School Improvement Plan 2021-22



Chase Perfection Catch Excellence

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|  | **Objective – What do we want?** | **Areas for development** | **Strategy – What do we need to focus on to address the area of development?** | **Delivery –**  **What do we going to do to make it happen?** | **Evidence** |
| T&L | The school has a culture of professional growth for all, that ensures the students have an outstanding educational experience | To embed a culture of professional growth across the staff body that leads to outstanding provision for all students at RHS | Embed and sustain a focus on developing  teaching craft across all subjects ensuring ‘most teaching is outstanding and never less than good’  Embed subject specific training in all departments (SPS)  Whole school training programme on teaching pedagogy, that encompasses but not limited to, the schools’ key areas of development:  Disadvantaged students  HAP Boys  Enhancing literacy across the school  Embed and sustain a focus on the quality of leadership development  Embed and sustain a focus on the quality of educational support  Develop and implement a training programme for administrative support  Embed and sustain research driven best practice to meet the demand of the school’s key cohorts | Craft is a key focus of the SIP, and delivered to all staff  All middle leader DIPs focus on teaching craft  Calendared events in the CPD programme are delivered effectively  SLG focus through weekly IP meetings  Dedicated 12 hours of subject specific training in each department (SPS)  Facilitate time for research driven practice (PGP)  Whole school training on the delivery of the PP strategy  Teaching and Learning briefings Cover key areason :  Research driven PP specific training on best practice  Research driven training on Raising boy’s attainment  Enhancing literacy across the whole curriculum  ECT 1/2 programme/SPS/SSP/PGP  Emerging Leaders Programme Identifies and trains future leaders  Opportunities to be enrolled on NPQML/SL/SEN  SLE training and applications enhances the quality of leaders through the guidance of NSS  Leadership training for Middle leaders  Weekly IP Meetings facilitate outstanding leadership  Training programme for LSAs/AM/Behaviour support  Analysis of current provision and implementation training package to meet he needs of the business  The training and implementation of the best research driven teaching strategies to support Disadvantaged cohort, HAP boys, Boys and SEN (PP Strategy)  EEF driven practice on improving literacy across the school | SIP Sept start,  T&L QA SPS ½ term  Termly staff voice  Teacher Judgements  DIP/SIP reviews  IP Minutes  SIP/NSS review  QA SPS Sessions  Staff voice  Minutes of SPS  No Evidence PGP  Whole school training and briefings covered PP/Literacy/BOY strategies  Evidence of Impact on strategies  ECT Staff voice Term2  To be calendared and recruited term 3  NPQ application  SLE and staff working with NSS  CPD calendar ML  IP minutes  Training programme  No training programme in place  Whole school and briefing sessions delivered Impact to be assessed  SIP/NSS report  Whole school literacy strategy in place QA process TBC |
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| **CUR** | The school delivers an inclusive and ambitious engaging curriculum | Embed and sustain a profound understanding of curriculum intent across the school, leading to a greater understanding of the bigger picture for both staff and students.  Embed and sustain a personal development curriculum which caters for all learners | Prioritise the embedding of Curriculum Intent in each subject, ensuring it meets the demands of all learners, specifically PP, SEN Hap boys  Teachers have a clear understanding of curriculum sequencing in their subject and how to apply it to previous and future learning    Enhance all students understanding of their learning journey through the use of ‘Waypoints’  The whole school personal development curriculum enhances character development and provides a vast array of opportunities for all students, specifically addressing the needs of the schools most disadvantaged  Develop and embed an Enrichment Programme that provides opportunities for all learners, specifically addressing the needs of the schools most disadvantaged | Whole school staff training on curriculum intent  Middle leader training on curriculum intent  CPD training whole school on curriculum intent  CPD sessions on curriculum intent specifically relating to sequencing, waypoints,  Clear application of the whole school PP strategy  Clear application of the whole school literacy strategy  Clear application of the whole school boy’s strategy  Whole school expectation of the use of ‘Waypoints’ to enhance students understanding of the learning journey  Clarity of communication to all students regarding Waypoints and their purpose in lessons delivered through FTP  SLG provide clarity to all staff on the strategy for personal development and how it contributes to character development.  Clear application of the whole school PP strategy  Targeted and non-targeted enrichment programme is in place and accurately tracked to support the participation rates, this is intrinsically linked to the most disadvantaged and under achieving boys  Year 1 of the 3-year plan is implemented and reviewed | Review DIPS Term1  SIP/NSS review of Intent  Quality of Teacher judgements  Term 2 review  Sisra Observe  Student voice  SIP/NSS review  KW Term 2  KW Personal development strategy  B11/CSSIS Review  Student voice termly  Data Analysis  SLG review  Strong offer to all Pupils |

