



400 YEARS OF EXCELLENCE

# Richard Hale School Development Plan 2020 - 2021

## Academic Targets - August 2021

Our target is to achieve a range between FFT 20 and FFT 5.

	KS4 (2021) – Y11 FFT 5	KS4 (2021) – Y11 FFT 20	KS4 (2021) – Y11 PP FFT 5	KS4 (2021) – Y11 PP FFT 20	KS4 (2021) – Y11 SEND FFT 5	KS4 (2021) – Y11 SEND FFT20
Basics (7+ in English and maths)		13%		12%		5%
Basics (5+ in English and maths)	68%	60%	51%	41%	39%	30%
Basics (4+ in English and maths)	87%	82%	79%	71%	69%	59%
5+ GCSE grades at 9 to 7	32%	26%	18%	14%	10%	7%
Average EBACC APS	5.9	5.5	5.2	4.8	4.7	4.3
Attainment 8	5.9	5.5	5.2	4.8	4.7	4.3
Progress 8	Positive	Positive	Positive	Positive	Positive	Positive
English 9-7	28%	22%	17%	14%	10%	8%
English 9-5	70%	63%	56%	47%	46%	38%
English 9-4	85%	80%	76%	69%	68%	60%
Maths 9-7	40%	33%	23%	18%	15%	10%
Maths 9-5	76%	68%	62%	51%	49%	39%
Maths 9-4	92%	88%	86%	79%	78%	68%

## Post 16 Targets 2020

### Targets for KS5: (Targets set at ALIS+)

	KS5 (2020)
Number of students	133 (Academic) 15 (BTEC)
% A*-B	63%
% A*-E	100%
% AAB in 2 or more Facilitating Subjects	13.9%
3X A*- A %	10.5%
3X A*- B %	29.8%
3X A*- E %	60.3%
APS per Entry Academic	38.27
APS as Grade	B+

## Leadership and Management

Lead Member of SLT		Ian Hawkins			
Governor Committee Responsible for monitoring progress of plan		Personnel			
What aspects of leadership and management do we feel we need to develop as a school?		<ul style="list-style-type: none"> <li>• Explore the development of the school through collaboration with other schools and expansion opportunities.</li> <li>• To improve further staff workload and wellbeing so that a focus is on the impact of teaching and learning on the student</li> <li>• To improve the school curriculum to ensure it provides a full and balanced learning experience where students achieve their full potential across all key stages</li> <li>• To improve student progress outcomes</li> <li>• To ensure the school remains fully staffed with subject specialists through a range of approaches to recruitment and retention</li> <li>• Enhance the school facilities to develop the students learning experience (facilities and technology)</li> <li>• Continue to ensure the finances of the school remain secure</li> </ul>			
Actions to address the areas above (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate (Reviewed Termly) Green – completed Amber – on course Red – Further work required
Improve the public facing communication and image of the school through improving the website.	I Hawkins	Investment in website design and Photographs £5000	September 2020	New website built and operational for September which is more accessible and useful to the public and school community	
To implement a transition plan for the full re-opening of the school after Covid-19. The plan will address the education,	I Hawkins M Botheras J Beacom	This may involve some investment in aspects of the	December 2020	School addresses the impacts that arise from Covid-19. The Academic impact is reduced,	

pastoral and health and safety aspects that arise as a result of Covid-19.	M Greenwood	school to provide support, learning resources or adjustments to the school.			
To improve staff wellbeing and workload further. To ensure the impacts of Covid-19 are addressed with staff and consider what can be done to ensure a greater work life balance for staff.	I Hawkins		December 2020	Plan of actions to support staff wellbeing and implement changes that make work life balance greater for staff.	
To ensure students make greater progress overall across each year group	I Hawkins J Allaway J Beacom	CPD Assessment Tracking and data	August 2021	Improved progress scores in the school.	

