



Royal Greenwich

Trust School

Royal Greenwich Trust School - Development Plan September 18 – July 19

We will aim to improve outcomes at RGTS by making progress towards our vision in the 5 priority areas below:

1. Secure robust reliable leadership and management at all levels across the school
2. Improve the quality of teaching, learning and assessment
3. Embed good and effective Personal Development, Behaviour and Welfare of students
4. Improve achievement, raising attainment and accelerated progress

The priorities in this SDP have been informed by our ASP, our SEF, and the priorities discussed at Leadership Group and Governing Body level. This SDP has been created to take account of this self-evaluation.

The SDP has been highlighted using the following colours:

Ofsted priorities are underlined

RGTS School Improvement: Vision and Summary of Key Tasks

Leadership and management - our vision:

- We want to establish a no-excuses culture of high expectations and success
- We want to create a school with leaders who have a positive, “can-do” and analytical approach
- We want everyone in school to evaluate their progress against common standards, and commit to improve their performance
- We want every member of staff to recognise that they will have some form of leadership responsibility, be it in the classroom or elsewhere, and for them to demonstrate this
- We want to develop an aspirational and inspirational curriculum
- We want to develop excellent systems for monitoring and gathering data and to use this for our development
- We want a school with an established hierarchy where staff understand their leadership roles but feel able to challenge and suggest improvements
- We want an outstanding governing body that is included, informed and able to provide challenge and support to the school leadership
- We want committed and enthusiastic student leaders to represent the school in the local community and to provide input into school improvement
- We want to develop sustainable and high quality leadership that creates a school where staff enjoy working and students enjoy studying

Teaching - our vision:

- We want our students to be fully engaged by passionate, skilful and enthusiastic teachers who will go the extra mile for their students, helping them to succeed despite the challenges so many of them face
- We want to be a school with teachers who demonstrate outstanding use of assessment for learning
- We want every one of our teachers to subscribe to our culture of high expectations and exceptional levels of care
- We will commit to training and equipping our staff to become successful in their careers by offering a wide range of development opportunities

Personal development, behaviour and welfare – our vision:

- We want to become the number one choice of school for parents in our community
- We want our students to understand our motto and to demonstrate exceptional levels of politeness, courtesy and understanding
- We want well-balanced, healthy students who enjoy being in a safe school in which relationships are characterised by trust, challenge and respect
- We want our students to maintain exceptional in-lesson behaviour and enthusiasm for learning
- We want our students to respect the school building and others within it, and to be welcoming to visitors and guests alike
- We want the school community to be a vital part of the local community
- We want our school environment to reflect our ethos

Outcomes – our vision:

- We want RGTS to be significantly above the national average for progress on the progress 8 measure
- We want all of our students to go onto FE or employment, apprenticeships and to have successful lives
- We want our school to be seen a beacon of excellence for exam performance
- We want our weaker departments to be operating at the same level as our core
- We want no groups of students to fall behind their peers
- We want our students to be enthused and passionate about reading, and for our weaker readers to make up the reading age gap with which they arrive by the time they leave here
- We want our more able students to outstrip the progress made by their peers nationally
- We want high participation by students, staff and parents in school life
- We want very high attendance from staff and students, reflecting a desire to be at RGTS

Projects – our vision:

- Develop relationships with our sponsors to ensure we work together to allow our students to maximise their learning opportunities
- To ensure we have students taking up apprenticeships with our partners
- To ensure our every student within the school is involved with a project in each academic year

