



400 YEARS OF EXCELLENCE

Richard Hale School Development Plan 2024 – 2025

At Richard Hale School we want our students to:

Aim High

- *We always try our best to reach our potential.*
- *We set ourselves challenging targets.*

Show commitment

- *We make a contribution as part of the Hale community.*
- *We keep going to achieve our goals.*

Respect others

- *We treat other people well, as we would like to be treated.*
- *We take responsibility and try to do the right thing.*

The school development plan outlines specific actions for us to achieve these goals.

Academic Targets - August 2025

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

	KS4 (2025) – Y11 FFT 5	KS4 (2025) – Y11 FFT 20	KS4 (2025) – Y11 PP FFT 5	KS4 (2025) – Y11 PP FFT 20	KS4 (2025) – Y11 SEND FFT 5	KS4 (2025) – Y11 SEND FFT20
Basics (7+ in English and maths)	23%	18%	0.00	0.00	17%	17%
Basics (5+ in English and maths)	84%	81%	71%	71%	61%	56%
Basics (4+ in English and maths)	94%	93%	79%	71%	83%	83%
5+ GCSE grades at 9 to 7	41	34%	7%	7%	31%	17%
Average EBACC APS	5.79	5.54	4.48	4.26	4.87	4.62
Attainment 8	61.02	58.41	50.71	48.29	58.67	52.22
Progress 8	N/A	N/A	N/A	N/A	N/A	N/A
English 9-7	24%	18%	0.00	0.00	17%	17%
English 9-5	85%	84%	71%	71%	61%	61%
English 9-4	97%	93%	100%	79%	94%	83%
Maths 9-7	49%	43%	7%	7%	33%	28%
Maths 9-5	88%	82%	71%	71%	72%	56%
Maths 9-4	94%	93%	79%	71%	83%	83%

Post 16

Targets for KS5: (Targets set at ALIS+)

	KS5 (2024)
Number of students	127
% A*-B	77%
% A*-E	100%
% AAB in 2 or more Facilitating Subjects	19.7%
3X A* - B %	47%
3X A* - E %	100%
APS per Entry Academic APS as Grade	40.89 B

	BTEC (2024)
Average Grade	DDM
% MMM+	100%
% DDD+	43%

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"> • Ensure strong Governance of the school. • Maintain subject specialist teachers to continue to have high quality teaching and learning in all subjects. • To develop leadership opportunities to enable development and retention of staff. • Maintain levels of finance which enables the school to operate effectively. • Ensure depth and breadth of the curriculum continues to provide the best possible experience for students. • Explore possibility of further collaborative opportunities 				
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 February 2025	Progress check point RAG Rate June 2025
Develop strategies for staff retention and recruitment in light of teacher and support staff shortages in the local area.	I Hawkins	<p>Development of social media</p> <p>Working group with personnel committee to develop strategy</p> <p>ITT provision meetings and development</p>	May 2025	<p>School continues to be fully staffed, offering a wide curriculum to the students.</p> <p>Work with the Personnel Committee to look at recruitment and retention strategy plan.</p> <p>Develop use of social media to promote recruitment and use of</p>		

				<p>alumni to build base for teaching opportunities.</p> <p>Develop ITT provision to enable student teachers the opportunity to train at RHS.</p>		
To increase leadership capacity across SLT with changes to roles and responsibilities and new members of leadership team	I Hawkins	SLT CPD and team building	August 2025	<p>New members of SLT all contribute to the development of the school and are able to build on the strengths of the school and continue to improve the school.</p> <p>Assess the strengths of SLT and ensure the team are building their knowledge and experience.</p>		
To ensure the financial stability of the school and develop resources and facilities while continuing to ensure the financial viability of the school	I Hawkins M Botheras	Meetings with finance team	August 2025	<p>Balanced budget in light of additional demands of pension increased contributions, lack of funding, pay increases and inflationary pressures. Adapt to any changes from a new Government in the direction of educational priorities.</p> <p>Ensure income is maximised and all spending is reviewed to enable the school to provide value for money and maintain balanced budget.</p>		

