

The Radcliffe School Development Plan 2017/18

The SDP reflects the Main focus areas and priorities of the school identified from both internal and external reviews. It is a live document that is updated throughout the year tracking the current progress towards objectives and adding any new areas of development identified. The document does not attempt to reflect all of the work that it being undertaken throughout the academic year but does represent the key foci. The document is a three-year plan, it will show targets for year 1 and year 3 of our journey.

The document is divided into 5 sections:

1. Leadership and Management
2. Outcomes
3. Teaching and Learning
4. Personal Development, Behaviour and Welfare
5. Sixth Form

For each section there is an overall plan and a CTL plan, that should, where possible, link back to the overall plan

To aid tracking each objective is labelled with a unique identifier (KPI No.) prefixed as follows:

- L = Leadership and Management
- O = Outcomes
- T = Teaching and Learning
- P = Personal Development, Behaviour and Welfare
- S = Sixth Form

Each Checkpoint represents a monitoring point at the end of each term block, in line with the school wide data collection. It will outline the success criteria that should have been reached by that point

- Milestone 1 = Autumn 2 (2017)
- Milestone 2 = Spring 2 (2018)
- Milestone 3 = Summer 2 (2018)

At each milestone the plan is RAG rated to reflect the current status of the action as follows:

- Green = Completed and Secure
- Amber = Part completed or not secure
- Red = Incomplete

The Governing Body will review the School Improvement Plan Termly to interrogate further those items that are ranked Amber and Red through the appropriate Sub Committees.

Key:

HT- Headteacher

SLT – Senior Leadership

Gov – Governors

Leadership and Management:

KPI No	Objective /KPI	Gov Link
L.1	To re-energise the school's Mission Statement to include a culture of self-improvement supported by positive relationships between all members of the Radcliffe School community, whilst building understanding and celebrating community diversity.	Full Governors Committee
L.2	To maintain a 3-year Vision Plan reflecting the school's Mission Statement, focussing on improving outcomes and provision for students especially the Disadvantaged and more vulnerable student groups, which is regularly evaluated and shared with all community stakeholders.	Full Governors Committee
L.3	To develop a coherent and systemic monitoring and evaluation schedule of the Vision 2020 which incorporates input from all levels of leadership, including student, parents and staff.	Full Governors Committee
L.4	Self-Evaluation at all levels is developed and embedded in regular routines and is used to identify School Improvement Priorities and Performance Management targets, which is used to inform the school CPD programme.	Full Governors Committee
L.5	Governor's plan an annual meeting schedule to effectively evaluate the 2020 Vision and devise a CPD schedule in line with the school improvement priorities.	Full Governors Committee
L.6	Staff, students and parent's views are systemically sought with recommendations being acted upon, where appropriate, with any changes being communicated to the respondents.	Full Governors Committee
L.7	To annually review the curriculum in light of new qualifications and specifications to meet the needs of all learners and to achieve a broad and balanced range of subjects, to enable students to move onto the next phase of their education with confidence opening up the widest possible opportunities.	Curriculum and Standards Committee
L.8	SMSC continues to be taught across all areas of the curriculum with provision being annually reviewed to become more responsive to any current issues affecting local, national and global communities and so reduce further any discriminatory behaviour.	Curriculum and Standards Committee
L.9	To develop and improve how safeguarding issues are recorded so as to more effectively identify any key trends and direct resources to prevent the escalation of potential issues.	Personal Development, Behaviour and Welfare Committee
L.10	To develop and improve consistent approaches in science that will improve the Leadership, Teaching and Learning and Outcomes.	Curriculum and Standards Committee

Outcomes:

KPI No	Objective /KPI	Gov Link
0.1	All students and key groups of students, especially disadvantaged and more vulnerable students, secure outcomes and key measures which are broadly in line or exceed national averages, no matter their starting points.	Curriculum and Standards Committee
0.2	To develop an individual estimate setting methodology which is ambitious but also attainable for all students and will secure the outcomes needed throughout each phase of a student's education.	Curriculum and Standards Committee
0.3	All students are provided opportunities and are able to clearly demonstrate their knowledge and understanding and apply it across all curriculum and extra-curricular activities.	Personal Development, Behaviour and Welfare Committee
0.4	To integrate reading and writing into lessons through quality first teaching across all curriculum areas to improve outcomes for all students, especially the more able, Disadvantaged and SEN groups.	Curriculum and Standards Committee
0.5	All student ambitions and aspirations are cross-referenced with their targets and projections to enable students to explore the widest number of opportunities and so to make fully informed choices, no matter what background and experiences the students may have previously had.	Personal Development, Behaviour and Welfare Committee
0.6	To reduce the number of students who have Literacy and Numeracy ages below their chronological ages	Curriculum and Standards Committee
0.7	To Improve Outcomes in Science at KS4	Curriculum and Standards Committee

Teaching and Learning:

