

Whole School
THREE YEAR COLLEGE IMPROVEMENT PLAN
2018 – 2021

September 2018

Three Year College Improvement Plan 2018 - 2021

The three year college improvement plan (2018-2021) has been designed following an evaluation of the 2015-2018 plan. Our Christian ethos, combined with our range of specialisms and our status as High Performing Specialist School and Teaching School sets much of the tone and feel. We expect all pupils to succeed academically and to develop the values and character to flourish.

Following feedback from Governors, staff, parents and pupils, it has been designed to take account of the following:

- our revised Mission Statement (2016)
- School strengths and Areas for Development identified by staff/Governors/LMT
- the ongoing development of Teaching & Learning in order to achieve the highest outcomes for all pupils
- the desire to make available, at all levels, opportunities for the development of leadership throughout the college community
- the need to extend the 'voice' of all pupils, staff, parents and Governors
- human and financial resources

This is a 'working' document, that is, it will be revisited and reviewed termly throughout the three year period. It will be evaluated and adapted to allow for change caused by initiatives locally or nationally that will impact on it. Each term, the priorities in the plan will be RAG-coded.

The strategies established cover the following:

Strategy A: To uphold the highest expectations and success culture within the college to support and inspire all pupils to achieve

The tasks related to this strategy highlight the need for the college to continue to be aspirational in all that it does inside and beyond the classroom. This will occur with refinements to evaluating the monitoring and tracking process to ensure that it is rigorous and challenging and is concerned with ensuring that every lesson is outstanding or moving towards outstanding and there is with little within-school variation.

Our aims must be to ensure that all pupils enjoy learning and achieve their potential with the support of an inclusive, flexible and creative curriculum. We do not accept that pupil outcomes are limited by their starting point. We will be able to achieve our aims through the setting of challenging targets; consistent assessment practices including the tracking of vulnerable groups; working in partnership with other schools and colleges and by extending opportunities for all.

Our status as a High Performing Specialist Science College with Leading Edge status, Teaching School status and being a partner in the Sussex Maths Hub brings with it the opportunity to work in partnership with the wider community so as to share good practice and grow from each other's strengths. In so doing, we recognise the contribution we can make, as a college, to the teaching and learning of others in the wider community. In this way our desire to achieve a high expectation and success culture within the college to support and inspire all pupils to achieve will reach beyond the college gate to all children we work with.

Strategy B: To strengthen the quality of leadership in the college

We believe that all staff are leaders of learning and therefore we want to track the professional development/progress of all and increase the opportunities for leadership training at all levels.

By working closely with schools involved in our Teaching School Alliance, Sussex Maths Hub and Education Improvement Partnership, we will be able to offer a fuller and more cost-effective inset programme through the sharing of resources and expertise.

We recognise the importance of parents/carers, pupils and governors contributing to decision-making and college policy hence we acknowledge the importance of providing leadership opportunities for them.

The Governing Body continues to strengthen their role in being fully involved in the strategic direction of the college and fully robust in monitoring and evaluating the impact of plans. The Governors want to strengthen their responsibilities for the care of everyone within the college community and their role in ensuring the entitlement of all pupils to an outstanding education.

Leadership at all levels is of prime importance to the successful running of the college. There is recognition of its existence to a high level at present but there is a continuing need to review and update all aspects of this throughout our community. We must continue to nurture and develop the leadership that exists within the staff/pupil and Governor Body.

Strategy C: To enhance the principles and practices of our Christian community

A Catholic college has to embody recognition that our spiritual life is a journey towards perfection. The distinctiveness of Catholic education is prompted by the particular characteristics of Catholicism itself and these should be reflected in the whole curriculum of our college. Staff and pupils must have the opportunity for personal faith formation and development and we must be recognisable as a Christian community by word and action. Our relationship as a Christian community with our neighbourhood communities, our feeder schools, our parishes and the world at large is of paramount importance in putting our faith into action. It is our desire to be a cohesive community.

We want to continue to re-energise the spiritual dimension of the college so that liturgical celebrations are more vibrant and meaningful in an ever-changing world.

It is essential that all staff, pupils, parents and Governors are fully involved in the mission of the college and we will continue to examine our strategy to involve parents more in sharing our ambitions and aspirations and by so doing personalise more the values that we are trying to create.