Leadership and Management

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
	Ensure all leaders have a clear focus on improving outcomes for all pupils especially for disadvantaged students and also the school has taken actions to improve progress of disadvantaged students in all areas including English and maths	RM, JR	All leaders have a responsibility to improve outcomes of all students in the school following the ethos of the comprehensive school model, ensuring that disadvantaged students are making progress and if they are not, adequate intervention and support is put in place to help the student to reach the standards set by the school	Rigorous monitoring of students' progress at all levels within the school. Support the middle leaders with quality intervention systems which allow all students to succeed and make the expected progress	DPR data drop, book look, lesson observation in class assessment, termly whole year group assessment.	DD1,2 data drop Please see DD1 report attached	DD2,3 data drop	DD4,5 data drop
	Leaders and governors have a deep understanding of the schools effectiveness	SLT, Governors	Leaders and governors are aware of the effective of the school and also aware of areas of the school which need to be improved	SDP, DPR, DD, self-review,	Governors standing meetings- minutes attached	Ongoing	Ongoing	Ongoing
	Staff are reflective of their teaching practice	LCA	Staff are aware of their areas of strength as well as areas for development	Lesson feedback, faculty and meeting time to discuss T&L within the department	Whole school CPD, improvement in individual teacher practice See CPD schedule attached	Ongoing	Ongoing	Ongoing
	A high expectation culture is set for both staff and students	RMA, JRA	All staff and students have high expectations of themselves and the school		During lesson observations, students clearly	Ongoing	Ongoing	Ongoing

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
					demonstrate the high expectations they have of themselves and are always willing to do better in all areas of school life. The high expectations from staff members is reflected in student outcomes during lesson times, in their books and on DPR and DD1 data.			
	Ensure all stakeholders are aware of the schools vision and is communicated on a regular basis	SLT	All stakeholders are clear on the schools values and ethos, this is communicated to parents on a weekly basis	High quality articles, good news stories, exciting events taking place in the school incorporated in the school newsletter and emailed to parents	The newsletter is checked by RMA and JRA before being emailed to all parents, governors, and to 6 th form students	Ongoing	Ongoing	Ongoing
2.	Develop leadership capacity of the middle leadership team	SLT	Widen responsibilities of our most able middle leaders to encompass whole school responsibilities. Middle leaders are working towards strategic vision and oversight of their own department	In house training of middle leaders to allow for increased whole school responsibilities	Regular weekly meetings with JR to update on targets with RM oversight Several members of staff on training programmes – NPQML/NPQSL – see attached list	Advertise for new Director of Learning position (DOL). Interview, appoint.	AC – CPD and Performance Management	Ensure all DOL's responsibilities are reviewed with milestones and targets. Revolve responsibilities based on school needs.

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
3.	Middle and senior leaders to establish robust accountability	SLT line managers	Teacher, middle leaders and SLT have clear goals and targets – they are working towards them and flagging issues before they become long term problems for the school	Timetabled department meeting times. Scheduled line management meeting times. Twice weekly SLT meeting slot.	Headteacher – to set targets to all members of the senior leadership team	Ongoing meeting cycle	Ongoing meeting cycle	Ongoing meeting cycle
4.	Ensure tracking and data capture is in place	PMA	Teachers report accurate data regarding student progress. Teachers are aware of the differences in data being reported and are clear about profession judgements they need to make	CPD training for all staff on the use of SIMs, tracking and monitoring student progress and DPR	Accurate predictions based, reflected in observations, students books, and line management meetings.	Analysis of DD1,2 data to tracking, monitor, intervene accordingly.	Analysis of D1,2,3,4,5 data to tracking, monitor, intervene accordingly.	School is able to predict summer result outcome confidently and within a 5% margin of error
5.	Create improved parental activities and engagement opportunities	OSA, HCL, HOY, SENDCO	coffee mornings – targeting students within our focus groups Daytime open days for parents to come and see the school during open hours		Calendar Parent focus groups Parent surveys to be completed at parents evening	New calendar shared with parents with earlier parents' evenings 10 parents minimum at parent coffee mornings	Parent surveys analysed and published on website	Parent surveys created for planning next year's SDP Ensure at least 20 parents at coffee mornings
7.	Increase uptake of first choices for RGTS from Y12 students within the locality	AFI	Recruiting 250+ students across the school for the start of the academic year of Sep 2018	Complete timetabling, staff planning	Submit to RMA, and GB	Organise open evenings to invite Y11 parents to see the school and develop interest	6th form team to visit and promote RGTS at local schools which do not have a sixth form. Develop co-operative relationships with	250+ students sign up for RGTS 6 th form

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
							these schools, teach some of their classes at RGTS to familiarise staff here	
	Safeguarding is effective	HCL	School is able to identify which students who may be at risk and swift action is put in place to support the student and remove risk to the child	Safeguarding and inclusion team who have the training to support all students from any risks	Safeguarding audit carried out by UST – see attached	Ongoing	Ongoing	Ongoing