## Quality of Education

<b>Lead Member of SLT</b>		<b>James Allaway</b>			
<b>Governor Committee Responsible for monitoring progress of plan</b>		<b>Curriculum</b>			
<b>What aspects of our curriculum do we need to develop as a school?</b>		<ul style="list-style-type: none"> <li>To improve the school curriculum to ensure it provides a full and balanced learning experience where students achieve their full potential across all key stages</li> <li>Improve the depth of learning in the KS3 curriculum to ensure coverage of the KS3 National Curriculum</li> <li>Expand on visibility of delivery of Cultural Capital promoting appreciation of human creativity and achievement and promoting awareness of a core general knowledge</li> <li>Improve the curriculum so that it meets the needs of all learners.</li> <li>For all students ensure that ambition is high regardless of prior attainment, SEND or disadvantage</li> </ul>			
<b>Actions to address the areas above (Maximum of 5 actions)</b>	<b>Member of staff responsible for ensuring this action is implemented</b>	<b>Resources required for the action to be successful (Be specific and</b>	<b>Deadline for action to be implemented (State the month it is to</b>	<b>How will we measure the impact of the action?</b>	<b>Progress check point RAG Rate (Reviewed Termly)</b> <b>Green – completed</b> <b>Amber – on course</b>

		identify time required)	be completed by)		Red – Further work required
To promote and embed explicit literacy teaching across the curriculum, reviewing current provision and enacting a Literacy Development Plan.	J Allaway	HoD meeting time INSET meeting time Literacy working group	July 2021	Schemes of work Lesson observations and learning walks Feedback from key groups	
To review the depth and ambition of the KS3 curriculum across all subjects.	J Allaway SLT line managers HoDs	HoD meeting time Meeting time for HoDs with SLT links	July 2021	HoD curriculum reviews Schemes of work/curriculum maps Lesson observations and learning walks	
To continue embedding and reviewing changes to the assessment cycle, ensuring that it fits into the Mark, Plan, Teach model.	J Allaway	HoD meeting time	July 2021	Teacher feedback Parent feedback Improved tracking and student progress	
To continue reviewing and embedding the delivery of Cultural Capital within subject areas.	J Allaway	HoD meeting time INSET time CC working group	July 2021	Student focus group Staff working group	
To oversee all department curriculum changes are implemented to address loss of learning time during school closure in the pandemic.	J Allaway	HoD meeting time Department time SLT Link meetings	February 2021	Students learning not affected due to school closures	

<b>Lead Member of SLT</b>		<b>Louise Morris</b>			
<b>Governor Committee Responsible for monitoring progress of plan</b>		<b>Curriculum</b>			
<b>What aspects of teaching, learning and assessment do we feel we need to develop as a school? (Implementation)</b>		<ul style="list-style-type: none"> <li>To improve the quality of feedback to students further considering the usefulness for students and the impact it has on student learning.</li> <li>To develop schemes of work in every department that build skills to make students life-long learners</li> <li>To increase the challenge for all students in every lesson through improved differentiation across the school</li> <li>To review the impact of technology and on-line learning so that we build on this aspect of building more independent learners</li> <li>To develop a school wide approach to literacy and reading</li> </ul>			
<b>Actions to address the areas above (Maximum of 5 actions)</b>	<b>Member of staff responsible for ensuring this action is implemented</b>	<b>Resources required for the action to be successful (Be specific and identify time required)</b>	<b>Deadline for action to be implemented (State the month it is to be completed by)</b>	<b>How will we measure the impact of the action?</b>	<b>Progress check point RAG Rate (Reviewed Termly)</b> Green – completed Amber – on course Red – Further work required
To develop how teachers apply and use marking and feedback in their subsequent planning and teaching, and its impact on student learning.	L Morris	T&L/INSET time; Department meetings; Teacher planning time; HOD/SLT time for work scrutiny	December 2020	Student assessment and progress data; Work scrutiny; Outcomes of learning walks; Conversations with students; Department reviews	
To identify strategies within departments for developing students' life-long learning skills, including resilience and growth mindset, and embedding them into schemes of work	L Morris	T&L/INSET time (including revisiting of resources and techniques from	April 2021	Schemes of work; Achievement points awarded; Attitude to Learning scores on Progress reports; Student assessment and progress data;	

