues to be an outward-facing learning community committed to delivering a liberal and progressive education underpinned by a coherent ethos and strong values.

1.12 Embed the International Baccalaureate Organisation (IBO) Learner Profile in Rossall's policies and practice.

1.13 Continue to ensure that a variety of teaching styles and learning styles are utilised in order to respond to the needs of individual pupils.

1.14 Establish the Rossall School Learning Community so that all stakeholders (parents, staff, pupils etc.) become increasingly invested in the School's educational offering.

1.15 Ensure learning is participatory and student-led.

1.16 Make increasingly effective use of 'student voice' to guide and inform teaching and learning.

TEACHERS WHO POSSESS GROWTH MINDSETS AND RECOGNISE THE PERSONAL STRENGTHS OF ALL PUPILS.

1.17 Actively embrace and promote a positive growth-mindset philosophy.

1.18 Adopt an increasingly holistic approach to pupil management predicated upon Heads of Years and Year Group tutor teams.

1.19 Continue to ensure that all teaching staff have the highest aspirations for all pupils so that all children are well placed to fulfill their potential in every regard.

1.20 Enable children to reflect critically and meaningfully upon their 'journey' through School.

HEADS OF DEPARTMENTS WHO ENHANCE TEACHING AND LEARNING BY MONITORING ALL ASPECTS OF STAFF AND PUPIL PERFORMANCE WHILST PROMOTING AN INTELLECTUALLY ASPIRANT CULTURE WHERE THE SHARING OF GOOD PRACTICE IS COMMONPLACE.

1.21 Enhance the quality of the induction programme for all new Heads of Department. (HODS)

1.22 Ensure that all Heads of Departments benefit from an ongoing Continuous Professional Development (CPD) programme which focuses upon leadership management skills.

1.23 Focus increasingly on teacher recruitment, career development and succession planning to ensure that responsibilities are delegated effectively and all departmental members are invested and empowered appropriately.

1.24 All Departments to benefit from a programme of biannual audits.

1.25 All HODS to be responsible for ensuring an enriching culture within the department which transcends the classroom and inspires young people to develop their potential beyond the confines of the formal curriculum.

A VIBRANT CULTURE OF CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) AND THE OPPORTUNITY FOR MEANINGFUL CAREER PROGRESSION.

1.26 Appointment of a Director of Professional Development.

1.27 Establishment of a Centre of Excellence for Teaching and Learning.

1.28 Restructure the current CPD programme to ensure a continuous programme of workshops and activities designed to promote a reflective culture within which the sharing of good practice is increasingly commonplace.

1.29 Further support the development of staff by providing funding for professional qualifications such as Masters and PGCEs.

1.30 Encourage and facilitate action research projects which support improved educational outcomes.

1.31 Market ourselves to potential future employees as a centre of excellence for staff development.

1.32 Establish a leadership academy to support the professional ambitions of aspirant teachers at Rossall School.

SMALL CLASS SIZES, OUTSTANDING RESOURCES AND EXCELLENT FACILITIES

1.33 Ensure that children benefit from an individualistic approach to their education.

1.34 Maintain effective class sizes.

1.35 Refurbish the Science Faculty to ensure a state-of-the-art provision.

1.36 Improve and develop facilities in the Infants School and Nursery.

1.37 Explore the possibility of relocating the Junior School from its current site in order to ensure an increasingly coherent provision.



EXCELLENT ACADEMIC RESULTS (ROUTINELY POSITIVE VALUE-ADDED SCORES IN ALL DEPARTMENTS AT GCSE, IBDP, A LEVEL)

1.38 Set aspirational targets for all pupils and all departments.

1.39 Ensure that forensic analysis of outcomes informs future departmental planning.

1.40 Effective tracking and monitoring of pupils (Year Group Teams and HODS).

1.41 Focus on recruiting outstanding practitioners with excellent subject knowledge and a proven ability to inspire young people.