Teaching, learning and assessment

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
13.	<u>High quality teaching throughout the school</u>	LCA	<p>All lessons are at least good. Staff training is in place to improve student outcomes, progress and engagement. All lessons are differentiated to ensure all students are able to access the learning.</p> <p>Staff consistently using data to plan for short and long term actions.</p>	<p>Learning walk timetable for all members of the SLT. Create 1-2-1 support plans for teachers who are not consistency securing good. Teaching and learning is a standing item on all department meeting agendas. High quality 1-2-1 inset for all staff throughout the school. All staff to be able to access the data from SIM and use this in their lessons.</p> <p>See school T&L policy</p> <p>See list of staff members on support plan</p>	Lesson observation outcomes, data drop analysis	<p>First round of observations are completed with strengths and weaknesses of all staff identified.</p> <p>Teachers who are still not at good identified mentored.</p>	<p>Bespoke CPD is in place for staff at all levels.</p> <p>At least 20% improvement from RI percentages to Good percentages.</p>	All members of staff at good or better
	Teachers demonstrate deep knowledge and understanding of their subject	LCA	Teachers have excellent subject knowledge – this should be visible in their lesson planning			Ongoing	Ongoing	Ongoing

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
	<u>Teachers plan lesson effectively and make full use of the lesson time</u>	LCA	Teacher ensure all lessons are appropriately planned to make maximum use of lesson time, lessons are focused on pupil progress	Lessons planning time for all staff, support and oversight from Hods	Lesson observation outcomes, data drop analysis See learning walk online form and feedback	Ongoing	Ongoing	Ongoing
14.	<u>Ensure all pupils are suitably stretched</u>	LCA, HOYS	Students are achieving their maximum potential and making rapid progress in lessons	Whole staff CPD on differentiation and ensuring all groups of learners are making outstanding progress	Lesson observation outcomes, data drop analysis See pupil progress report from DD1	Ensure all students are on track to achieve school targeted grades	Ensure all students are on track to achieve school targeted grades	Ensure all students are on track to achieve school targeted grades
15.	<u>Develop teachers questioning</u>	LCA	Teachers question students designed to broaden and deepen students' knowledge and understanding, ensure questioning allows all students to access the learning, from the most able to the least	Whole staff CPD on questioning See CPD programme	Lesson observations and learning walks	Teachers are using questioning to probe and develop understanding	Questioning is used to extend the learning of all pupils of all ability range	Questioning is used by teachers to understand gaps in students' knowledge and address them accordingly
	<u>Behaviour for learning</u>	OSA	Ensure lessons are planned with a high degree of stretch and challenger and differentiated to ensure all learners have access to the curriculum.	A CPD programme which encompasses behaviour for learning as part of the training	Learning walks carried out by SLT and HOYS			
	<u>All staff to use DPR (Dynamic Progress Reporting) to track student progress and provide feedback</u>	LCA	All teaching staff are using DPR to track student progress and provide feedback	DPR training for all staff	Monitor the use of DPR using the DPR toolkit	All staff and students using DPR	All staff and students using DPR	All staff and students using DPR

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
	<u>Homework is consistently set throughout the school</u>	LCA	All teachers are setting challenging and high quality homework using the DPR system	Use of DPR See DPR homework report monitor	Monitor the use of DPR using the DPR toolkit and student books	All staff and students using DPR to set homework	All staff and students using DPR to set homework	All staff and students using DPR to set homework
	<u>Pupils are able to express how they can improve their learning</u>	OSA, HOYS	Pupils are able to articulate how they can improve their attainment at school	School council, 6 th form ambassadors	Learning walks	Ongoing	Ongoing	Ongoing
	<u>Parents are provided with regular feedback on how their child is progressing</u>	PMA	Parents are provided with feedback on how to support their child with learning at home using the DPR system and DPR analytics	DPR – parent report See DPR parent report	DPR analytics	Ongoing	Ongoing	Ongoing
	<u>All pupils are making progress in line with national levels</u>	JRA	All pupils are making progress in line with national levels and those who are not are making rapid progress towards the national levels	SIMS and DPR and Year group reports – See reports on individual year groups	Weekly progress meeting held with student progress team	Ongoing	Ongoing	Ongoing
18.	Improve assessment accuracy for internal data	PMA	Assessment schedule in calendar is adhered to Monitoring system in place for Departments to track assessments		Calendar Monitoring system	Assessment schedule in calendar is adhered to	Monitoring system in place for Departments to track assessments	Monitoring system in place for Departments to track assessments