		Robin Launder INSET 2019); Department meetings; Teacher planning time		Work scrutiny; Outcomes of learning walks; Conversations with students	
To increase the number and type of opportunities for challenge for all students in lessons	L Morris	T&L/INSET time (including revisiting and reviewing of resources and techniques from Mike Gershon INSET 2020); CPD time allocated to Department meetings; Teacher planning time	April 2021	Student assessment and progress data; Work scrutiny; Outcomes of learning walks; Conversations with students; Department reviews	
To identify technology and online learning methods currently used across the school, evaluate their impact, and create a CPD programme to enable all staff to develop a high and consistent level of expertise to promote and improve independent learning with their students.	L Morris	Staff questionnaire; Meeting time with staff with specific expertise (eg H Veli, D Weymss-Cook) to identify impact and create CPD programme based on needs analysis; External courses/online	December 2020	Student assessment and progress data; Achievement points awarded; Attitude to Learning scores on Progress reports; Student assessment and progress data; Feedback from staff; Conversations with students; Feedback from parents	

		training if necessary; T&L/INSET time; CPD time allocated to Department meetings; Teacher planning time			
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### Impact for learners

Lead Member of SLT		James Allaway			
Governor Committee Responsible for monitoring progress of plan		Curriculum			
<b>What aspects of the impact for learners do we feel we need to develop as a school?</b>		<ul style="list-style-type: none"> <li>• All students, regardless of starting points, make expected or better progress</li> <li>• To improve the outcomes of vulnerable groups particularly those who are Pupil Premium and SEND so that they match the outcomes of other students with similar starting points.</li> <li>• Increase the number of students who attain a grade 4 and 5 or above in English and Maths by the end of Year 11</li> <li>• Progress is above average in nearly all subject areas at KS4 (Key Stage 4)</li> <li>• Continue to improve outcomes at Post 16 both in attainment and progress</li> </ul>			
Actions to address the areas above (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate (Reviewed Termly) <b>Green – completed</b> <b>Amber – on course</b> <b>Red – Further work required</b>

To improve outcomes of the most able students across all key stages to ensure students achieve their potential in line with their ability.	J Allaway	Department time Tracking and monitoring of students	July 2021	Improved outcomes for the most able at GCSE and A-level	
To close the attainment and progress gaps between disadvantaged students and their peers.	J Allaway M Greenwood	HoD/HoY meeting time Department meeting time Tracking and monitoring of students	July 2021	Progress and attainment of PP students measured by internal assessments and external examinations.	
To close the attainment and progress gaps between students with Special Educational Needs and their peers.	J Allaway M Greenwood	HoD/HoY meeting time Department meeting time Tracking and monitoring of students	July 2021	Progress and attainment of SEN students measured by internal assessments and external examinations.	
To continue using the new assessment and reporting procedures to increase the numbers of students passing the English and Maths Threshold grades.	J Allaway	Meeting time with J Allaway, HoD Maths HoD English Tracking and monitoring of students	July 2021	Improved English and Maths threshold outcomes compared to previous years	

## Behaviour and attitudes

Lead Member of SLT		Matthew Greenwood			
Governor Committee Responsible for monitoring progress of plan		Pastoral			
What aspects of behaviour and attitudes do we feel we need to develop as a school?		<ul style="list-style-type: none"> <li>• Ensure safeguarding procedures are robust and constantly reviewed to ensure all aspects of school life are safe</li> <li>• To reduce further low level disruption in lessons</li> <li>• To develop and improve student attitudes to learning</li> <li>• Improve attendance, resilience and support available for vulnerable groups</li> <li>• Develop the alumni further so this can have an impact on student career progression, advice and guidance for careers</li> <li>• Develop careers programme across Years 7 to 11 to improve student understanding of future pathways and opportunities</li> </ul>			
Actions to address the areas above (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate (Reviewed Termly) Green – completed Amber – on course Red – Further work required
Continue to develop safeguarding for all students and staff. Develop systems and processes to react effectively to new issues, for example those emerging from school closure and staggered return.	M Greenwood	Bi-monthly Safeguarding Team meetings Governors Safeguarding and Pastoral meetings	January 2021	Satisfactory review of effectiveness by Catherine MacLeod (Safeguarding Governor) Annual Safeguarding Report to Governors (Summer Term)	
Continue to improve attendance across the school, and in particular the resilience and support available for vulnerable groups. Support for students return to school following school closure based on best practice nationally.	M Greenwood SENCO Attendance officer	Consistent application of attendance policy throughout the school.	January 2021	Attendance of vulnerable groups in line with whole cohort. Whole school attendance in line with Government	