1.42 Encourage teaching staff to examine/mark for IBDP/GCSES and A Levels.

EFFECTIVE COMMUNICATION OF SCHOOL'S LEARNING PRIORITIES WITH PUPILS AND PARENTS

1.43 Establishment of Rossall School Learning Community to ensure a more active partnership between home and school.

1.44 Ensure Learning Priorities are increasingly articulated through twitter/weekly blog/newsletter etc.



02

THE QUALITY OF TEACHING AND ASSESSMENT

HIGH QUALITY TEACHING AND ASSESSMENT IS DEPENDENT UPON:

- Outstanding subject teachers who possess excellent subject knowledge and are fully cognisant in terms of their knowledge and understanding of each individual pupil's capabilities
- Resources which support innovative, dynamic and engaging approaches to learning
- A rigorous assessment framework which supports the needs of all pupils and enables them to be able to fulfill their potential
- A commitment to assess and critically reflect upon all aspects of school life

DEVELOPMENT AREAS 2019-2024



OUTSTANDING SUBJECT TEACHERS WHO POSSESS EXCELLENT SUBJECT KNOWLEDGE AND ARE FULLY COGNISANT IN TERMS OF THEIR KNOWLEDGE AND UNDERSTANDING OF EACH INDIVIDUAL PUPIL'S CAPABILITIES

2.1 Implementation of an ambitious recruitment strategy designed to ensure Rossall continues to attract highly qualified and aspirant practitioners.

2.2 Establish more active links/partnerships with PGCE providers such as Manchester Met and the University of Buckingham.

2.3 Ensure a high quality of CPD and gradually increase the amount of ring-fenced time available for staff training.

RESOURCES WHICH SUPPORT INNOVATIVE, DYNAMIC AND ENGAGING APPROACHES TO LEARNING

2.4 Development of the Science Faculty so that it constitutes a cutting-edge high tech centre embracing digital technology and adaptive teaching spaces.

2.5 Development of Junior and Infants School site to ensure a physically integrated and entirely modern provision.

2.6 Roll out of Rossall School's 1:1 Mobile Learning Project - all staff and pupils to benefit from individual tablet devices appropriately managed by the school.

2.7 School to use Google Apps for Education and classrooms to be provided with Smart TVs which will, over time, replace digital projectors, desktops and speakers etc.

2.8 Continue to develop high grade sporting facilities after the forthcoming opening of our new Sports Centre.

2.9 Make more extensive use of our location to support outdoors learning and environmental education.

2.10 Share good practice and resources within departments and throughout School.



2.11 Enhance our existing provision for able and talented pupils with greater evidence of differentiation in planning from Key Stage One upwards.

2.12 Promote concept of independent learning and inculcate a stronger sense of growth mindset within both staff and pupils.

2.13 Build resilience for learning.

2.14 Develop an increasingly dynamic and flexible Learning Development Department with a remit that extends well beyond children with identifiable needs. (Study Skills, specialist subject support etc.)

A RIGOROUS ASSESSMENT FRAMEWORK WHICH SUPPORTS THE NEEDS OF ALL PUPILS AND ENABLES THEM TO BE ABLE TO FULFILL THEIR POTENTIAL.



2.15 Make more strategic use of Management Information Systems.

2.16 Ensure that full use is made of Durham University's Centre for Evaluation and Monitoring (CEMS) Value Added Data in order to guide and inform intervention strategies.

2.17 Ensure that assessment data is more readily understandable for parents and pupils.

A COMMITMENT TO ASSESS AND CRITICALLY REFLECT UPON ALL ASPECTS OF SCHOOL LIFE.

2.18 Establish systems to enable pupils to reflect on all aspects of school life effectively.

03

THE QUALITY OF PASTORAL CARE AND SPIRITUAL, MORAL AND CULTURAL DEVELOPMENT

TO ENSURE THE HIGHEST POSSIBLE QUALITY OF PASTORAL CARE, WE NEED:

- Robust safeguarding protocols and procedures which take full account of Prevent Duties
- Effective behaviour and anti-bullying policies
- Staff who are attentive to the needs of each individual child
- Effective pastoral structures (both horizontal and vertical)
- An inclusive culture which celebrates diversity and is sensitive to the needs of all children regardless of gender, sexuality or ethnicity
- Outstanding careers/higher education guidance
- A positive ethos where pupils with specific needs are included in every aspect of the life of the School
- Receptive to the views of all pupils
- Ensure that the site becomes increasingly secure
- Excellent record-keeping and clear lines of communication
- Counselling provision
- A caring and effective environment for boarding

DEVELOPMENT AREAS 2019-2024

ROBUST SAFEGUARDING PROTOCOLS AND PROCEDURES WHICH TAKE FULL ACCOUNT OF PREVENT DUTIES.

