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 studentsHAP BoysEnhancing literacy across the schoolEmbed and sustain a focus on the quality of leadership developmentEmbed and sustain a focus on the quality of educational supportDevelop and implement a training programme for administrative supportEmbed 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 staffAll middle leader DIPs focus on teaching craftCalendared events in the CPD programme are delivered effectivelySLG focus through weekly IP meetingsDedicated 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 strategyTeaching 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 curriculumECT 1/2 programme/SPS/SSP/PGPEmerging Leaders Programme Identifies and trains future leadersOpportunities to be enrolled on NPQML/SL/SEN SLE training and applications enhances the quality of leaders through the guidance of NSSLeadership training for Middle leaders Weekly IP Meetings facilitate outstanding leadershipTraining programme for LSAs/AM/Behaviour supportAnalysis of current provision and implementation training package to meet he needs of the businessThe 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 termTermly staff voice Teacher JudgementsDIP/SIP reviews IP MinutesSIP/NSS reviewQA SPS SessionsStaff voiceMinutes of SPSNo Evidence PGPWhole school training and briefings covered PP/Literacy/BOY strategiesEvidence of Impact on strategiesECT Staff voice Term2To be calendared and recruited term 3NPQ applicationSLE and staff working with NSSCPD calendar MLIP minutesTraining programme No training programme in placeWhole school and briefing sessions delivered Impact to be assessedSIP/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 boysTeachers 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 intentMiddle leader training on curriculum intentCPD training whole school on curriculum intentCPD sessions on curriculum intent specifically relating to sequencing, waypoints, Clear application of the whole school PP strategyClear application of the whole school literacy strategyClear application of the whole school boy’s strategyWhole school expectation of the use of ‘Waypoints’ to enhance students understanding of the learning journeyClarity of communication to all students regarding Waypoints and their purpose in lessons delivered through FTPSLG 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 strategyTargeted 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 boysYear 1 of the 3-year plan is implemented and reviewed | Review DIPS Term1SIP/NSS review of Intent Quality of Teacher judgementsTerm 2 reviewSisra ObserveStudent voiceSIP/NSS reviewKW Term 2KW Personal development strategyB11/CSSIS ReviewStudent voice termlyData AnalysisSLG reviewStrong 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 educationIntroduce 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 gr1-9Embed whole school expectations on the quality of assessments, standardisation and moderation Embed the whole school marking and feedback systemsDevelop 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 CPDSLG 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 learningClarity of expectation to all stakeholders of the marking and feedback policyWhole school training on EFLExplanation of EFL pupils and parentsIntroduction of EFL model to all stakeholdersEFL is part of the Form Time ProgrammeRastrick wall utilised to support EFL, Smart targets are an integral part of the next steps of learning for EFL | AP 1 Analysis Whole school trainingAssessment review analysisAP1 review analysisCalendared CPD Standardisation, moderation6 weekly T&L review AP1 reviewStandards reviewStudent/staff voiceAP1 AnalysisStandards reviewReview form timeStudent voiceData reviewT&L reviewStaff voice |

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| **CLI** | The school climate creates a safe purposeful and inclusive environment, which provides personal development for allA 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 environmentTo ensure Professional growth and well-being are an integral part in the planning of systems and processThe 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 schoolEmbed systems and processes that support the improvement of staff well-beingEmbed and sustain a culture of personal development for all, ensuring it enhances the opportunities for our most vulnerable, specifically students from SEN and PP backgroundEmbed 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 backgroundRaise the profile and efficacy of student voice in shaping personal development across the school | SLG model the highest standards and expectationsWhole staff training on the expectations of students in and around school. Clarity on the expectations of EFLClear and precise communication to all students and parents on the expectation in schoolThe delivery of a coherently planned and taught pastoral curriculum that impacts the personal development of all childrenThe planning and delivery of a whole school CPD which provides opportunities for allImplement a whole school timetable which facilitates the delivery of additional time for PPA above statutory requirementsStaff 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 participateA programme of enrichment for student to participate Embed the roles of student voice, student leadership across the school | 6 weekly standards reviewStudent and staff voiceStudent and staff voiceDIP reviews 6 weekly review of standardsstudent voiceStaff vice/SIP/NSSReview Timetable annuallyAnnual planning CPD programmeHalf termly minutes of meetingsStaff voiceStudent voiceTermly reviewAnalysis of participationPD reviewRBStaff voice and student voice termlyStudent voiceMinutes 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