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| **ASS** | The school’s assessment system is aspirational and clearly identifies the next steps of learning for all | The refinement of an assessment system which effectively supports the embedding of knowledge and fluently assists staff in producing the next steps of education  Introduce and embed an assessment system which clarifies, monitors and evaluates the expectations of a successful student, leading to outstanding student engagement | Embed whole school assessment processes specifically relating to:  grading system gr1-9  Embed whole school expectations on the quality of assessments, standardisation and moderation  Embed the whole school marking and feedback systems  Develop all stakeholders understanding of the language of ‘Engagement For Learning’  Embed whole school EFL model of which clearly identifies to both staff and students the expectations of a successful student | Clarity of the whole school expectations for assessments, Whole school current grade Middle leader CPD  SLG to provide clear systems to set, mark, grade and moderate and standardise assessments to ensure they clearly measure the skills and knowledge of students ‘current grade’ and then provide a next step of learning  Clarity of expectation to all stakeholders of the marking and feedback policy  Whole school training on EFL  Explanation of EFL pupils and parents  Introduction of EFL model to all stakeholders  EFL is part of the Form Time Programme  Rastrick wall utilised to support EFL,  Smart targets are an integral part of the next steps of learning for EFL | AP 1 Analysis  Whole school training  Assessment review analysis  AP1 review analysis  Calendared CPD Standardisation, moderation  6 weekly T&L review  AP1 review  Standards review  Student/staff voice  AP1 Analysis  Standards review  Review form time  Student voice  Data review  T&L review  Staff voice |

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| **CLI** | The school climate creates a safe purposeful and inclusive environment, which provides personal development for all  A school culture which is rich with opportunities for personal development for students and staff | Consistent application of systems and processes across the whole school leading to an outstanding learning environment  To ensure Professional growth and well-being are an integral part in the planning of systems and process  The intent for personal development is coherently planned and embedded in the school curriculum and wider activities | Embed and sustain a consistent use of the school BFL strategies by all staff and students  Embed a culture of Professional growth across the whole school  Embed systems and processes that support the improvement of staff well-being  Embed and sustain a culture of personal development for all, ensuring it enhances the opportunities for our most vulnerable, specifically students from SEN and PP background  Embed an enrichment programme that caters for the needs of students and staff, ensuring it enhances the experiences of our most vulnerable students, specifically students from a SEN or PP background  Raise the profile and efficacy of student voice in shaping personal development across the school | SLG model the highest standards and expectations  Whole staff training on the expectations of students in and around school.  Clarity on the expectations of EFL  Clear and precise communication to all students and parents on the expectation in school  The delivery of a coherently planned and taught pastoral curriculum that impacts the personal development of all children  The planning and delivery of a whole school CPD which provides opportunities for all  Implement a whole school timetable which facilitates the delivery of additional time for PPA above statutory requirements  Staff CPD facilitates time for Health and Well-being on Training days and disaggregated days are used to support staff and well-being.  Embed the staff well-being group into the wider school and communicate outcomes effectively  Delivery of a targeted and non-targeted enrichment programme, which coherently identifies and monitors the participation rates of all key cohorts. Specifically disadvantaged and SEN students  The delivery of the whole school enrichment programme for staff to participate  A programme of enrichment for student to participate  Embed the roles of student voice, student leadership across the school | 6 weekly standards review  Student and staff voice  Student and staff voice  DIP reviews  6 weekly review of standards  student voice  Staff vice/SIP/NSS  Review Timetable annually  Annual planning CPD programme  Half termly minutes of meetings  Staff voice  Student voice  Termly review  Analysis of participation  PD review  RB  Staff voice and student voice termly  Student voice  Minutes of meeting |

SIP Key Focai term 2

Profile of the SIP to all stakeholders is reiterated

Strategy that gathers pupils’ views of their education, and the systems we have in place to enhance their education

Strategy that gathers staff views of the provision we provide as an educational establishment

Marketing strategy which encapsulates the key selling points of RHS, this is communicated to all stake holders and prospective new stakeholders

Teaching and learning

* Embed QA processes for key cohorts, IP meetings, SPS,
* Emerging leaders programme and PGP programme are in place with selected candidates
* QA the Quality of teaching judgements across middle/senior leaders to attain accuracy of teaching across the school
* QA the tutor time programme ensuring it meet the needs of the pupils

Curriculum

* Whole school Personnel Development strategy is coherent and meet the needs of the pupils at RHS
* Students understanding of their learning journey is enhanced through clear direction from SLG, to both staff and pupils and the use of ‘WAYPOINTS’ is embedded
* Enrichment programme clearly targets the correct pupils and has a coherent plan to enhance participation

Assessment

* Clarity and support for all non-specialist teachers relating to assessment, moderation and standardisation
* EFL is intrinsically linked to the next steps of learning through SMART targets
* Review Department standardisation and moderation in KS 3
* Assessments clearly lead to Teaching and Learning Actions and purposeful change to in class provision e.g SLC

Climate

* Embed the EFL expectations to all Staff and pupils
* Proactively pursue the use of positive praise using the school’s key behaviour strategies, planning for praise, catching kids being good etc
* Systemic approach to collecting, analysing behaviours that can inform future practice

Next review week beginning March 23