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19.	Planning and review of teaching and learning	LCA, JRA	SOL reviewed as part of line management meetings. Use of success criteria embedded in all subjects.	Department review with Clare Winfrow – ensure actions are implemented.	JR, AC, DR to self-assess based on feedback from Clare Winfrow, SEF, SDP, lesson observations, learning walks		Review to inform CPD for summer term	T&L review to be submitted to governors
	Teachers provide pupils with incisive feedback	LCA	Feedback is timely, clear and easy for students and parents to understand, all teachers to be using the target codes as set out by the T&L policy.	Student books, DPR See example of target codes in T&L policy		Weekly book look during learning walk	Weekly book look during learning walk	Weekly book look during learning walk
	Teachers set challenging homework	LCA and Homework co-ordinator	All students have homework set which is challenging and engaging.	DPR homework monitor	School to monitor the homework being set to all students via DPR	Homework audit via DPR and actions set where necessary	Homework audit via DPR and actions set where necessary	Homework audit via DPR and actions set where necessary
	Pupils love challenge and are resilient to failure	All staff	Students enjoy being at RGTS and can articulate this to anyone they speak with	Lesson observations, student voice, daily student interactions	Lesson observations, student voice, daily student interactions	Ongoing	Ongoing	Ongoing
	Parents are provided with clear and feedback on how their child is progressing	LCA, PMA	Parents are engaging with DPR and supporting students learning at home	DPR – student books	Use of DPR by parents, students and staff	Ongoing	Ongoing	Ongoing

Personal Development, Behaviour and Welfare

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
21.	<u>Improve attendance to a minimum of 98% at KS3 and 95% at KS5</u>	PMA	Schools attendance at KS3 is 98%, and KS5 95%	School attendance officer and borough absence advisor See attendance report	Weekly publication of attendance figures	Attendance is line with school targets	Attendance is line with school targets	Attendance is line with school targets
	<u>No groups of pupils are disadvantaged by poor attendance</u>	PMA	Attendance at KS3 is above 98%, disadvantaged students have similar or equal attendance to all other student groups, if disadvantaged student attendance is lower, systems are put in place to ensure the attendance of these students is rising towards the school average	School attendance officers, RBG attendance team support, form tutors	increase in student attendance figures steadily towards national and school average	Attendance is line with school targets	Attendance is line with school targets	Attendance is line with school targets

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
	<u>Attendance of persistent absentee students is rising quickly towards the national average</u>	PMA	PA students are being dealt with quickly and consistently to ensure they are reaching the school average	School attendance officers, RBG attendance team support, form tutors	increase in student attendance figures steadily towards national and school average	Attendance is line with school targets	Attendance is line with school targets	Attendance is line with school targets
	<u>Bullying /derogatory language is rare</u>	OSA	There are very few instances of bullying or derogatory behaviour around the school, where any of this behaviour takes place, it is dealt with very quickly and efficiently to minimise impact	Clear school policies on bullying and derogatory behaviour, communicated to all students, re-iterated to students during assemblies and tutor time	Instances of bullying and derogatory behaviour is rare	Ongoing	Ongoing	Ongoing
	<u>Pupils feel safe in the school</u>	HCL	All students feel safe in school, if for any reason they are feeling unsafe or would like to make a disclosure, they are able to do so in confidently	Students are aware of who are the safeguarding officers in the school and the process of reporting to them, also the information is available in the student planners	Safeguarding review Safeguarding audit from the UST	Ongoing 2016-17 - questionnaire data	Ongoing	Ongoing
	<u>Pupils can explain how to keep themselves healthy</u>	OSA	Students make informed choices about healthy eating, fitness and emotional well-being	School assemblies and tutor time	Tutor time scheme of learning	Ongoing questionnaire data	Ongoing	Ongoing
	<u>Pupils have an excellent understanding of how to stay safe online</u>	HCL, PMA	Students are able to articulate how to stay safe online	Online safety training for all staff and students	Student voice	Ongoing	Ongoing	Ongoing
	<u>Incidents of low level disruption is rare</u>	OSA	Incidents of low level disruption is very rare throughout the school,	Clear school behaviour policy, consistency applied	Learning walk and SIMS behaviour logs	Ongoing	Ongoing	Ongoing