		Further development of work with HCC attendance team. Development of support for students returning to full time education following extended period of school closure		expectations or equivalent to >95%. Persistent Absence well below national average and in line with 'outstanding' schools	
To reduce further low level disruption in lessons and build on their positive attitude to lessons through rewarding those who consistently meet the school's expectations. In light of the school closures due to Covid-19 this will be a key aspect of the school's work.	M Greenwood H Davies S Robins	Form tutors actively engaged in rewards process HoYs identify and reward boys in line with previously agreed scales	January 2021	Rewards (badges) visible Application process used by KS4 year groups Rewards system links successfully to senior student selection process	
Continue to develop careers programme across Years 7 to 11 to improve student understanding of future pathways and opportunities. Meet Government expectation of 8 Gatsby Benchmarks by Jan 2021	S Robins	Fully implement statutory guidance from DfE 'Planning for Success'.	January 2021	Clear plan for all year groups in place, including regular opportunities to meet employers, apprenticeship providers and alumni. All 8 Gatsby Benchmarks met.	

## Personal Development

Lead Member of SLT		Steve Robins/Huw Davies			
Governor Committee Responsible for monitoring progress of plan		Pastoral			
What aspects of Personal Development do we feel we need to develop as a school?		<ul style="list-style-type: none"> <li>• Increase tolerance and mutual respect amongst all groups (to include review of anti-bullying strategy)</li> <li>• To develop a continuous approach to SMSC and PSHE from Years 7 to 13</li> <li>• To meet statutory requirements for RSE</li> <li>• To increase opportunities to celebrate diversity across the school and the community</li> <li>• To continue to develop the student's understanding of the wider world and develop their ability to contribute to this.</li> </ul>			
Actions to address the areas above (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate (Reviewed Termly) Green – completed Amber – on course Red – Further work required
To ensure effective delivery of new RSE curriculum by developing and supporting our own staff and, where appropriate, using outside agencies.	K Patterson Heads of Year	INSET time Meeting time Budget to engage outside agencies	Dec 2020 (training) July 2021 Programme fully in place	Staff are confident to present most topics on new RSE programme Outside agencies in place to deliver some topics	
To continue to develop the PSHE curriculum around tolerance and respect for all groups (Initial focus on respect for female members of school and wider community)	H Davies S Robins Heads of Year	Meeting time Resources for ETT	July 2021	Female staff and students surveyed for attitudes??	

To continue to support mental health and wellbeing of students, in particular those left more vulnerable by isolation during Covid-19 outbreak	H Davies S Robins C Hocking J Michelson Heads of Year	Meeting time SSC support time	September/October 2020 – reintegration support	Issues relating to Covid-19 and isolation are addressed Students confident in asking for support	
Continue to develop the students' understanding of the dangers of drugs and knife crime in line with national and local issues with county lines, continue to work with other agencies and the Police.	M Greenwood Heads of Year	Meeting time Discussions	July 2020	Improved understanding of the dangers associated with drugs and gangs by students, student feedback	
To embed awareness of and donations to charities as part of PSHE Curriculum and to incorporate this into the House system	P Clay Heads of Year	Meeting and planning time	July 2020	Speakers from outside charities on ETT programme Donations from Houses counted and included in Cock House Cup	

### Effectiveness of 16-19 study programmes

<b>Lead Member of SLT</b>	<b>Jane Beacom</b>
<b>Governor Committee Responsible for monitoring progress of plan</b>	<b>Curriculum</b>
<b>What aspects of our 16-19 provision do we feel we need to develop as a school?</b>	<ul style="list-style-type: none"> <li>• To maintain the current broad curriculum offer without creating over large class sizes</li> <li>• To improve the outcomes at KS5 both in attainment and progress, taking combined Y12/13 lessons into account</li> <li>• To improve careers advice and guidance to give students knowledge of the full range of options available post-18</li> <li>• To improve the Sixth Form attitudes and skills to study and learn independently</li> <li>• To ensure procedures are robust in meeting the requirements of safeguarding students in the 6<sup>th</sup> form</li> </ul>

