



Strategic Development Plan 2023 - 2027



St Leonards
St Andrews



Introduction from the Head

St Leonards has been at the forefront of pioneering education since it was founded in 1877. As we look forward to celebrating our 150th anniversary in 2027, we remain focused on our fundamental purpose: to educate young people for life.

The challenges and opportunities in the years ahead are energising us as a School as we know we must remain as innovative, as ambitious and as visionary as ever in all we do. Equally, we remain committed to nurturing every single individual in our warm, welcoming, diverse and inclusive community, and ensuring that our young people are educated with rigour, aspiration, relevance and purpose, such that they are able to flourish in every aspect of their lives.

Our strategic development plan guides our future, and enables all those in our community to understand and to embrace the shared vision, mission and goals for the development of our School; it gives us a clear sense of how we will work together, with one another, to achieve success.

We have identified five areas of focus; each area relates to a goal, and details how we aim to meet each goal.

The School's Board of Governors and its Executive Leadership Team are committed to ensuring that all members of our community can look forward to an exciting future for St Leonards.

A handwritten signature in black ink, appearing to read 'Simon Brian'.

Mr Simon Brian MA Hons - Head of St Leonards

Our Purpose

To educate young people for life.

Our Vision

To be the school of choice for families living locally and for boarders from around the world, providing an outstanding education within a financially thriving environment.

Our Mission

To educate young people to become flourishing IB graduates who are skilled for lifelong learning and wellbeing, and committed to making a positive impact in our world.

Our Learner Values

St Leonards is an International Baccalaureate World School that aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Our Areas of Focus

1. Culture of wellbeing
2. Excellence in learning and teaching
3. Investing in people
4. Community collaboration
5. Driving sustainability





Culture of wellbeing


Goal

To nurture a diverse and inclusive intercultural environment where pupils are supported to flourish as both individuals and team players in every area of School life.

We will do this by

- Driving a culture of kindness, inclusivity, diversity and equity
- Integrating all pupils with their individual needs
- Taking evidence-based approaches to develop the highest standards of pastoral care
- Creating pupil leadership pathways and opportunities
- Developing a sector-leading boarding experience and environment

Action Points

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|---|---|---|--|---|
| <p>1.1 Launch a system that specifically recognises and rewards our key values with pupils</p>  | <p>1.2 Establish a Staff Wellbeing Charter, ensuring support for staff wellbeing is visible and active</p>  | <p>1.3 Systematise the standard procedures and training for all staff for responding to pupil behavioural issues (e.g. unkindness) in line with our values</p>  | <p>1.4 Identify the best practice of pastoral care in other schools and share via mutual visits</p>  | |
| <p>1.5 Development of Ad Vitam (PSHE) across all year groups such that all stakeholders are aware of importance and input</p>  | <p>1.6 Develop pupil experience surveys on School culture</p>  | <p>1.7 Establish and develop pupil leadership team portfolio responsibilities</p>  | <p>1.8 Pupil voice, consultation and agency: establish clear feedback channels and initiatives from pupils for School improvement</p>  | <p>1.9 Establish an Equality, Diversity and Inclusivity group across pupils and staff</p>  |
| <p>1.10 Create a vertical pupil leadership progression model</p>  | <p>1.11 Audit the full co-curricular offering, take-up and participation, to advise future planning including service learning</p>  | <p>1.12 Carry out a SEN pupil survey on inclusion and provision</p>  | <p>1.13 Finalise the boarding development strategy</p>  | |
| <p>1.14 Conduct an annual parental survey in boarding</p>  | <p>1.15 Refurbishment of all remaining boarding accommodation to be completed</p>  | <p>1.16 Introduce Wellbeing Spaces around the School - inside and outside spaces</p>  | <p>1.17 Sporting strength and conditioning facility to be evaluated</p>  | <p>1.18 Implement annual safeguarding training plan for all staff and all new staff</p>  |
| <p>1.19 Track the progress of effort and attainment of groups of pupils (e.g. boarders) over time</p>  | <p>1.20 Develop an academic culture in the boarding houses</p>  | <p>1.21 Introduce regular scenario-based pastoral training</p>  | <p>1.22 Redesign After School Club and Prep offer to support staff and pupil wellbeing, and to support parents.</p>  | |



Excellence in learning and teaching

Goal

To deliver an inspirational, holistic and academically ambitious IB education to young people, led by exceptional teachers, educators and trainers, whose practice is informed by the very best evidence and research.

