Rastrick High School

School Improvement Plan 2022-23

Our Vision

To provide every child and young person in the Multi-Academy Trust opportunities and experiences, which give all of them the confidence and aspiration to reach and go beyond their potential.

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| **Area for development (Why?)** | **Intervention description (What?)** | **Implementation Activity (How?)** | **Implementation Outcome (How well?)** | **Final Outcome (what will success look like)** | **What costs have been identified that are outside of the academy’s budget?** |
| **What needs to change? What needs to improve? What needs to be refined?** | **What activities behaviours will you see when its working (your objectives).** | **How will it be done? Will it be through:**   * **Instruction** * **Coaching** * **Mentoring** * **Training** * **Resources** | **How will you know the strategy is working?**  **What is the timescale? Short term, medium term, long term.** | **Sources of evidence:**  **External and/or Internal pupil data outcomes, QofT statistics including teacher triangle data, outcomes from surveys.** | **Costs specific to staffing increases and or resources required outside of the academy budget.** |
| **The school needs to refine its professional development programme to enable it to continue its journey in delivering outstanding teaching across the whole school** | **Review and feedback are an integral part of the CPD programme**  **A programme of opportunities across the school and trust succinctly supports the quality of provision in the school**  **The CPD programme ensures all teaching is mostly outstanding and never less than good** | **Feedback sessions are an integral part of the whole school quality assurance process**  **Time allocation for staff to complete feedback sessions**  **Collaboration across the trust to incorporate planning and preparation of outstanding practice. Which enhance the quality of teaching and Leadership across all schools**  **Teaching judged as WT receives timely support through the school’s personalised intervention programme** | **Short term (term1)**  **Staff feedback is calendared three times during the academic year.**  **term 2**  **The analysis of staff feedback and actions are planned for the next term**  **Term 3 Staff feedback is an integral part in the planning of the CPD programme**  **Short term (term 1)**  **Completion of the planning of opportunities across the trust**  **Medium term (term 2)**  **Opportunities for staff to access trust wide outstanding CPD are in place**  **Long term (term 3)**  **Participation across the school and trust in high quality trust led CP**  **Analysis of 6-week Quality of teaching cycle clearly identifies WT teaching and directs the appropriate support package** | **Annual Trust led survey reports the school’s professional development programmes are a strength of the school’s provision**  **Internal and external quality of educations review indicates very strong practice**  **KPIs indicate exceptional impact across all pupils/cohorts (PP, SEND)**  **CPD focused School led surveys indicate this area is a strength of the school**  **Collaborative practice with trust leaders to provide CPD on outstanding teaching and leadership is embedded practice**  **Termly assessed teacher judgements demonstrates teaching is mostly outstanding and never less than good**  **Trust led review indicates teaching is a strength of the school** | **% Increase in allocated budget to sustain and improve CPD** |
| **The refinement of the school’s curriculum intent and implementation enables the school to continue the delivery of outstanding Quality of education across the whole school** | **The review and feedback of personal development strategies leads to overall refinements of the school’s Personal Development curriculum**  **Refine the whole school literacy strategy.** | **Review PSHE and Read Aloud, considering the views of both staff and pupils, key findings will be the basis of the programme refinement**  **Clear communication to all staff on the expectations of the delivery of PSHE and its importance to pupils wider understanding of the world**  **Middle leader training programme enables middle leaders to expertly support the QA process specifically focused upon PSHE and apply appropriate interventions**  **Staff support programme is in place to support the quality of the PSHE and Read Aloud delivery.**  **Review the whole school reading strategy, meeting the needs of all learners both in the formal curriculum and in the form time programme.**  **Wave 1 literacy/reading strategies prioritise SEND and DS pupils where necessary.**  **Refine the reading culture strategy to ensure reading is a valued and integral part of the curriculum both inside and outside the classroom.**  **Identify pupils from years 7-11 through SATs or NGRT to ensure the reading needs of all weak readers, including identified DS/SEND pupils have appropriate reading strategies or material in place to develop reading**  **Departmental training on a subject specific literacy strategy, meeting the needs of all learners including SEN, low on entry readers and DS**  **Clear communication to all staff and pupils regarding the rationale and expectation of Read Aloud.** | **Short term (term1)**  **Review of PSHE and Read Aloud is complete, clear actions for improvement are identified and are in place**  **Medium term (term 2)**  **Key refinements to the programme are implemented**  **Long term (term 3)**  **Refinements are reviewed and embedded for the next academic year.**  **Short term (term 1)**  **Outcomes from the termly reviews indicate consistently good teaching across the PSHE curriculum**  **SLG scrutiny of PSHE demonstrates middle leaders have a clear and profound understanding of PSHE and can accurately assess the quality of delivery**  **Any staff who fall below the required standard gain support and coaching to improve the delivery of PSHE**  **Short term (term 1)**  **Identification and implementation (wave 1) of the best research-based strategies for developing readers who are not at the expected standard**  **Medium term (term 2)**  **QA clearly indicates the wave 1 interventions are in place and the quality of delivery is meeting expectations**  **(term 1,2) To promote reading for pleasure – staff, students and parents engage with whole school reading events such as Readathon Year 7 & 8 and World Book Day 2023**  **Implementation of exposure reading initiative to support a love of reading outside of the curriculum.**  **(term 2) Reader Leaders (year 9) are trained and working with identified pupils in years 7**  **term 3**  **Review of Reading leaders programme indicate a positive experience for both reading leader and pupils.