3.1 Ensure that all staff continue to be fully trained in accordance with current safeguarding legislation and that they continue to be fully cognisant with regards to their statutory duties.

EFFECTIVE BEHAVIOUR AND ANTI BULLYING POLICIES

3.2 Continue to keep all policies and protocols under continuous review and ensure that all children within the School feel confident to share concerns with adults.

STAFF WHO ARE ATTENTIVE TO THE NEEDS OF EACH INDIVIDUAL CHILD

3.3 Continue to develop pastoral training for all staff - especially for tutors.

3.4 Ensure that all boarding house staff complete BSA training courses.

3.5 Appoint a Director of Boarding to mentor and support all boarding staff and provide strategic oversight with regards to all aspects of boarding.

EFFECTIVE PASTORAL STRUCTURES (BOTH HORIZONTAL AND VERTICAL)

3.6 Improve provision for day pupils in the boarding houses (study space etc.)

3.7 Introduce Heads of Sections and Heads of Years and Year Group tutor teams.

3.8 Replace vertical structured tutor groups with horizontal tutor groups.

AN INCLUSIVE CULTURE WHICH CELEBRATES DIVERSITY AND IS SENSITIVE TO THE NEEDS OF ALL CHILDREN REGARDLESS OF GENDER, SEXUALITY OR ETHNICITY

3.9 Review our provision for LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning) young people and make increasing use of student voice to ensure that we are proactively attentive to their needs.

3.10 Continue to review our Accessibility Plan annually in order to ensure the site becomes evermore accessible.

3.11 Ensure that the Personal, Social, Health and Economic (PSHE) programme continues to explore issues relating to inclusivity and equality.

3.12 Continue to promote the strong ethos and values of the School which are predicated upon diversity and inclusivity.

OUTSTANDING CAREERS/HIGHER EDUCATION GUIDANCE.

3.13 Work in partnership with the Old Rossallians to ensure a database/network of alumni willing to offer advice, internships and work experience to Sixth Formers

3.14 Make greater use of online digital resources.

3.15 Move away from the concept of a careers library and towards the concept of a Rossall 'Futures' Resource Centre.

3.16 Ensure a greater diversity of careers talks and develop the concept of 'Breakfast Careers Workshops'.

3.17 Ensure that alternative pathways are clearly identified as viable options alongside preparation for university entrance.

A POSITIVE ETHOS WHERE PUPILS WITH SPECIFIC NEEDS ARE INCLUDED IN EVERY ASPECT OF THE LIFE OF THE SCHOOL.

3.18 Ensure that the most effective support is provided for all pupils with specific needs.

3.19 Develop the Learning Development Department to ensure that it coordinates support for all pupils in terms of delivering study skills seminars and individual subject support.

RECEPTIVE TO THE VIEWS OF ALL PUPILS.

3.20 Continue to develop the role of student voice in all aspects of life at Rossall.

ENSURE THAT THE SITE BECOMES INCREASINGLY SECURE

3.21 Work with Wyre Council to resolve outstanding 'right of access issues.'

3.22 Gradually improve security fencing around the inner perimeter.

3.23 Make greater use of biometric/electronic security solutions.

3.24 Improve signage and continue to promote a safeguarding culture where all unidentified people are routinely challenged.

EXCELLENT RECORD-KEEPING AND CLEAR LINES OF COMMUNICATION.

3.25 Make more effective use of digital Management Information Systems (MIS).

COUNSELLING PROVISION

3.26 Relocate Counselling Provision away from the Medical Centre.

3.27 Ensure provision is attentive to the needs of all of our pupils.

A CARING AND EFFECTIVE ENVIRONMENT FOR BOARDING.

3.28 Continue to ensure the recruitment of boarding staff capable of nurturing and inspiring young people from a holistic perspective.