<p>To develop further collaboration between schools in the area to provide a better educational experience for all students in the local area.</p>	<p>I Hawkins D Sykes</p>	<p>Meetings with other local schools Local Authority involvement and support</p>	<p>September 2025</p>	<p>Greater collaboration for 6th form teaching across schools to make classes more efficient. Investigate the opportunity of 6th form provision on wider scale than at RHS. Explore how the links can be provided in both informal and formal collaboration.</p>		
<p>Improve the consistency and outcomes from subjects where progress is less effective.</p>	<p>I Hawkins L Gallagher SLT</p>			<p>Review curriculum offers linking content and skills Implement department review programme to identify with the department key areas for improvement Improved outcomes from subjects</p>		
<p>Develop staff's ability to utilise AI technology to support with their workload and</p>	<p>T Eburn L Morris</p>	<p>Inset time allocated</p>	<p>June 2025</p>	<p>Staff utilise the opportunities for AI for development of T&L and to improve workload. Toolkit created to share practice. Implementation of AI policy to manage use of AI effectively.</p>		

To further develop the role of the SENCO, the SSC and the effectiveness of SEND provision across the school	M Greenwood S Morris	Line Management Time Link Meeting	August 2025	Continued upward trend in progress for SEND students at the end of KS4 and 5		
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Quality of Education

Lead Member of SLT		David Sykes				
Governor Committee Responsible for monitoring progress of plan		Curriculum				
What aspects of our curriculum do we need to develop as a school?		<ul style="list-style-type: none"> Ensure that the depth and breadth of the curriculum at KS3 meets the needs of the students. Expand the curriculum at all Key stages to enable students to have more depth in their learning. Develop further the Reading strategy for students to improve literacy. Ensure the curriculum is challenging for all students and continues to offer the best experience for students. 				
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 February 2025	Progress check point RAG Rate June 2025
To further secure the breadth and depth of the curriculum through the development and broader implementation of the super-curriculum to additional year groups (year 9 into 10)	H Veli D Sykes		July 2024	Reports on student engagement.		

<p>To complete a further review of KS3 and KS4 curriculum audit against National Curriculum and areas of greater depth covered at KS4.</p>	<p>D Sykes</p>	<p>Head of Department meeting time</p> <p>Head of Department time to implement</p>	<p>September 2024</p>	<p>Review of curriculum audit documents.</p> <p>Review number of clubs available for KS4 students and look at engagement outside of option choices.</p>		
<p>To fully embed the reading intervention programme for the lowest 20% of readers. And coordinate the literacy intervention work in KS3.</p>	<p>D Sykes</p> <p>S Jordan</p>	<p>K Wilkinson teaching time.</p> <p>Use of form times</p> <p>Use of library</p> <p>Texts</p>	<p>July 2024</p>	<p>Assessment of reading ages and effect of interventions.</p>		
<p>Develop and track extracurricular engagement and offering with focus on SEN and PP engagement and availability of KS4 activities</p>	<p>D Sykes</p>	<p>Use of form time</p>	<p>December 2024</p>	<p>Reports produced tracking termly engagement.</p>		

Lead Member of SLT		Louise Morris				
Governor Committee Responsible for monitoring progress of plan		Curriculum				
What aspects of teaching, learning and assessment do we feel we need to develop as a school? (Implementation)		<ul style="list-style-type: none"> Continue to develop the skills of teachers in supporting the learning of all students including those with SEND and in receipt of Pupil Premium funding. Continue to develop personalised CPD to support the diverse range of skills and needs of the teachers. Ensure the curriculum is developed to enhance the learning and engagement with students 				
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 February 2025	Progress check point RAG Rate June 2025
To improve the quality and organisation of students' exercise books/folders; to encourage students to take pride in their work and support revision and progress.	L Morris	<p>Presentation expectations poster promoted and displayed in all classrooms</p> <p>T&L meeting to review expectations and strategies with staff</p> <p>Work scrutiny to monitor. Particular focus on SEND and PP</p>	<p>From September and embedded by December 2024</p> <p>Then ongoing checks</p>	<p>Work scrutiny</p> <p>Progress and Attitude to Learning scores on Progress Reports</p> <p>Discussion with students</p>		