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
			where low level disruption takes place, teachers are supported to put in in class support which allows the low level behaviour to be eradicated	and followed by all staff and students				
	<u>Pupils are involved in delivering the school anti bullying campaign</u>	OSA	Pupils take and support in writing the school anti-bullying policy, students deliver the anti-bullying ethos	School anti-bullying policy clearly communicated to all staff and students	Very few instances of bullying throughout the school See school assembly rota	Date of assembly	Ongoing	Ongoing
	<u>Students are confident, proud of themselves and their school</u>	HCL, OSA,	Students convey confidence and pride in their school in every discussions and during student voice meetings	Student voice and daily interactions	Student voice and daily interactions	Ongoing	Ongoing	Ongoing
	Improve the careers, advice and guidance provided to all students in 6th form	AFI	All 6 th form students receive career guidance	Borough career advisor	Careers report to SLT	All students in 6 th form have a careers interview See rolling programme	All students in 6 th form have a careers interview	We are clear about the destination of all children leaving the school at Y13
25.	Secure excellent safeguarding	TFA and school HR manager, 6 th form team	SCR to be monitored and updated. Ensure all DBS is up to date. All health and safety checks are completed and up to date for both machinery as well as for members of staff where required.	All staff members to be clear on their roles	All systems are in place relating to H&S as well as inclusion Please see SCR and assembly rota	All procedures are in place by the end of autumn term. Trust safe guarding audit	None	None

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
			Staff and students wear lanyards at all times around the school. Prevent and safeguarding training for all staff. Rolling program of Prevent and British Values assembly. Logs to be kept on all discriminatory incidences. Safeguarding lead to keep records of social services/multi agency involvement					
26.	Ensure values are defined in PRIDE (British Values) initiative are embedded	HOYS	Students are able to articulate British Values and what they stand for. Students have an excellent understanding of the rule of law, individual liberty and respect for others. Students take pride in being part of the school. Students are reflective about their actions as good citizens	Assembly time to have a themes based on BV and PRIDE with assemblies on a rolling program. All lessons develop PRIDE values	Assembly rota, student voice feedback, company time feedback, SLT assertion testing of students speaking about BR and PRIDE	Assembly rota is ready with necessary training for all staff who are delivering during company time Pick out dates from the rota	Assembly rota is ready with necessary training for all staff who are delivering during company time	All students have secure knowledge and able to articulate BV and PRIDE and are comfortable speaking about these topics with tact and diplomacy
27.	Spiritual, Moral, Social and Cultural Development (SMSC)	HOYS	Students have an awareness of spiritual, moral and cultural development both in school and in modern Britain, they are thoughtful, caring and	Assembly time to have a themes based on SMSC	Assembly rota, student voice feedback, company time feedback, SLT assertion testing of students speaking about SMSC	Assembly rota is ready with necessary training for all staff who are delivering during company time	Assembly rota is ready with necessary training for all staff who are delivering during company time	All students have secure knowledge and able to articulate SMSC values confidently