We expect our pupils to recognise their role in creating a better and more equal world for others. British values are promoted and we educate them to understand radicalisation. We will also educate them to have a greater appreciation of diversity and to challenge all kinds of prejudice. We aim for all pupils to be fully prepared for their participation and contribution to a diverse and changing global society.

We have to think long-term not just in developing pupils as life-long learners but for the sustainability of the college. All staff, pupils, parents and Governors need to recognise their role as Stewards of God's earth and play their part in creating a sustainable future for the college and its environment.

In addition, we need to be aware that our policies to promote inclusion and care should be under constant review not only as documents but as 'living' examples of our fundamental Christian beliefs and practices.

Strategy D: To enhance the quality of teaching and life-long learning

We want all pupils to receive a first class education. To do this we must set up an infrastructure that allows for all staff to develop as outstanding practitioners so that every lesson is an outstanding one.

Our curriculum must be inclusive and address the personalised needs of every child. We intend to strengthen strategies to ensure all pupils become autonomous learners. Emerging technologies continue to be explored to enhance teaching and learning.

Careers education, information, advice and guidance will be a focus to ensure that pupils have a vision to aspire to.

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY A**

Strategy A: To uphold the highest expectation and success culture within the college to support and inspire all pupils to achieve

1. The achievement of challenging targets for all pupils.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To set and achieve aspirational targets for all pupils and groups in line with top 5% national progress.	P Tadros Subject Leaders M Hollingsworth	2018-2021 Review each year	£800 pa for FFT Aspire	<ul style="list-style-type: none"> • FFT Aspire is set to top 5% and all pupils and groups' subject targets reflect this. • Internal data shows progress on previous assessments. 			
To set and achieve aspirational targets at KS3 based on the St Richard's 1-9 assessment system so that all groups of pupils achieve their potential	P Tadros Subject Leaders M Hollingsworth	2018-2019 2019-2020 2020-2021	Cost of tests and exams (reprographics)	<ul style="list-style-type: none"> • All 2018-2019 targets to be in place and on SIMs by July for Years 7 to 11. • Borderline pupils in English and Maths identified by KS3 and KS4 Co-Ordinators. Intervention in place where pupils are not making positive progress. • Fewer pupils not achieving a positive P8. • Identified under-achievers discussed at Raising Attainment meetings and action taken; impact measured both qualitatively and quantitatively. • All leaders and staff are invested in targets and feel ownership of the data. 			
To increase the number of 5+ grades and 7+ grades	All Subject Leaders PT RJ EW KS4 Co-ordinators	2018-2019		<ul style="list-style-type: none"> • The Basics measure at 5 increases significantly. • The number of 7+ grades increases. • Smaller gap between Eng/Maths results at grade 5+. • Greater % of 5+ grades in all subjects. 			
All staff to engage in increasing pupil attendance to 97%	JAC All staff HJ	2018-2019	£1,000	<ul style="list-style-type: none"> • Less unauthorised absence before Easter and summer holidays. • Reduction in PA absence. • Regular reviews of attendance across all groups. • All staff following the Attendance Policy. • Improved outcomes for all. • Attendance of disadvantaged groups is in line with, or better, than cohort. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY A**

Strategy A: To uphold the highest expectation and success culture within the college to support and inspire all pupils to achieve

2. To embed the curriculum and assessment systems to maximise the life chances of our pupils.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To review the timetable to maximise the English and maths progress 8 scores including reduction of subjects for lower attainers	GM PT LMT Subject Leaders	2018-2019	Varied dependent on small literacy/ numeracy groups and staffing	<ul style="list-style-type: none"> Impact on literacy and numeracy measured by robust assessment. Scores for Maths and English increase. Scores for other EBACC subjects increase as a result of increased literacy/numeracy support. 			
To investigate and possibly implement extended curriculum choice for improved outcomes.	GM LMT Subject Leaders	Ongoing 2018-2021	£ dependent on suitable provision	<ul style="list-style-type: none"> Option choices in 'basket 3' have greater variety. More non exam options for suitable pupils. 'Basket 3' P8 measure increases. 			
To investigate increasing the time allocation for RE at KS3.	G Machin	July 2019	£30,000	<ul style="list-style-type: none"> A plan is in place for increasing RE curriculum time in 2019-2020 to meet Diocesan requirements. Another specialist teacher of RE in place. 			
KS3 Assessment to be embedded in all subjects to maximise progress	Subject Leaders KS3 Leads P Tadros M Hollingsworth	Review after each data capture (3 times per year)	£ cost of tests and exams (reprographics)	<ul style="list-style-type: none"> All subject areas have a rigorous assessment structure at KS3 Assessments are reviewed based on cohort performance and amended. Results are scaled in line with St Richard's normal distribution to give an accurate picture of pupil progress. Suitable challenge in all subjects to reflect greater KS4 demand. 			
Provide an alternative education for pupils not following EBACC subjects.	GM LMT Subject Leaders	Ongoing, including options models	Cost of extended provision	<ul style="list-style-type: none"> Option model provides opportunity for pupils not following Ebacc to experience a broad diet of subjects. English and Maths attainment improve. Pupil Voice positive. 			