<p>To develop strategies to improve quality of teacher feedback and student response</p>	<p>L Morris</p>	<p>Head of Departments to review and identify opportunities for feedback in Schemes of work.</p> <p>INSET training to include Assessment for Learning and feedback strategies</p> <p>Toolkit to support staff to manage workload and give impactful feedback</p>	<p>From September and throughout the year.</p> <p>Monitor in December</p>	<p>Work scrutiny</p> <p>Progress and Attitude to Learning scores on Progress Reports</p> <p>Discussion with students</p>		
<p>Review and continue to develop opportunities for personalised CPD for all staff</p>	<p>L Morris</p>	<p>Finance for external courses, speakers, books</p> <p>Internal courses run by staff for professional development.</p> <p>Time within timetable for meetings, e.g., to provide support, mentoring, NPQ coaching.</p>	<p>July 2025</p>	<p>Impact of training on student learning (via staff questionnaire, student outcomes)</p> <p>Engagement of all staff in CPD which impacts their development within their role.</p> <p>Improvement in skills and/or knowledge where identified as a need in members of staff</p>		

		Teaching & Learning and INSET time.				
<p>To review the curriculum of each subject to:</p> <ul style="list-style-type: none"> ● Ensure it meets the needs of all students including SEND and PP ● Identify areas of the curriculum which could be developed and enriched to broaden learning and engagement 	L Morris	Department meeting time to review and plan	December 2024	<p>Curriculum review</p> <p>Learning walks</p> <p>Work scrutiny</p> <p>Progress and Attitude to Learning scores on Progress Reports</p>		

Impact for learners

Lead Member of SLT		Phil Camm				
Governor Committee Responsible for monitoring progress of plan		Achievement at KS3				
What aspects of the impact for learners do we feel we need to develop as a school?		<ul style="list-style-type: none"> ● To review and develop transition arrangements at KS3. ● Develop Independence, organisation, and oracy skills at KS3. ● Develop mentoring opportunities with 6th form to develop confidence and learning at KS3. ● Develop further the achievement system 				
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 February 2025	Progress check point RAG Rate June 2025
Further increase opportunities and resources for engagement with parents throughout the transition to KS3 and during KS3	P Camm SLT	Meeting time Admin support with website Range of speakers (inc. possible external)	November 2024	Parent 'how-to' guides on a range of school topic/processes Regular Parent Forum sessions. Revitalise Parent Association, with stronger links with school, to engage parents in supporting school		

				Encourage Form Tutor's to make more regular contact with parents, not just at crisis points		
Improve consistency between Head of Years and FTs of behaviour and achievement tracking so that problems and successes can be tackled in a more timely fashion	P Camm K Patterson Head's of Year	CPD for P Camm (instructional coaching) INSET time - developing tutors	January 2025	Clear and published guidance given to Form Tutors about their responsibility and at what point they should intervene. Additional support/mentoring for Form Tutors where training need is identified Progress Report data and analysis made available ASAP after teacher input		
Greater visibility and use of the achievement data and shield badge system to promote positive engagement with school	P Camm	New display boards Training time for Head of Years/FTs	January 2025	Adjust achievement/behaviour data shown on Progress Reports and include current shield and progress towards next. Display student names and badges achieved in form rooms. Ensure letters are sent home when thresholds for achievement are met.		

Create a Student Charter for KS3 which sets out skills and qualities are required to be successful, linked to and building on the school values	P Camm	Student Council meeting time INSET time in Sep	October 2024	Involve student voice in developing a student friendly charter. Identify clear examples of how students can develop greater independence. Regular use of the charter (e.g. in form time) to structure conversations and interventions around good study habits		
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Lead Member of SLT		Kevin Patterson				
Governor Committee Responsible for monitoring progress of plan		Achievement at KS4				
What aspects of the impact for learners do we feel we need to develop as a school?		<ul style="list-style-type: none"> ● Embed providers access legislation into KS4. ● Ensure tracking of progress is robust so students achieve their potential. ● Develop PSCE programme at all Key stages to meet the challenges students face 				
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 February 2025	Progress check point RAG Rate June 2025
Utilise 'Go 4 schools' regarding the monitoring and tracking of	K Patterson	CPD – D Sykes	July 2025	Analysis of data		