KPI No	Objective /KPI	Gov Link
T.1	For 100% of teachers to be actively engaged in self-evaluation of their own teaching practices and have an agreed CPD plan to achieve green rated lessons.	Curriculum and Standards Committee
T.2	To develop an ethos where teaching and learning practice and improvement is based on an action research methodology where innovation and creativity can be tested in a supportive environment.	Curriculum and Standards Committee
T.3	Evidence in lessons and through assessments, which at least 80% of students are working towards their target grades and intervention through quality first teaching is planned for any student who may not be currently on target. To focus on quality first teaching strategies to enable Disadvantaged and SEN students to improve progress and close attainment gaps.	Curriculum and Standards Committee
T.4	For evidence to show that students are given the opportunity to reflect and improve their subject skills and make progress towards their target.	Curriculum and Standards Committee
T.5	For homework to be used to enable students to make and secure progress towards their target.	Curriculum and Standards Committee
T.6	To develop the teaching of subject specific literacy, numeracy and exam skills across all curriculum areas to support student progress of individuals and key groups towards their targets.	Curriculum and Standards Committee
T.7	To devise an extra-curricular and enrichment programme to support learning across all curriculum areas and all year groups and SEN and Disadvantaged groups.	Personal Development, Behaviour and Welfare Committee
T.8	For parents to have a range of opportunities to actively engage with how to support their child's progress in partnership with the school, throughout each phase of their child's education.	Curriculum and Standards Committee
T.9	To support the Leadership and Management structures within Science to drive improvements in Teaching and Learning through robust quality assurance processes, Performance Management Targets and CPD to further improve outcomes within Science.	Curriculum and Standards Committee

Personal Development, Behaviour and Welfare:

KPI No	Objective /KPI	Gov Link
P.1	The Tutor programme is reflective and responsive to the needs of students and is able to develop the behaviours attributed to success within society; students with particular barriers to those behaviours are quick to be identified for specialist intervention work.	Personal Development, Behaviour and Welfare Committee
P.2	For all students to be taught strategies to improve resilience with specific support programmes developed for those needing additional support and so improve behaviour for learning and reduce low level disruption.	Personal Development, Behaviour and Welfare Committee
P.3	To further develop a personalised IAG programme which raises student aspirations from the point of entry, to give students including Disadvantaged and SEN students, the widest possible breadth of opportunities as they progress through the school.	Personal Development, Behaviour and Welfare Committee
P.4	For all students to attend at least 96% of the time, including those from disadvantaged backgrounds.	Personal Development, Behaviour and Welfare Committee
P.5	For Fixed Term Exclusions to show a decreasing trend year on year with figures below the national average for all groups especially Disadvantaged and SEN students, due to the early identification and intervention programmes for those students at risk of exclusion.	Personal Development, Behaviour and Welfare Committee
P.6	To continue to maintain and build upon a high quality anti-bullying education programme which deals robustly with offenders and continues to limit the number of bullying incidents across the school.	Personal Development, Behaviour and Welfare Committee
P.7	To introduce a system which helps record and monitor all aspects of student welfare, including emotional and mental well-being which also enables targeted intervention put into place at the earliest opportunity.	Personal Development, Behaviour and Welfare Committee
P.8	To continue to build on the education programmes which support SMSC and personal safety which are able to respond to developments locally, nationally or globally.	Personal Development, Behaviour and Welfare Committee

Sixth Form:

KPI No	Objective /KPI	Gov Link
S.1	Teaching and learning CPD and quality assurance processes focus on accelerating student progress of Years 12 and 13 across all curriculum areas and post 16 qualifications.	Curriculum and Standards Committee
S.2	Systems are in place for 6 th Form student groups, especially Disadvantaged and more vulnerable groups of students, to make progress and secure outcomes in line with their peers.	Curriculum and Standards Committee
S.3	The 6 th Form curriculum is tailored to best suit the needs of individual learners and appropriate pathways are identified to allow students to their next phase of education.	Curriculum and Standards Committee
S.4	To develop a personalised IAG programme which provides the best range of opportunities including UCAS, apprenticeships and HE providers to secure the best route for all learners to fulfil their ambitions.	Personal Development, Behaviour and Welfare Committee
S.5	All students have the highest aspirations, are successful and are provided with the opportunities to share their experiences with current students.	Personal Development, Behaviour and Welfare Committee
S.6	To develop a tutorial programme designed to specifically meet the needs of Post 16 students which is reflective and responsive, but focusses on students, welfare, wellbeing, personal safety and employability skills.	Personal Development, Behaviour and Welfare Committee
S.7	Student aspirations, abilities and prior attainment are used to place students on the most appropriate courses and qualifications to help them succeed and so improve retention rates.	Curriculum and Standards Committee
S.8	To improve T&L and outcomes in Science at KS5 in all courses.	Curriculum and Standards Committee