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
Encourage pupils to participate more fully in the extra-curricular/enrichment programmes.	JAC Subject Leaders Pastoral Leaders SD HH	Review annually		<ul style="list-style-type: none"> Pupil participation and numbers increase. PP participation reflects cohort %. SEN participation reflects cohort %. Wider programme of enrichment to reflect all curriculum areas. More pupils completing Bronze DofE and starting Silver DofE 			
To use the new sports hall to extend PE provision and enrichment	S Dallaway PE team JAC	2019	Cost of sports hall - LCVAP; equipment - fundraising and grants	<ul style="list-style-type: none"> Improved PE curriculum diet for all year groups. Increased awareness of the importance of keeping healthy. New resources provide enrichment. Most groups of pupils accessing extra-curricular clubs. 			

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Strategy A: To uphold the highest expectation and success culture within the college to support and inspire all pupils to achieve

3. Implementing effective tracking and intervention systems that improve pupil progress monitoring.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To ensure quality intervention for underperforming pupils and Year 7 pupils under 90 unified points in English and Maths.	R Jacobs L Wood P Tadros I Smith G Machin	In the first instance to be reviewed July 2019	£ staffing for small intervention groups as required	<ul style="list-style-type: none"> A clear list of pupils is identified in each year group. Prioritisation of vulnerable groups who are underachieving (specifically PP in EBACC subjects). Pastoral Leaders and Subject Leaders are aware of pupils underperforming in subject areas and intervention is put in place to increase progress. Information is shared with staff to prevent within school variation between subjects and groups of pupils. 			
To strengthen progress, particularly in maths and English at the 4/5 boundary, through greater use of targeted intervention.	R Jacobs L Wood P Tadros E/M KS4 Co-ordinators	Review after each data capture	£	<ul style="list-style-type: none"> Key pupils identified. Structured targeted intervention takes place based on data from examinations and past paper questions in Years 10 and 11. Collaborative approach from departments to ensure effective use of time. Closing of the gap between those pupils achieving English but not maths and vice versa. Literacy and numeracy support lessons are targeted and meaningful. 			
To ensure assessment is rigorous and differentiates outcomes effectively	Subject Leaders	Review after each data capture	£	<ul style="list-style-type: none"> A review of all assessment used by departments, standardised grade/score boundaries and clear mark schemes used by all staff. Assessment clearly identifies those who genuinely need intervention. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY A**

Strategy A: To up hold the highest expectation and success culture within the college to support and inspire all pupils to achieve

4. To increase the impact of monitoring, enhancing the process for managing school improvement through effective self-evaluation.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To embed departmental reviews following whole-school peer review.	LMT/Subject Leaders	All department have had one by July 2019	£ cover costs for observations/ meetings	<ul style="list-style-type: none"> All departments are reviewed on a 2 year cycle. Action points are drawn up and acted upon. All departments rated at least 'good' or 'outstanding' with most moving towards 'outstanding'. 			
Monitoring has impact to create a more unified approach across subject areas	DC LMT Subject Leaders	5 formal monitoring points per year		<ul style="list-style-type: none"> All monitoring is inclusive of the required information. Action points highlighted and commented on in review of previous term's monitoring outcomes. Line managers comment on department monitoring giving areas for further development and focus. Best practice is shared amongst departments. Departmental members are included in the process. 			
Analysis of profiles results leading to effective interventions	PT Subject Leaders P Hoyle I Smith	Review after each data capture	£	<ul style="list-style-type: none"> Each department has an intervention policy. Each department measures the impact of the intervention. Key pupils are targeted for intervention (including SEN and PP) 			

**2018 - 2021 THREE YEAR PLAN – Whole School
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Strategy A: To uphold the highest expectation and success culture within the college to support and inspire all pupils to achieve