We will do this by

- Adopting research and evidence-based approaches to academically rigorous IB learning and teaching
- Attracting and appointing high-calibre colleagues advocating lifelong learning and the IB learner profile
- Developing an attractive, inclusive and engaging co-curriculum
- Embracing technological and pedagogical innovation

Action Points

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|---|---|---|--|---|
| <p>2.1 Plan a series of evidence-based teaching workshops that target effective assessment, Q+A, & feedback</p> | <p>2.2 Establish the IBCP as a credible and desirable Sixth Form pathway that combines academic and business aspirations</p> | <p>2.3 Target visits to the most effective IB schools with small groups of teachers</p> | <p>2.4 Integrate departmental curriculum planning time into each term</p> | <p>2.5 Develop Y4-9 STEM curriculum pathways</p> |
| <p>2.6 Introduce Business, Finance, Leadership, Professional Skills and Personal Project modules into Y7-11 curriculum</p> | <p>2.7 Build our Careers, Employability, Leadership and Life Skills course into the Y7-11 curriculum</p> | <p>2.8 Every department to initiate a learning and teaching development plan</p> | <p>2.9 Establish a regular academic enrichment lecture programme for scholars/award holders/ pupil leaders</p> | <p>2.10 Establish a Sixth Form Academic Enrichment Society</p> |
| <p>2.11 Leaders to model IB learner profile to all staff e.g. questions, responses at briefing, meetings and assemblies</p> | <p>2.12 Annual needs of INSET (e.g. IB) to be established by June for the coming year</p> | <p>2.13 Establish a programme of invited speakers (on learning and teaching)</p> | <p>2.14 Bring specific IB attribute-related questions and tasks into the interview processes for teaching candidates</p> | <p>2.15 Consult on and review the staff package</p> |
| <p>2.16 Establish a two-year induction and development programme for teachers new to St Leonards</p> | <p>2.17 Develop pupil leadership and empowerment throughout the co-curriculum through mentoring and specific role attribution</p> | <p>2.18 Report annually on Value Add data for public examination results: analysis and evaluation</p> | <p>2.19 Track historical effort data by sections of the School population (boys, girls, boarding, day etc) and use to make targeted interventions and support measures</p> | <p>2.20 Implement a tracking system for progress of pupils in numeracy and literacy in Y4-6</p> |
| <p>2.21 Review shape of the day and shape of the week</p> | <p>2.22 Write a vision and strategic plan for the development of sport at St Leonards</p> | <p>2.23 Review of the Maths and Phonics Curriculum in the Junior School</p> |  | <p>2.24 Embed and maximise opportunities for Outdoor Learning</p>  |