3.29 When necessary, recruit externally for key pastoral roles.



IN ORDER TO PROVIDE OUTSTANDING CO-CURRICULAR ACTIVITIES WE NEED:

- A diversity of experiences external to the classroom which serve to develop every pupil and promote the pursuit of excellence and participation for all
- An awareness by pupils of the many benefits to be gained from participating in a wide variety of co-curricular activities
- To ensure that outdoor areas throughout the School are child-centred and well managed

DEVELOPMENT AREAS 2019-2024



A DIVERSITY OF EXPERIENCES EXTERNAL TO THE CLASSROOM WHICH SERVE TO DEVELOP EVERY PUPIL AND PROMOTE THE PURSUIT OF EXCELLENCE AND PARTICIPATION FOR ALL.

- 4.1 Develop an ambitious and compelling development plan for the Co-curricular provision at Rossall School.
- 4.2 Encourage a greater level of participation in sports, music, drama, etc.
- 4.3 Ensure an increasingly dynamic and diverse programme of activities at the weekend.
- 4.4 Embed the concept of 'aspiring for excellence' within all aspects of the programme.
- 4.5 Appoint a Director of Performing Arts and ensure greater collaboration across the arts.
- 4.6 Liaise with external organisations to ensure that we are increasingly 'outward facing'.
- 4.7 Develop Rossall Arts Festival with external partner(s).
- 4.8 Continue to improve the quality of instrumental music performance within the School (chamber music, orchestral music etc.).

4.9 Ensure that we make full use of our extensive facilities.

4.10 Develop clear plans for the development of each co-curricular area: sports, music, outdoor pursuits, CCF, drama etc.

4.11 Encourage pupils to take ownership of their own programme of co-curricular activities.

AN AWARENESS BY PUPILS OF THE MANY BENEFITS TO BE GAINED FROM PARTICIPATING IN A WIDE VARIETY OF CO-CURRICULAR ACTIVITIES.

4.12 Develop processes to enable pupils to reflect meaningfully upon their involvement in co-curricular activities.

TO ENSURE THAT OUTDOOR AREAS THROUGHOUT THE SCHOOL ARE CHILD-CENTRED AND WELL MANAGED.

4.13 Re-develop the Hall Garden so that it includes an outdoor classroom/petting farm.

4.14 Provide more imaginative play areas/play equipment for younger children.

4.15 Exploit our spectacular natural environment more fully.



05

THE QUALITY OF THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION OF OUR PUPILS

TO ENSURE THE HIGHEST POSSIBLE QUALITY OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION OF PUPILS WE NEED TO AIM FOR THE FOLLOWING:

- Pupils who possess an intrinsic desire to contribute towards the community life of the School
- Pupils who are sensitive to non-material aspects of life and who develop their cultural, spiritual and aesthetic sensibilities as they progress through the School
- Pupils who are open to exploring cultural diversity within a context of mutual respect and understanding
- Appropriate training for all staff so as to ensure they appreciate the significance of this area of School life

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PUPILS WHO POSSESS AN INTRINSIC DESIRE TO CONTRIBUTE TOWARDS THE COMMUNITY LIFE OF THE SCHOOL.

- 5.1 Ensure that pupils receive effective feedback to issues raised by the Student Council.
- 5.2 Provide more meaningful opportunities for volunteering – both within School and beyond.
- 5.3 Improve the School's environmental sustainability credentials and maintain a consistent approach to ecological matters.
- 5.4 Involve children in all aspects of community life such as the planning of new site development projects and the running of community focused events.

PUPILS WHO ARE SENSITIVE TO NON-MATERIAL ASPECTS OF LIFE AND WHO DEVELOP THEIR CULTURAL, SPIRITUAL AND AESTHETIC SENSIBILITIES AS THEY PROGRESS THROUGH THE SCHOOL.

- 5.5 Bring greater coordination/planning to bear on fundraising activities.

5.6 Promote activities such as MUN and Amnesty International that serve to develop a sense of social responsibility whilst broadening young people's political horizons.

- 5.7 Ensure the concepts/ideology of the IBO assume greater prominence throughout the School.
- 5.8 Increase the number of pupil-led assemblies.
- 5.9 Ensure an ever greater diversity of guest speakers.
- 5.10 Refine and develop the Academic Enrichment Programme.