5. Strengthen literacy and numeracy across the college community.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
Literacy and numeracy strengthened and embedded across the curriculum and in school life.	Literacy Lead Numeracy Lead J Bligh SENCO	1 st review July 2019	£	<ul style="list-style-type: none"> • Introduction of English Week. • World Book Day activities. • Build on Maths Week activities. • KS2 curricular links with feeder primary schools strengthened. • Literacy and Numeracy competitions. • Literacy and Numeracy focus in all departments and tutor time. • Literacy and Numeracy more closely monitored for impact. 			
Selected pupils undertake effective interventions through reduced timetables	JAC RAD Subject Leaders PT G Machin Literacy Lead Numeracy Lead	Looked at start and end of academic year and after data capture	£	<ul style="list-style-type: none"> • A refined pathway in place for pupils who opt out of MFL and require additional Maths and English. • Early removal of pupils from specific subject areas which do not help individual progress. • Pupils have higher P8 scores. 			
Cross curricular links are established around literacy and numeracy	Literacy Lead Numeracy Lead Subject Leaders SENCO TS	July 2019	£	<ul style="list-style-type: none"> • Audit of Literacy and Numeracy areas has impact • Specialist support from departments in how to teach specific areas of maths. • More cross-curricular collaboration. • Regular teaching and learning tips involving literacy and numeracy. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY A**

Strategy A: To uphold the highest expectation and success culture within the college to support and inspire all pupils to achieve

6. To eliminate within-school variation across subjects and gaps in progress between groups.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To close the progress gap between all groups to eliminate all within school variation (subjects, gender and ability)	RJ IS PT Subject Leaders	Review after each data capture	£	<ul style="list-style-type: none"> Effective action plans for underperforming departments result in year on year progress. P8 gaps between subjects and groups of pupils to close. PP action plan is followed. Strategies employed to support girls outperforming boys. Successful strategies used to maximise the progress of low and high attainers. 			
Reports and action plans produced for Governors where cohort or vulnerable groups are underperforming	DC LMT Line Manager Link Governor	2018-2019	£	<ul style="list-style-type: none"> Frequent Governor reports. Governor visits and meetings with line managers and Subject Leaders. Departmental performance improves. 			
To enrich the experiences and outcomes of all PP pupils.	PH All staff	Review after each data capture	£ Attendance support	<ul style="list-style-type: none"> PP outcomes improve. PP involvement in extra-curricular activities/trips/events/shows increases. PP attendance improves. PP P8 gap decreases to match cohort. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY B**

Strategy B: To strengthen the quality of leadership in the college

1. To strengthen opportunities for training and leadership roles for Governors, staff and pupils.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To strengthen the leadership skills of Middle Leaders, including Co-ordinators.	DC E Wood Teaching School	2018-2021	£2,000 per annum	<ul style="list-style-type: none"> • Middle Leaders driving change. • Within-school variation between subjects reduced. • Key Stage Co-Ordinators in position to 'step up', if needed. • Middle Leaders' monitoring demonstrates accountability and impact. • Aspiring Middle Leaders accessing NPQml. 			
To enhance the impact of CPD and JPD including leadership training.	E Wood P Hoyle R Jacobs Teaching School	2018-2019 2019-2020 2020-2021	£3,000	<ul style="list-style-type: none"> • Twilight programme of T&L and leadership development INSET and TS programmes embedded. • % increase in staff accessing CPD and JPD. • Leadership skills at all levels strengthened. • Job shadowing opportunities for admin/support staff embedded. • Learning walks/drop-ins evidence the impact of CPD. 			
To work in collaboration with the Teaching School to develop a leadership programme at all levels.	EW Teaching School DC	2018-2020	£3,000	<ul style="list-style-type: none"> • Clearly identified leadership pathway for all staff. • Succession planning in place. • More staff successful in application to be a SLE. • More staff involved in school to school support. 			
The Teaching School to become the Appropriate Body for NQTs in East Sussex with staff at all levels contributing to the programme.	Teaching School DC LH	2018-2019	To be met by LA and other schools	<ul style="list-style-type: none"> • Quality of mentoring of NQTs strengthened. • Clearly defined CPD programme available across the TS Alliance. • Programme of well-being activities established for NQTs. • Greater retention of NQTs in the LA. 			
A schedule of staff interviews including 'working' lunches/walks embedded.	Principal	2018-2021	£1,000	<ul style="list-style-type: none"> • Staff voice strengthened. • Staff feel their career aspirations are listened to. • School's areas for development are addressed. • Staff are signposted to effective careers guidance and job shadowing. 			