Investing in people





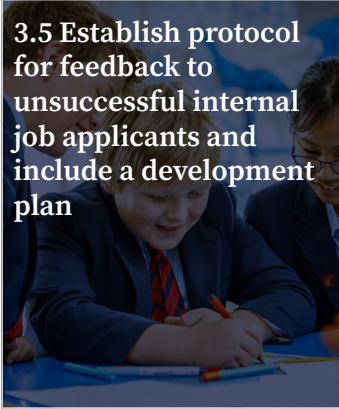


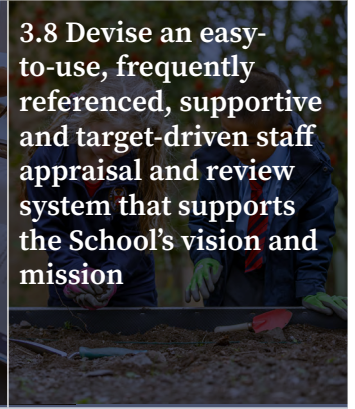

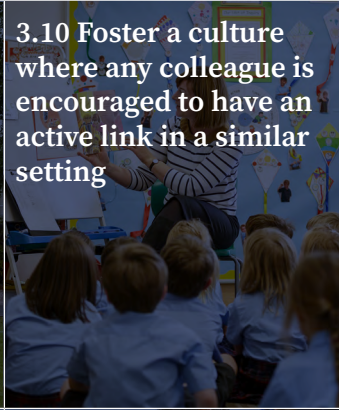
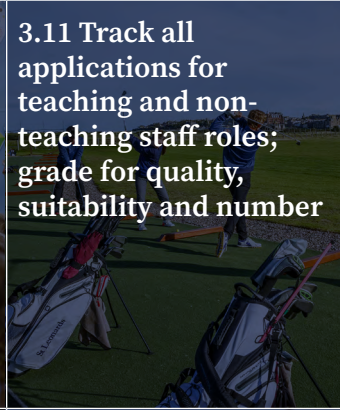



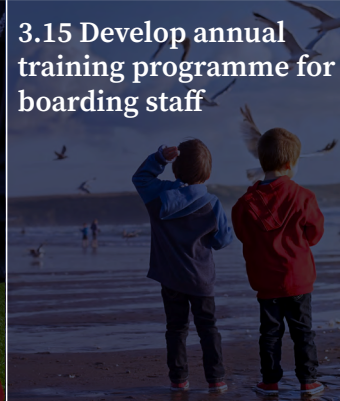
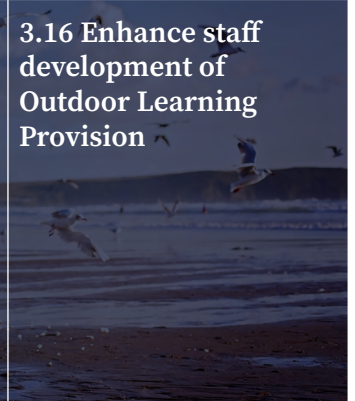
Goal

To nurture a culture of high performance in all colleagues, all of whom aspire to the IB learner profile, are committed to progressing the learning of young people every day, and who care for themselves and for one another.

We will do this by

- Recruiting, developing and retaining our colleagues within a culture of professional excellence
- Establishing leadership and talent pathways
- Embracing a professional culture of wellbeing and inclusive excellence in all areas of our School
- Engaging with meaningful professional learning, training and review
- Empowering all colleagues to develop in line with the School's vision, mission and goals

Action Points

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|---|---|---|---|
| <p>3.1 Write a plan that establishes pathways for talent and leadership development</p>  | <p>3.2 Identify targeted areas of delegated responsibility for curriculum leadership (e.g. CAS, ToK, EE, enrichment)</p>  | <p>3.3 Evaluate the scope for incentives for colleagues taking on additional areas of responsibility</p>  | <p>3.4 Launch a leadership course for colleagues</p>  |
| <p>3.5 Establish protocol for feedback to unsuccessful internal job applicants and include a development plan</p>  | <p>3.6 Deliver a whole-staff series of training opportunities on inclusive excellence</p>  | <p>3.7 Establish an annual tutor training plan</p>  | <p>3.8 Devise an easy-to-use, frequently referenced, supportive and target-driven staff appraisal and review system that supports the School's vision and mission</p>  |
| <p>3.9 Establish an annual (INSET) training plan for members of staff based on the School's developmental priorities</p>  | <p>3.10 Foster a culture where any colleague is encouraged to have an active link in a similar setting</p>  | <p>3.11 Track all applications for teaching and non-teaching staff roles; grade for quality, suitability and number</p>  | <p>3.12 Publish vision, mission and goals prominently</p>  |
| <p>3.13 Refresh all staff with strategic focus priorities at the start to each term</p>  | <p>3.14 Establish Mental Health Awareness and Mentors in Violence Prevention training</p>  | <p>3.15 Develop annual training programme for boarding staff</p>  | <p>3.16 Enhance staff development of Outdoor Learning Provision</p>  |