PUPILS WHO ARE OPEN TO EXPLORING CULTURAL DIVERSITY WITHIN A CONTEXT OF MUTUAL RESPECT AND UNDERSTANDING.

- 5.11 Ensure pupils are made aware of the enriching and positive benefits from living within a community that celebrates diversity and nurtures a culture of mutual respect.

5.12 Ensure that democratic values are reinforced through all aspects of the PSHE/Well-being programme.

5.13 Appoint a Director of Wellbeing and provide opportunities for pupils to explore concepts such as mindfulness and resilience.

5.14 Ensure greater coordination between themes discussed in Chapel, tutor groups and through the auspices of the PSHE programme.

APPROPRIATE TRAINING FOR ALL STAFF SO AS TO ENSURE THEY APPRECIATE THE SIGNIFICANCE OF THIS AREA OF SCHOOL LIFE.

5.15 Ensure frequent training for all staff in this rapidly evolving area.



TO ENSURE AN OUTSTANDING QUALITY OF LEADERSHIP AND EFFECTIVE MANAGEMENT WE MUST ENSURE:

- A coherent vision
- Clear strategic direction
- Effective oversight of all aspects of school life to ensure consistent and effective implementation of policies and development plans
- Effective communication of key developmental objectives so that they are readily understood by all members of the School community
- Engaged and motivated staff
- An outstanding quality of CPD to enable all staff to develop leadership and management skills

DEVELOPMENT AREAS 2019-2024

A COHERENT VISION

6.1 Ensure mission statement encapsulates the ethos and purpose of the School.

6.2 Ensure that the vision is articulated consistently and in a manner readily understandable to all stakeholders.

CLEAR STRATEGIC DIRECTION

6.3 Ensure that all aspects of School life are underpinned by short term and long term development plans which are reviewed and revised on a regular basis.

6.4 Ensure all departments/areas of the School develop plans which respond to the developmental priorities contained within the annual School Improvement Plan (SIP).

6.5 Ensure that the SIP is reactive to short term needs whilst taking into account the long term strategic objectives contained within this School Development Plan (SDP).

EFFECTIVE OVERSIGHT OF ALL ASPECTS OF SCHOOL LIFE TO ENSURE CONSISTENT AND EFFECTIVE IMPLEMENTATION OF POLICIES AND DEVELOPMENT PLANS

6.6 Develop an even greater sense of professional accountability/responsibility in all aspects of School life.

6.7 Improve the quality of middle management through increasingly effective CPD.

6.8 Ensure appropriate checks and balances are in place to ensure effective implementation of protocols and policies.

6.9 Develop a culture of greater collaboration and greater challenge.

EFFECTIVE COMMUNICATION OF KEY DEVELOPMENTAL OBJECTIVES SO THAT THEY ARE READILY UNDERSTOOD BY ALL MEMBERS OF THE SCHOOL COMMUNITY.

6.10 Ensure all policies and developmental plans are effectively communicated/disseminated by the Headmaster and Senior Leadership Team.

6.11 Ensure an improved level of communication and coordination between the Infants, Junior and Senior Schools in order to ensure greater strategic coherence.

ENGAGED AND MOTIVATED STAFF

6.12 Ensure a strategically coherent/ambitious recruitment policy.

6.13 Ensure terms and conditions are attractive enough to attract and retain outstanding teachers.

6.14 Continue to be attentive to the professional needs and personal welfare of current staff.

6.15 An effective appraisal programme containing clear developmental targets.

AN OUTSTANDING QUALITY OF CPD TO ENABLE ALL STAFF TO DEVELOP LEADERSHIP AND MANAGEMENT SKILLS.

6.16 Provision of regular leadership/middle management training through the auspices of the Leadership Academy, regular cycle of CPD training and external providers



TO ENSURE EXCELLENT GOVERNANCE WE NEED:

- Clear strategic direction
- Effective and rigorous oversight of all policies
- Governors with a clear understanding of both the School's context and national educational landscape
- Governors with an informed insight into all aspects of School life – especially the educational offering
- Effective long term financial planning
- Attentive monitoring of School's performance in all regards (educationally, financially, commercially, marketing etc)
- Effective appraisal of the Senior Leadership Team
- A supportive culture predicated upon effective scrutiny of performance data and an appropriate level of challenge
- Effective oversight of scholarships/bursaries
- Greater focus upon the strategic development of the site

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CLEAR STRATEGIC DIRECTION

7.1 Annual strategic review process to inform following year's SIP and assess progress towards fulfilling strategic objectives contained within the School Development Plan.