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
			active citizens in school and in the wider society			Pick out dates from the rota		
28.	Embed happiness and wellbeing throughout the school	HOYS	<p>Students feel safe in the school, confident and self-assured.</p> <p>Take pride in their appearance.</p> <p>Students want to be at the school and value their education.</p> <p>Few students are persistently absent.</p> <p>Relationships are cohesive and positive between staff and students.</p> <p>Student work well at the school to prevent rare occurrences of bullying.</p> <p>Students volunteer for extracurricular activities.</p> <p>Student are comfortable working with volunteers from industry.</p> <p>Students are aspirational and ambitious to do well.</p> <p>Enjoy learning about positive relationships, staying healthy and emotional and mental health</p>	<p>Develop a positive school ethos.</p> <p>Collate evidence from lesson observations.</p> <p>Delivery a structured assembly schedule.</p>	<p>Student and staff feedback</p> <p>Staff wellness feedback</p>	<p>Ensure this is embedded in the assembly structure</p> <p>Use questionnaire to evidence</p>	<p>Guest speakers are used to develop students' knowledge and understanding</p>	<p>Guest speakers are used to develop students' knowledge and understanding</p>
29.	Provide enrichment opportunities which enhance learning and well-being	DPE	<p>All students engage in a fortnightly engagement activity.</p> <p>Planned projects with sponsors and industry.</p>	<p>Celebration evenings to recognise the efforts in school work and in work</p>	<p>Timetabled programmed of enrichment activities with date, time, and</p>	<p>Student council in place and working on specific school policies.</p>	<p>Students have been involved in enrichment throughout the school, such as</p>	<p>Students have been involved in enrichment throughout the school, such as</p>

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
			Student have studied wellbeing as part of the PHSE programme. Students are able to articulate all aspects of well-being. Regular opportunities for extracurricular visits to extend the cultural capital of students.	experience/external project. School council to be organised.	name of external organisation. Please see the enrichment programme	Cross check against the enrichment programme		
30.	<u>Behaviour management</u>	OSA	There are few or no instances of poor behaviour. Where poor behaviour may occur, it is dealt with swiftly to minimise lesson disruption. There is follow up of poor behaviour using the school behaviour policy, as well logs being kept on SIMs.	Update school behaviour policy, CPD update on school behaviour policy and school expectations	Use of consistent behaviour policy and logs on SIMs See year group report - dashboard report on behaviour	Ensure poor behaviour is addressed using school behaviour policy	New school behaviour policy is in place and being consistently applied by all staff	New school behaviour policy is in place and being consistently applied by all staff

Outcomes for Students

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone	Spring milestone	Summer Milestone
						Deadline 12/18 unless specified	Deadline 03/19 unless specified	Deadline 07/19 unless specified
31.	<u>Increase rates of progress for all students groups in all year groups</u>	JRA	<p>KS3 to evidenced data to be in line with national progress at the minimum, with disadvantage groups making national progress</p> <p>KS5 – A-level average grade in summer 2018 results to be at minimum grade C and BTEC average grade to be minimum average grade Distinction</p>	Clear tracking and monitoring all students to ensure students are making progress as expected	<p>Create intervention policy to sharpen the impact of wave 3 intervention.</p> <p>Create targeted intervention for these pupils using personalised learning checklists.</p> <p>Use of pre mocks to help pupils identify topics to focus on and raise profile of the mocks.</p> <p>Create ALPs spreadsheet to identify the impact of pupil's predictions/results on the subject score.</p> <p>Train LG team on using ALP's spreadsheet and methodology.</p> <p>Target setting is reviewed to ensure majority of pupils have targets based on 4 levels of progress.</p>	DD1 analysis – understand where students are not making progress and ensure targeted intervention is taking place in class to support learners progress, 6th form students to begin form intervention timetable based on DD1 outcomes	D2,3 analysis – intervention is continuing to support learners, with fewer learners on the intervention programme due to improved individual attainment	DD4,5 – students are prepared for all formal exams and have the skills, knowledge and competency to pass national exams and achieve their target grades