Community collaboration

Goal

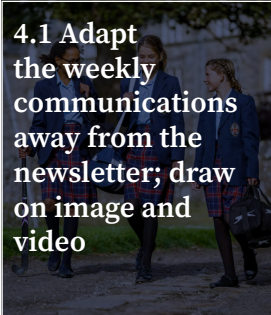

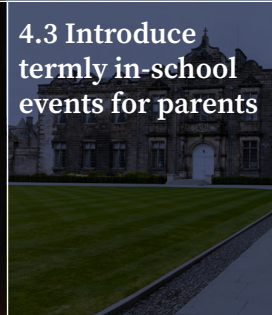


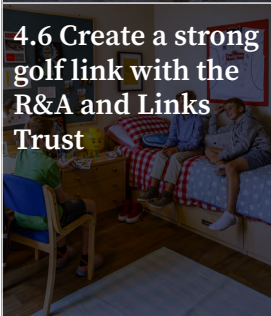

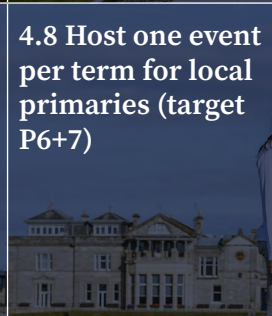

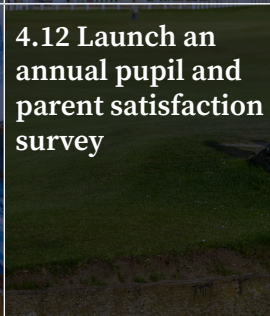
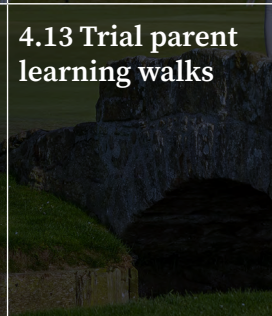
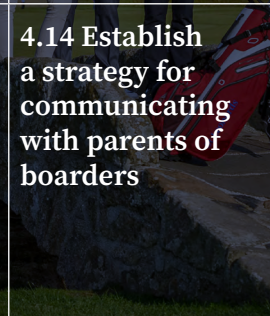
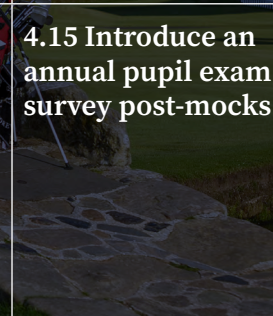

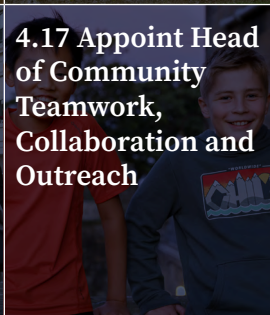
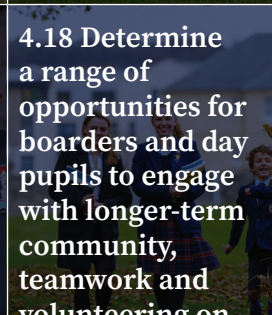




To develop a positive culture of engagement and feedback with all members of our community, and to grow meaningful relationships with local, national and international partners.