EFFECTIVE AND RIGOROUS OVERSIGHT OF ALL POLICIES

7.2 All regulatory and non-regulatory policies to be reviewed annually.

7.3 Governors to ensure that stated policies are implemented effectively.

GOVERNORS WITH A CLEAR UNDERSTANDING OF THE SCHOOL'S CONTEXT AND NATIONAL EDUCATIONAL LANDSCAPE.

7.4 Senior Leadership Team and Council sub-committees to ensure Council are well informed with regards to external factors and fully cognisant of the unique context/challenges of independent schools in the North-West.

7.5 Continue to be attentive to the needs of the School when recruiting new members to the governing body.

7.6 Continue to ensure a strategically forward-thinking/progressive dynamic whilst being mindful of the responsibility of members of Council to be sensitive custodians of the School's illustrious history and distinctive traditions.

GOVERNORS WITH AN INFORMED INSIGHT INTO ALL ASPECTS OF SCHOOL LIFE - ESPECIALLY THE EDUCATIONAL OFFERING

7.7 Encourage governors to continue visiting the School regularly.

EFFECTIVE LONG TERM FINANCIAL PLANNING

7.8 Continue to ensure effective modelling and endeavour to build a greater level of reserves.

ATTENTIVE MONITORING OF SCHOOL'S PERFORMANCE IN ALL REGARDS (EDUCATIONALLY, FINANCIALLY, COMMERCIALY, MARKETING ETC)

7.9 Ensure that, collectively, the Council possesses the necessary skills set to ensure effective monitoring.

7.10 Ensure that governors continue to be an active and supportive presence within School.

EFFECTIVE APPRAISAL OF THE SENIOR MANAGEMENT TEAM

7.11 Regular appraisal of each member of the Senior Executive to be carried out by Council.

7.12 External appraisal once every three years or when deemed appropriate by Chairman of Council.

EFFECTIVE OVERSIGHT OF SCHOLARSHIPS/BURSARIES

7.13 Effective modelling based on regressive analysis and benchmarking within the sector.

7.14 Commit to providing higher levels of means-tested support to children on the Fylde Coast so that the School becomes increasingly accessible to children from a diversity of socioeconomic backgrounds

7.15 Form a Scholarships/Bursaries Committee to meet once a year (Spring Term).

GREATER FOCUS UPON THE STRATEGIC DEVELOPMENT OF THE SITE.

7.16 Draw up a full site development plan which complements the SDP.



Planned Development of Infants School

TO ENSURE HIGH QUALITY COMMUNICATION AND EFFECTIVE ALUMNI RELATIONS WE NEED:

- Excellent relations with all stakeholders
- A coherent strategy for developing the role of the Old Rossallians
- An effective Foundation
- A strong market position that effectively communicates the distinctive features of the School in order to attract day and boarding pupils of a high calibre
- Effective management/leadership of all aspects of external relations

DEVELOPMENT AREAS 2019-2024

EXCELLENT RELATIONS WITH ALL STAKEHOLDERS.

- 8.1 Continue to improve the effectiveness of communication with parents.
- 8.2 Develop stronger links with boarding agents and potential feeder schools.

A COHERENT STRATEGY FOR DEVELOPING THE ROLE OF THE OLD ROSSALLIANS.

- 8.3 Produce a strategically coherent development plan for the Old Rossallians.
- 8.4 Give greater consideration to broadening the age profile of active members.
- 8.5 Be increasingly responsive to the evolving direction of the Club (increasingly international profile).

AN EFFECTIVE FOUNDATION

- 8.6 Continue to identify and engage with potential donors.
- 8.7 Ensure greater resonance with local community (Changing Lives Foundation).
- 8.8 Ensure more effective communication of the Foundation's objectives.