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To establish more effective working practices at department and whole-school level.	EW DC LMT DB	2018-2019 2019-2020		<ul style="list-style-type: none"> Review of activities takes place. Streamlining of structures and processes in place. Diary streamlined and having impact. Collaboration between departments strengthened. Improved ICT resources impact on workload. 			
To embed a rolling programme of leadership training for identified groups in each year group.	Pastoral Leaders D Bligh J Campbell R Doherty A Lahache	2018-2019 2019-2020	£2,000	<ul style="list-style-type: none"> Increased involvement of all year groups in leadership opportunities. Greater % of boys, EAL, PP and SEN pupils involved. Greater number of pupils volunteering for leadership responsibilities. 			
To encourage more boys and disadvantaged groups to volunteer for leadership activities.	PHo Pastoral Leaders DB AL	2018-2019 2019-2020	£200	<ul style="list-style-type: none"> Boys feeling more confident in applying for leadership positions. Disadvantaged groups form a vital part of leadership groups. Regular training supports pupil leadership. 			
Staff provide pupils with leadership opportunities and experiences.	All staff AL Pastoral Leaders LMT RD	2018-2019 2019-2020	£500	<ul style="list-style-type: none"> Upper School pupils mentor Lower School pupils. Most pupils become aware of their leadership potential. A regular programme of leadership opportunities and experiences established. LMT/Pastoral Leaders use assemblies to motivate pupils on the benefits of being a leader. Senior Leadership team lead activities for Lower School pupils. 			
To strengthen the impact of the House system across the school.	RD SD Performing Arts	2018-2019 2019-2020	£1,000	<ul style="list-style-type: none"> House events occur termly in sport and other subjects. All pupils feel a sense of belonging to their House. Sense of competition established between Houses. Whole School House system enhances community spirit and involvement. House Assemblies each semester. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY B**

Strategy B: To strengthen the quality of leadership in the college

2. To increase the impact of Continued Professional Development (CPD).

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To strengthen coaching as a tool to enhance Teaching and Learning.	EW P Hoyle Staff trained as coaches (PH, DB, AL, GM)	2018-2019	£1,000	<ul style="list-style-type: none"> Coaching conversations become a habit at all levels. Staff needing support are coached to strengthen their T&L. Coaching supports well-being. 			
To re-design the PM process	DC EW	2018-2019	£1,000 for cover	<ul style="list-style-type: none"> PM rebranded as Performance Development. LMT to alternate staff they appraise. 360° reviews inform the process more effectively particularly with regard to PD targets. Objectives for all closely linked to the CIP and Subject Improvement Plan and Standards for teachers. Consistency in feedback evidenced by all. 			
An audit of all training needs to be undertaken and an action plan put in place	EW PH RJ	2018-2019 2019-2020 2020-2021	£400	<ul style="list-style-type: none"> Audit influences training programme. Staff CPD needs shared with LMT and acted upon, where appropriate. Staff feel able to access suitable training. Department review influences training programme. 			
Identified staff to undertake exam training for the benefit of their department.	RJ Subject Leaders	2018-2019 2019-2020	£3,000	<ul style="list-style-type: none"> All members of a department familiar with exam board requirements. Training impacts on Schemes of Learning. Training impacts on outcomes. 			
Subject Leaders to train department members in supporting pupils to access grades 7 to 9.	Subject Leaders	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> A review of 2018 results impacts on quality of 2019 results. Regular schedule of training in supporting staff to access and teach grade 9 questions. Knowledge and understanding of subject specific vocabulary/terminology embedded. 			