underachievement with identified students Develop use of data as part of ongoing tracking.	Head of Year Form Tutors Heads of Department	Initial data checks - Use of data collection following intervention Parental engagement where appropriate		PR's Feedback from relevant staff/student/parents Analysis of progression and performance		
Provide tailored intervention programme and support for Low Attitude Low Progress and High Attitude Low Progress groups in Year 11 to ensure students do not become disaffected in final year of GCSEs.	K Patterson Head of Year 11 P Camm H Chiswick M Coates	Regular meeting time with students. Use of Herts Services for Young People to provide one to one session. External agencies	May 2025	Low Attitude Low Progress and High Attitude Low Progress group reduce in size. Successful outcomes for students Clear plans in place for post 16 which are aspirational and used to encourage motivation.		
Reduce the number of students that are classed as 'high level behavioural concerns' Reduce number of repeat offenders to isolation room	K Patterson	Use of M Coates Regular meetings parental and student engagement Welfare officers	July 2025	Use of data Successful outcomes for identified students		
Expand, develop and embed revision guidance within all KS4 students preparing them for internal/mock/GCSE exams	K Patterson Heads of Year (9-11)	Specific sessions for 9-11 within tutor time. CPD from staff	April 2025	Student feedback regarding understanding of relevant issues - google forms		

		Google forms Tutor time/Assembly time needed. Parental engagement and awareness. Use of Tim Foot resources/external providers		Progress Reports - exam based performance		
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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"> • Ensure safeguarding procedures are robust and constantly reviewed to ensure all aspects of school life are safe. • To reduce further low-level disruption in lessons • Reduce exclusions further. • To develop and improve student attitudes to learning. • Improve attendance, resilience and support available for vulnerable groups. • To ensure student's needs are met. 				
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 February 2025	Progress check point RAG Rate June 2025
Increase overall attendance levels and persistent absence rate to pre-pandemic levels	M Greenwood	Attendance Officer given dedicated time each week	August 2025	>95% attendance for academic year <10% PA for academic year		
Further development of the Attendance Officer role and link to mental health work in wider school	M Greenwood Attendance Officer	Joint meeting time with MHIST/CAHMS	August 2025	Minutes/records of intervention and attendance data		
Ensure that a robust culture of safeguarding and mental health support continues to develop,	M Greenwood	MHIST/NHS	August 2025	Review with Governor's Safeguarding lead		

with well recorded and evidenced outcomes for vulnerable students	Safeguarding Team					
Continue to develop the role of Welfare Officers to identify and put in place Early Help for students with mental health and safeguarding issues.	M Greenwood Welfare Officers	Meeting time	August 2025	Review with Governors' Safeguarding lead		
Continue to develop multi-agency approaches to work with cases which cannot be supported in school	M Greenwood	DSL team	August 2025	Successful outcomes for identified students		
Further reduce disruption in lessons particularly in KS4	M Greenwood Assistant Headteacher (Head of Key Stage 3 and 4)	Work with staff through INSET and briefings	August 2025	Reduced disruption year-on-year		

Personal Development

Lead Member of SLT	Kevin Patterson					
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"> • Fully embed providers access arrangements across the school. • Review and develop mental health provision for students. • Move to a focus on becoming anti-racist school. • Develop the RSE curriculum and other age-related concerns. • Develop tracking of knowledge and understanding on issues around PSHE 					
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 February 2025	Progress check point RAG Rate June 2025
Ensure there are regular, planned opportunities for students in all year groups to engage with employers and training providers.	P Camm R Bryant	Drop down days - time in calendar	May 2025	At least one encounter per year group, per year Provider Access Legislation completely met Wide range of employers/provider to engage range of interests.		

<p>To ensure effective delivery of updated RSE curriculum and guidance. Develop form tutor/HEAD OF YEAR delivery with external support. Measure impact of ETT sessions.</p>	<p>K Patterson Heads of Year</p>	<p>INSET time. Meeting time Budget to engage outside agencies. Liaise with Services for Young People Brook Bold Voices</p>	<p>September - July 2025 (ongoing support) July 2025 - end of year review: topics/delivery</p>	<p>Staff are confident to present most topics on RSE programme - supported by HEAD OF YEARS. Outside agencies to deliver certain topics. Use of Google Forms to measure learning/understanding</p>		
<p>Develop 'Student Ambassadors' and their role within the school addressing issues surrounding inequality, diversity, respect, consent, and sexual harassment.</p>	<p>K Patterson Heads of Year</p>	<p>Meeting time Resources for Extended Tutor Time Embed restorative programme. Student surveys HEAD OF YEAR engagement</p>	<p>July 2025</p>	<p>Improved understanding of the issues covered - student feedback. Student/Staff feedback- impact of whole school approach.</p>		
<p>To support and monitor the mental health/well-being provision offered within school.</p>	<p>K Patterson M Greenwood P Camm</p>	<p>Meeting time CPD for relevant staff</p>	<p>September – July 2025 (ongoing support)</p>	<p>Students confident in asking for support. Student feedback</p>		