**  **NGRT for identified key stage 3 pupils to take place to support future intervention (Thinking Reading)**  **To investigate and develop a term 3 intervention programme to support weaker readers reciprocal reading programme**  **Long term (term 3)**  **AP 3 analysis and reading Assessments demonstrate clear impact of the strategies implemented, particularly for those denoted as disadvantaged/SEN.**  **Reading strategy intervention (Thinking reading) Is planned and in place for sept 2023.**  **Short term (term 1)**  **Exploration of researched based best practice on subject specific literacy**  **Medium (term 2)**  **Implementation and development of Departmental specific disciplinary literacy in planning and delivery.**    **Long term (term 3)**  **subject specific literacy is clearly evident in the quality of teaching.**  **Short term (term 1)**  **Implementation of refinements in place**  **Medium term (term 2)**  **Internal QA scrutiny indicates high quality deliver of the Read Aloud programme**  **Long Term (term 3)**  **Pupil and staff voice feedback clearly indicate the value of the programme.** | **Internal and external reviews indicate delivery of PSHE and Read Aloud is a strength of the school.**  **Trust led reviews highlight that the PSHE and Read Aloud curriculum is delivered effectively.**  **Trust led review and internal scrutiny deem the delivery of PSHE to be a strength of the school.**  **Trust led review deems PSHE implementation to be a strength of the school.**  **Student voice clearly indicates that PSHCE is a valued part of the whole school curriculum.**  **Trust led reviews indicate the literacy strategy is a strength of the school.**  **AP 3 data demonstrates the progress of pupils not at the expected levels of reading on entry have outperformed their peers.**  **Student, staff, and parent voice indicate a clear culture of reading.**  **Analysis of the Reading based strategies demonstrate a significant improvement in assessed literacy skills**  **KPI for pupils below expected on entry demonstrate significant impact compared to their peers Nationally**  **All staff trained and curriculum planned.**  **Internal and external QA indicate disciplinary literacy is a strength of the school**  **Internal QA process demonstrates read aloud is delivered effectively**  **Student voice clearly indicates that read aloud is a purposeful programme in literacy development for all and key cohorts including DS /SEN and pupils not at the expected level in reading**  **Trust led review indicates read aloud is delivered effectively** |  |
| **The refinement of the school’s assessment systems, enables all staff to clearly identify the next steps in learning, leading to outstanding provision for all pupils.** | **Pupils and staff have a clear understanding of the importance of EFL and the impact it has on pupil progress** | **Staff and pupil Parent review of EFL**  **Expectations of EFL are clearly articulated to all pupils and staff.** | **Short term(term1/2)**  **Internal QA clearly demonstrates pupils, staff and parents understanding of EFL and its links to enhance learning**  **QA focused on EFL and SMART targets in form time programme clearly demonstrate high quality provision**  **Long term (term 3)**  **Pupil review of EFL and SMART targets**  **SISRA observe demonstrates engagement is a strength of the school.** | **EFL analysis at AP points demonstrates more pupils working at level 1 and 2 in EFL.**  **External reviews demonstrates very strong levels of engagement across all subjects**  **Trust led reviews demonstrate that EFL is an integral part of pupil feedback and succinctly links to the rewards structure and reinforces metacognition and self-regulation through smart targets**  **Student and staff voice demonstrates the value of EFL and SMART targets** |  |
| **The refinement of the schools positive behaviour curriculum leads to the exceptional behaviour and attitudes of all pupils.** | **Refine the feedback systems in school to ensure school leaders have an accurate reporting system on pupils’ and staff’s views on behaviour**  **A better-established Student voice and leadership programme which leads to tangible improvements to the student experience.** | **The collation of staff and student voice, leads to Refinements of the whole school rewards systems/behaviour systems.**  **Systemic approach to gathering the views of all stakeholders on key aspects of school leading to effective feedback to all pupils.**  **Clear communication of the systems and structures in place leads to a highly effective student voice and leadership programme** | **Short term (term1)**  **1 year plan in place**  **Medium (term2)**  **Implement refinements to behaviour systems.**  **Long term (term 3)**  **Feedback from staff and pupils indicate student voice and leadership have a tangible impact on school life.**  **Short term (term 1)**  **Systems for the collation and distribution of student voice/ Leadership are in place and functioning effectively.**  **Medium term (term2)**  **Systemic practice is embedded.**  **Long term (term 3)**  **Feedback from pupils demonstrates the effectiveness of student voice and Leadership** | **Annual trust led review indicate behaviour is a strength of the school**  **Six weekly School led reviews indicate behaviour is a strength of the school.**  **KPIs indicate behaviour and attitudes are a strength of the school**  **Staff and pupil voice indicate that behaviour is a strength of the school**  **Annual trust led reviews demonstrate Student voice/Leadership is as a strength of the school**  **Student leadership leads to tangible change in school** | **Recruitment of an additional AM** |
| **The refinement of the whole school wellbeing strategy, leading to elevated levels of staff support and in turn increasing organisational performance.** | **An organisational culture which further actively promotes the wellbeing of staff** | **The clarity on the school’s well-being programme is improved through:**  **The refinement of the staff wellbeing group, leading to a highly representative and communicative group**  **A formal system of sharing the outcomes of the well-being group are shared with all staff (you said, we did)** | **short term (term 1)**  **Half termly minutes from the wellbeing group indicate key issues are discussed and tangible outcomes are proposed and implemented**  **Staff voice indicate that the school consider staff wellbeing to be a whole school priority.** | **Annual Trust led survey reports the school’s whole school wellbeing strategy is a strength of the school’s provision,**  **Staff retention levels are stronger than the National average, absence levels are lower than National benchmarks.** |  |