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
Collaborative planning to drive all meetings.	EW Subject Leaders DC	2018-2019 2019-2020 2020-2021	None	<ul style="list-style-type: none"> Workload of department staff reduced. Scheme of Learning (SOL) in all subjects strengthened. High expectations in planning and delivery modelled to all departments. Team teaching and observation of each other becomes a habit. 			
'Train the Trainer' learning to be undertaken by a variety of staff	EW Teaching School	2018-2019 2019-2020 2020-2021	£3,000	<ul style="list-style-type: none"> Reduction in cover costs. Staff training led internally and more staff able to access. Staff knowledge strengthened in mental health and other initiatives on a rolling programme. 			
All staff to improve their skills as teachers of SEN.	IS KT	2018-2019		<ul style="list-style-type: none"> Challenging work scaffolded effectively for SEN pupils. All staff confident in their delivery to pupils with SEN. SEN outcomes improved. SEN a standing item on all agendas. Collaborative planning with TAs in evidence. 			
Identified staff to lead in targeted intervention for the most vulnerable	IS KT TA Co-Ordinators	2018-2019	£2,000	<ul style="list-style-type: none"> Rolling programme of targeted interventions for social skills, anger management etc. Stronger sense of well-being in SEN pupils. 			
To use the SSAT framework for Exceptional Education to ensure our school stays strong	RJ DC EW LMT	2018-2019	£1,000	<ul style="list-style-type: none"> Use of the framework to strengthen practice in leadership and Professional Practice. Positive change occurs as a result of accessing the Framework. SSAT acknowledges achievements of the school at its Annual Awards ceremony. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY B**

Strategy B: To strengthen the quality of leadership in the college

3. To enhance the role of the Governing Body in leading the strategic direction of the school, including joining the Bosco Trust.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To continue to strengthen the role of Governors in monitoring standards and supporting the strategic direction of the school.	Chair of Governors DC LMT	2018-2019 2019-2020 2020-2021	None	<ul style="list-style-type: none"> • Governor meetings focus on strategic questions which strengthen Governor knowledge of strengths and areas for development. • Governor reports of school visits have impact. • Governors robust and rigorous in their monitoring of school life. • Governors involved in evaluating pupil, staff and parent voice regularly and the effectiveness of the website • Governors ensure financial stability, including management of resources. 			
The Governing Body to liaise with the Bosco Trust in forming a partnership.	Chair of Governors DC	2018-2020		<ul style="list-style-type: none"> • A clearly defined plan is in place to support the establishment of a partnership with the Bosco Trust. • All stakeholders confident that the move to join the Bosco Trust has benefits. • A partnership with Bosco Trust is established. 			
Group of Governors to monitor key aspects of the college including SEN, H&S, Achievement and Safeguarding	Chair of Governors DC A Pain Governors	2018-2019 2019-2020 2020-2021	None	<ul style="list-style-type: none"> • Link visits have impact in strengthening Governor knowledge. • All areas of the school compliant. • Staff feel supported and challenged by Governors. 			
Link Governors to meet with Subject Leaders each semester to review progress.	Chair of Governors Clerk to Governors	2018-2019 2019-2020 2020-2021	None	<ul style="list-style-type: none"> • Link visits begin with a review of Subject SEF, results and Subject Improvement Plan. • Link visit strengthens Governor knowledge of school and areas of development of individual departments. • Monitoring strengthened. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY B**

Strategy B: To strengthen the quality of leadership in the college

4. To strengthen the impact of our Teaching School, Maths Hub and Alliance partnerships.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To map out staff engagement in activities organised by Teaching School, Maths Hub and the EIP.	Teaching School S Calladine-Evans GM DC	2018-2019	Cover costs	<ul style="list-style-type: none"> Increased % of staff accessing or contributing to programmes led by Teaching School, Maths Hub and the EIP. More staff meeting the criteria to become a SLE. 			
SLEs and other suitably experienced staff to contribute to the Teaching School, Education Improvement Partnership and Maths Hub CPD programmes	Teaching School EW GM	2018-2019	Cover costs	<ul style="list-style-type: none"> Staff strengthening leadership skills through supporting schools in difficulty. Maths Hub activities fully supported. 			
To use the partnership with the Bosco Trust to explore post-16 options.	Governing Body DC EW	2019-2020		<ul style="list-style-type: none"> Audit of staff strengths and areas for development undertaken. Financial plan established. Pupil/parent interest surveyed. Strengthened recruitment and retention. 			
To use the Bosco and Diocesan partnerships to strengthen knowledge of teaching post-16	RJ PH SC-E JC-E	2019-2020 2020-2021	£2,000	<ul style="list-style-type: none"> Programme of staff visits established to outstanding sixth forms. Programme of training established to strengthen 'A' level teaching. 			
In collaboration with Teaching School and Maths Hub organise curriculum activities to strengthen staff knowledge of KS2 and strengthen transition.	Teaching School JBL EW GM	2018-2019 2019-2020 2020-2021	£2,000	<ul style="list-style-type: none"> Year 7 curriculum builds on the challenge of KS2. Rolling programme of master classes established to strengthen transition and boost recruitment. Staff supporting primary staff with identified training needs. High level of trust established with a range of primary schools. PP 'catch up' programme established for struggling 'PP' pupils to 'close gaps'. 			