	J Michelson H Chiswick Heads of Year	Mental Health GoogleClassroom		Monitor the use of well-being slots		
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Effectiveness of 16-19 study programmes

Lead Member of SLT		Jane Beacom				
Governor Committee Responsible for monitoring progress of plan		Curriculum				
What aspects of our 16-19 provision do we feel we need to develop as a school?		<ul style="list-style-type: none"> ● Ensure the size of the 6th form is manageable to meet the high levels of provision required. ● Review and develop curriculum offer. ● Continue to develop Post-18 pathways knowledge and opportunities for students. ● Ensure the highest levels of attainment and progress at KS5. ● Develop the whole student and their experience post 16 				
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 February 2025	Progress check point RAG Rate June 2025
Manage change in leadership of 6th Form team particularly with focus on managing size of 6th Form alongside range of student needs	Ian Hawkins Lucy Gallagher	Time for handover from Jane Beacom; regular meetings and clear	On-going from Sept 2024	New KS5 lead contributes to the development of the		

		expectations, realistic implementation of developments from September 2024		6th Form, building on strengths and continuing to improve		
Review the curriculum offer to ensure it is appropriate and economically viable	Lucy Gallagher David Sykes	Access to historic student choices; maintain focus on BTEC defunding developments	Nov 2024; BTEC as published	Students on the courses that are right for them Sept 2025		
Develop post-18 planning including enterprise and employability	Lucy Gallagher Phil Camm	Tutor engagement: alternatives to university support – R Bryant available Weds P4b; work experience offers; targeted student support; SfYP contract; network of Work Experience placement offers	Sept 2024 then ongoing	Career Pilot engagement Y12 & Y13; alternatives to university; work experience placements; relevant experience		
Ensure attainment and progress are as expected or higher; Utilise 'Go 4 schools' to track underachievement of identified students and intervene as appropriate	Lucy Gallagher Steve Coote Tim Eburn Study Support Officers Hannah Chiswick Head of Departments	Analysis of 2024 outcomes (including QLA) & on-going data 2024-25; year team-led interventions	Sept 2024, then on-going following data collections	Outcomes as expected; student confidence; positive progress following interventions		
Ensure the post-16 experience is maximised to develop the whole student	Lucy Gallagher	Consider: PSHE curriculum;	PSHE planning pre-Sept 2024,	All students leave having had		

	<p>Tim Eburn</p> <p>Steve Coot</p> <p>Head of Departments</p> <p>Head's of Houses</p>	<p>opportunities in extra-curricular activities, student leadership and whole-school involvement</p>	<p>then responding to needs throughout the year; planning and delivery of other activities</p> <p>Sept 2024 onwards</p>	<p>opportunities for personal development and to contribute to the school</p>		
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See 6th form development plan for further details on the plan to improve all aspects of our KS5 provision.

Resources

Lead Member of SLT	Matt Botheras					
Governor Committees 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"> • Ensure the school is financially viable. • Develop facilities in the school. • Develop school resources, particularly those in IT 					
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 February 2025	Progress check point RAG Rate June 2025

Improvements to the working environment in the Food Tech Block	M Botheras A McKay	Successful CIF appeal, or 2024/25 CIF bid	August 2025	Successful bid and funding in place. Work to take place in summer 2025		
Increased SEN accommodation	M Botheras I Hawkins M Greenwood	Increased accommodation in place while a permanent solution is sought	September 2024	Additional workspace for SEN students and staff		
Review and update of Articles of Association	M Botheras	Legal support for finalising articles	December 2024	Ensure the Articles meet the current ESFA rules but reflect practices at Richard Hale		
PC Upgrade	N Russom M Botheras	113 PCs to upgrade in rooms L, X, T3.	Easter 2025	Programme of replacement so that every PC in school can operate to the required level.		
Strategic IT Development Plan	N Russom H Veli M Botheras	Identify all aspects of IT infrastructure and hardware and plan their replacement on a rolling cycle.	May 2025	Plan in place and a clear pattern of infrastructure upgrades and expenditure identifiable		

Approved by Governors 11/7/2024

End