We will do this by

- Strengthening engagement with our local community, parents and Seniors
- Implementing the most effective channels of communication with our stakeholders
- Forming strategic partnerships balanced with community needs
- Undertaking regular self-evaluation that leads to improvement
- Increasing service-learning opportunities



Action Points

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| <p>4.1 Adapt the weekly communications away from the newsletter; draw on image and video</p>  | <p>4.2 Design a summer event for the local community in our grounds</p>  | <p>4.3 Introduce termly in-school events for parents</p>  | <p>4.4 Introduce a Seniors strategy e.g. annual programme of events for Seniors</p>  | <p>4.5 Create a strategic plan for golf</p>  |
| <p>4.6 Create a strong golf link with the R&A and Links Trust</p>  | <p>4.7 Begin a regular prep schools visit programme</p>  | <p>4.8 Host one event per term for local primaries (target P6+7)</p>  | <p>4.9 Involve boarders in regular volunteering work with key local organisations</p>  | <p>4.10 Careers/mentoring programme to be established with local businesses, Seniors and parents</p>  |
| <p>4.11 Hold IB parental workshops at key times of the year for PYP, MYP, DP and CP</p>  | <p>4.12 Launch an annual pupil and parent satisfaction survey</p>  | <p>4.13 Trial parent learning walks</p>  | <p>4.14 Establish a strategy for communicating with parents of boarders</p>  | <p>4.15 Introduce an annual pupil exam survey post-mocks</p>  |
| <p>4.16 Establish additional community-based sports programmes led at St Leonards (e.g. girls hockey, cross country)</p>  | <p>4.17 Appoint Head of Community Teamwork, Collaboration and Outreach</p>  | <p>4.18 Determine a range of opportunities for boarders and day pupils to engage with longer-term community, teamwork and volunteering on our campus</p>  | <p>4.19 Explore opportunities for Sixth Form pupil sport leaders to assist in primary schools (in afternoons)</p>  | <p>4.20 IB PR strategy to be implemented</p>  |
| <p>4.21 Host a series of conferences and workshops on the theme of 'supporting adolescence'</p>  | <p>4.22 Establish regular visits by School governors</p>  | <p>4.23 Establish a Parents in Partnership Programme for the Junior School</p>  | <p>4.24 Develop a clear social media communications strategy for the Junior School</p>  | <p>4.25 Create opportunities for pre-school families to engage with St Leonards</p>  |

Driving sustainability

Goal

To be an environmentally, financially and operationally sustainable school that is always mindful of its longer-term impact.

We will do this by

- Measuring, managing and reducing our environmental footprint
- Ensuring long-term financial profitability and effective business modelling through the consideration of fee affordability and the generation of substantial non-fee income streams
- Identifying, developing and maintaining key marketing, admissions and development opportunities
- Enhancing our campus with first-rate facilities and spaces
- Implementing effective systems and digital technology to support the efficiency of all our School's operations and to facilitate effective communications



Action Points

5.1 Develop and implement a plan to measure and reduce energy consumption across the School

5.2 Develop and implement a wider plan to measure and mitigate the School's environmental footprint

5.3 Create a realistic long-term fee and budget business model

5.4 Create an in-house residential programme for July and August supported by a wider commercial model

5.5 Explore and evaluate feasibility of exporting the St Leonards School model internationally

5.6 Masterplan development - Critical and essential campus repair refurbishment to safeguard future of campus assets

5.7 Masterplan development - campus enhancement across sport (e.g. changing/squash refurb, sports hall, pitch redevelopment, lights, irrigation, grounds and sports storage)

5.8 Masterplan development - Create a Business Hub

5.9 Masterplan development - Transform science block and old gym

5.10 Masterplan development - Evaluate dining hall provision and future build options

5.11 Digital Infrastructure and Information and Systems Management - maximisation of efficiency and integration of systems and underlying processes to enhance user experience.

5.12 Implement new website

5.13 Continual refinement and delivery on global and local recruitment strategy to create a sustainable varied demographic day and boarding model.

5.14 Determine potential future income streams for Priorsgate

5.15 Ensure our MIS enables ease of extraction of information

5.16 Establish Single Central Register in HR

5.17 Feasibility study for opening of a Reception class



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