					SIMs marksheets identify targets and these are clearly identified in teachers planning See Year group reports for all year groups			
	<u>Disadvantaged student progress in Y7,8, 12 and 13</u>	HOYS, SAF	The progress of disadvantaged pupils and pupils with special educational needs is improving towards that of other pupils in the same starting points	Clear tracking and monitoring all students to ensure students are making progress as expected	DD data, learning walks and student books and coursework See disadvantaged student report	DD1 analysis – understand where students are not making progress and ensure targeted intervention is taking place in class to support learners progress, 6th form students to begin form intervention timetable based on DD1 outcomes	D2,3 analysis – intervention is continuing to support learners, with fewer learners on the intervention programme due to improved individual attainment	DD4,5 – students are prepared for all formal exams and have the skills, knowledge and competency to pass national exams and achieve their target grades
	<u>Pupils are able to articulate their knowledge</u>	HOYS	They can hold thoughtful discussions about their learning, both with their peers, teachers and outside visitors	Lesson planning	Learning walks – dates of learning walks	Ongoing	Ongoing	Ongoing
	<u>Pupils read widely</u>	RSH	Pupils are reading across subjects to a high standard with fluency and comprehension	School wide literacy strategy	Learning walks – register for reading, reading log	Ongoing	Ongoing	Ongoing
	<u>Progress in English and Maths</u>	JRA, LCA, GEF	Progress in English and Maths in high compared to national figures, including the progress of disadvantage students Students in retake English and maths have 6 periods a week as opposed 2 periods a week in a normal 6 th form	Clear tracking of pupils in English and Maths with Head of English and Head of Maths working together to target student progress	Students make equal progress in Maths and English across the school both at KS3 and KS5 retakes Please see results report from the last academic year on 6 th form Maths and English	DD1, comparison of progress between both subjects, identify where there are not making joint progress and combine intervention strategies for both subjects	DD2,3 – the gaps between the two subjects are narrowed, showing an increase in the amount of student achieving both Maths and English	DD4,5 students are making equal progress both in Maths and English and making progress above national average

				across both of their subjects				
32.	<u>Develop intervention strategies which ensure best results</u>	JR, AFI, SHO	In class intervention (wave 1) is embedded in teacher practice. Range of intervention strategies are employed e.g. PLCs, walking talking mocks	Set up data to ensure all students needs are identified to ensure where intervention is needed, it is clearly planned and anticipated	Use of ML team meetings to introduce and action effective intervention strategies. Check through learning walks that intervention is happening	Intervention timetable is in place and students are attending based on subject need	Intervention timetable is in place and students are attending based on subject need	Intervention timetable is in place and students are attending based on subject need

Effectiveness of 16-19 study programmes

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
31.	Leaders pursue excellence	AFI, JRA	Student outcomes are excellent in the 6 th form, where there are subject/students not achieving, intervention is put in place immediately to address the problems	Lesson observations,	Data drop progress, lesson observations	Data analysis at each data drop point Name the good faculties Discuss the ones which are on support plan	Data analysis at each data drop point	Data analysis at each data drop point
	Students are studying that are relevant to their prior learning	AFI	Students are on pathways which are relevant to their prior learning and also suited to the pathway they wish to follow in the future		Student voice,	Ongoing Destinations report	Ongoing	Ongoing
	Students without a grade C/4 in Maths or English are supported to attain this vital qualification	AFI, AKW, SJA	All students who have not obtained a grade C/4 in Maths or English to be timetabled to have re-sit lessons in which they are making clear progress in achieving the minimum grade of 4	Set up timetable to cope with student needs	Data drop, in department exam, termly whole school exam, lesson observation	DD1,2 Last years results	DD3,4	DD5
	High quality careers guidance	AFI	Careers guidance is high quality is available to all students which is impartial and helps them make decisions which builds on their prior knowledge and enables them to make realistic plans for the future	Careers guidance officer, careers guidance appointments		How do we know its high quality – destination report, are they going to the right destination	Ongoing	Ongoing
	Students are making progress	AFI, JRA	While at RGSF, students make excellent progress in their chosen subjects in	Use of department	Data drop, in department exam, termly whole school exam, lesson observation	DD1 report	Ongoing	Ongoing

	Actions	Lead	Success criteria	Resources	Quality Assurance	Autumn milestone Deadline 12/18 unless specified	Spring milestone Deadline 03/19 unless specified	Summer Milestone Deadline 07/19 unless specified
	in their areas of study		comparison to their starting point	trackers, exam data and SIMS				
	Learner conduct	AFI, HOYS	Students at RGSF are confident about themselves, their learning and their future which is evident is excellent progress, attainment and attendance	Outstanding lessons, excellent pastoral support for all students	Data drop, in department exam, termly whole school exam, lesson observation	DD1,2 Departments with strengths Departments with areas of support	DD3,4	DD5
	Learners make positive progress to their future goals and aspirations	AFI	All students achieve target grades which enable them to move to the next stage of their life – education, employment, training or an apprenticeship	6 th form team	Data drop, in department exam, termly whole school exam, lesson observation, career guidance	DD1,2	DD3,4	DD5