		<ul style="list-style-type: none"> <li>• To review and develop provision to ensure a quality experience in the 6<sup>th</sup> form which provides a wide range of enrichment opportunities</li> <li>• To develop approaches to improve resilience and mental health of the students in the 6<sup>th</sup> form</li> <li>• To improve the transition arrangements for all students into the 6<sup>th</sup> form</li> </ul>			
<b>Actions to address the areas above (Maximum of 5 actions)</b>	<b>Member of staff responsible for ensuring this action is implemented</b>	<b>Resources required for the action to be successful (Be specific and identify time required)</b>	<b>Deadline for action to be implemented (State the month it is to be completed by)</b>	<b>How will we measure the impact of the action?</b>	<b>Progress check point RAG Rate (Reviewed Termly) Green – completed Amber – on course Red – Further work required</b>
Develop Post-18 planning from early in Year 12	J Beacom T Eburn S Robins M Dixon	Tutor engagement; YC Herts input; external contacts; J Beacom, S Coote, T Eburn free Weds P5 both weeks	Start November 2020 End June 2021	Students have appropriate plans in place for next steps	
Develop the leadership skills of students and their involvement in the life of the whole school	J Beacom S Coote; other HoYs & HoDs as appropriate	Share menu of opportunities; time to meet & plan actions with students; expectation on Contract; record in Handbook	April 2021	All students involved with aspects of school life beyond the classroom eg equivalent of 1 hour p/w	
Develop the transition programme to support students in independent learning and conduct as a Sixth Former	J Beacom T Eburn S Coote M Dixon	Guidance in Handbook; support from tutors, HoY,	February 2021	Student conduct and study in line with expectations	

especially in response to school closure spring/summer 2020		M Dixon, regular review			
Provide targeted support for girls with regards to physical and emotional resilience	H Chiswick 6 <sup>th</sup> form team	Plan delivery methods; regular slots with H Chiswick; outside agencies	May 2021	Girls have toolkit of support measures and feel equipped	
Manage the impact of school closure spring/summer 2020 on students in Y12 and Y13	J Beacom 6 <sup>th</sup> form team HoDs	Time to cover missed work; management of emotional impact on students	April 2021	Students feel confident and ready for exams	

See 6<sup>th</sup> form development plan for further details on the plan to improve all aspects of our KS5 provision.

#### Strategic Resource Management

Lead Member of SLT	Matt Botheras				
Governor Committee Responsible for monitoring progress of plan	Buildings and Grounds Finance				
What aspects of resource management do we feel we need to develop as a school?	<ul style="list-style-type: none"> <li>To improve the working facilities and conditions for students and staff</li> <li>To continue to monitor staffing levels to ensure that they meet the needs of the learners and remains within budget</li> <li>To review site security to ensure that students are safe on site and safeguarding is maintained.</li> <li>To develop a programme of improving IT (Information Technology) infrastructure both for software and hardware to meet the needs of the students.</li> <li>To have a long term strategic plan for the development of school site</li> </ul>				
Actions to address the areas above (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented (State the month it is to)	How will we measure the impact of the action?	Progress check point RAG Rate (Reviewed Termly) Green – completed Amber – on course

			be completed by)		Red – Further work required
To begin implementation of long term site plan to develop and improve the facilities and environment of the school.	M Botheras I Hawkins	Financial implications which will need to be considered by Finance Committee. Decisions will need to be taken in light of other issues that arise in the school.	August 2021	Site improvements take place and are in line with priorities of the school	
To improve the use of outdoor space to provide maximum safe recreation areas for students.	I Hawkins M Botheras	Budget. Sports Hall decision needed before the planning permission expiry (8 <sup>th</sup> December 2020).	December 2020	Review parking/recreation areas. Possible re-designation of areas. Allocated parking for staff.	
To manage the financial impact of COVID to minimise losses to the school and parents.	M Botheras	Time. Possible workload management	December 2020	Trips cancelled or rearranged with no financial losses. Budgets managed to take reduced income into account.	
To improve the Health and Safety across the site	M Botheras	Use reports and survey to identify the correct areas to address in improving the safety of the site.	August 2020	Areas of the school where surveys show concern are addressed.	
To begin preparations for other bids to develop learning resource and buildings for students. Prepare for development of Technology and maths developments. Investigate replacement of ageing pipework and heat sources.	M Botheras I Hawkins	Prepare bids for (a) creation of STEM Centre and (b) possible replacement of pipework and heat sources	November 2020	Meeting time. Work with Kier. Prepare and submit bid.	

End