A STRONG MARKET POSITION THAT EFFECTIVELY COMMUNICATES THE DISTINCTIVE FEATURES OF THE SCHOOL IN ORDER TO ATTRACT DAY AND BOARDING PUPILS OF A HIGH CALIBRE.

- 8.9 Effective contributions to national debates regarding education.
- 8.10 Make greater use of digital media to reach more people - especially in new/developing markets.

- 8.11 Review marketing/recruitment strategies on a termly basis to ensure sustainable recruitment throughout the school from local, national and international markets.

EFFECTIVE MANAGEMENT/LEADERSHIP OF ALL ASPECTS OF EXTERNAL RELATIONS.

- 8.12 Work towards the creation of an External Communications Department comprising the following functions:

- Marketing
- Recruitment
- Communications
- Development
- Foundation

Ensure strategic clarity of purpose for the above.



09

DEVELOP THE PUBLIC BENEFIT OF THE SCHOOL

TO ENSURE THAT ROSSALL SCHOOL IS A SECTOR LEADER IN TERMS OF ITS COMMITMENT TO ENSURING AN OUTSTANDING LEVEL OF PUBLIC BENEFIT WE NEED TO:

- Become increasingly effective at networking and building partnerships in the local community
- Increase the scope of our public benefit activities
- Communicate our purpose more effectively
- Have more effective oversight of our activities

DEVELOPMENT AREAS 2019-2024

BECOME INCREASINGLY EFFECTIVE AT NETWORKING AND BUILDING PARTNERSHIPS IN THE LOCAL COMMUNITY

- 9.1 Continue to develop a close partnership with St Peter's Fleetwood through the auspices of the chaplaincy.
- 9.2 Become a key player in the development of Fleetwood Community Hospital.
- 9.3 Build effective partnerships with local Fleetwood primary schools.
- 9.4 Continue to develop our relationship with Blackpool Virtual School.

COMMUNICATE OUR PURPOSE MORE EFFECTIVELY

- 9.5 Give more consideration to effective marketing straplines so that our purpose is better understood.

INCREASE THE SCOPE OF OUR PUBLIC BENEFIT ACTIVITIES

- 9.6 Launch Rossall Centre of Community Learning and Key Skills.
- 9.7 Contribute (on an annual basis) to projects such as 'Fleetwood in Bloom'.
- 9.8 Create increasingly effective partnerships with maintained schools.
- 9.9 Continue to create partnerships through the CCF.
- 9.10 Continue to ensure that facilities are used by members of the local community.
- 9.11 Ensure that our highly impressive level of bursary support is sustained.
- 9.12 Continue to recruit the majority of school staff from the local vicinity.

- 9.13 Develop our role as a member of the Boarding Schools Partnership.

- 9.14 Continue our long-standing association with local charities.

HAVE MORE EFFECTIVE OVERSIGHT OF OUR ACTIVITIES

- 9.15 Appoint a Director of Public Benefit to promote, coordinate and develop all activities.



10

COMMERCIAL ENTERPRISE

TO ENSURE THAT ROSSALL SCHOOL MAXIMISES ITS COMMERCIAL POTENTIAL LOCALLY, REGIONALLY, NATIONALLY AND INTERNATIONALLY:

- Become increasingly effective at networking and building commercial partnerships both at home and abroad
- Have more effective oversight of our commercial activities
- Diversify revenue streams in order to support core charitable purpose

DEVELOPMENT AREAS 2019-2024

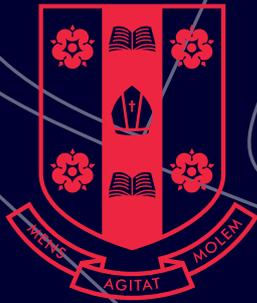
TO ACHIEVE THE ABOVE WE NEED TO:

- 10.1 Establish a Commercial Enterprises Committee on Council.

- 10.2 Extend our brand recognition and potential reach in the local market.

- 10.3 Focus our resources upon our core purpose and most exportable commodity – education.

- 10.4 Maximise commercial potential of Rossall Enterprises and ensure effective oversight of its activities.



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Rossall
ANNIVERSARY

SHAPING LIVES
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