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
In collaboration with Teaching School and Maths Hub strengthen cross-phase teaching of the CORE/identified subjects.	Teaching School GM JBI EW	2018-2019 2019-2020 2020-2021	£2,000	<ul style="list-style-type: none"> Rolling programme of staff visits to primary schools. Staff contributing to primary school training. KS2 staff visits to St Richard's established to strengthen knowledge of T&L at KS3. Opportunities for cross-phase collaborative planning established. Impact of CPD is evident in learning walks. Primary/secondary hub established by Year 2. 			
To explore ways of improving ITT recruitment.	Teaching School EW	2018-2019	£1,000	<ul style="list-style-type: none"> School Direct recruitment numbers increase across primary/secondary phases. East Sussex recruitment events are well-attended. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY C**

Strategy C: To enhance the principles and practices of our Christian community

1. To deepen the pupils' and staff's spiritual, moral, social and cultural development.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To strengthen the quality of prayer life and opportunities for worship across the college.	JDO Pastoral Leaders Performing Arts	2018-2021		<ul style="list-style-type: none"> Prayer group to be set-up and meet regularly. Enhanced profile of the Liturgy Reps who have a clear voice and become representative of the pupil body to make prayer life relevant to all. Reviews of current Liturgical displays and resources that ensures meaningful support of the community's spiritual journey. Regular slot on Catholic Mission throughout the year for staff. Greater opportunities for vulnerable groups to contribute in prayer and worship. 			
To plan for a successful whole school Mission in the academic year 2018-2019	Lay Chaplain Liturgy Team RE Department	2019	£5,000	<ul style="list-style-type: none"> Working party of staff, pupils, clergy, parents to formulate and carry out Action Plan for Mission. All members of the community feel spiritually reaffirmed by the end of the Mission. Mission extends out to local parishes to provide a community partnership / delivery. 			
To strengthen the profile of the school in our parish communities and local communities.	JDO Link Governor Pastoral Leaders LMT	2018-2019 2019-2020 2020-2021	£100	<ul style="list-style-type: none"> Greater awareness of the school achievements and activities of pupils for all parishes. Liturgical/charitable events linked to feeder schools. Support of sacramental life: 1 Holy Communion, 1 confirmation. One large scale community Mass each year (utilising new sports hall). Preparation for 60th anniversary includes spiritual participation. 			
Continued development of PSHEe to enhance the spiritual, moral, social, cultural and character development of pupils and their emotional resilience.	HV Pastoral Care team TW	2018-2021	£2,000	<ul style="list-style-type: none"> Continued enhancement of pupils SMSC. British Values reviewed across SOW, mapped to Catholic values. RSE evaluated. Continual focus on pupil awareness of mental health and well being leading to improved well being for all. 			

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To promote more opportunities for moral, spiritual and ethical growth throughout the curriculum and wider life of the school.	J Doyle P Hoyle Spiritual Life Team L Henry D Bligh	2018-2021		<ul style="list-style-type: none"> Staff knowledge strengthened in Catholic morality. Further opportunities for pupils to discuss topical and moral issues in RE and PSHEe and across the curriculum. Yearly 'big debate' on ethical issues occurs. 			
To provide opportunities for pupil retreat outside of school in order to support spiritual growth and faith formation.	JDO	Annually		<ul style="list-style-type: none"> Pupils experience of their faith is enhanced through opportunities for retreat and faith formation in settings appropriate for their age and interest. Bi-annual experience abroad. More opportunities to experience worship beyond the school gate are established. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY C**

Strategy C: To enhance the principles and practices of our Christian community

2. To strengthen our inclusion practices in a cohesive, safe environment.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To continue to increase pupil awareness of how to react in unsafe situations.	H Vanvuchleven Pastoral Leaders Mark Fegan D Bligh	2018-2021	£1,000	<ul style="list-style-type: none"> Pupils' understanding of unsafe situations is enhanced, particularly in relation to emerging new technology, railways, fire, radicalisation, sexual health, safeguarding issues (such as FGM, e-safety , on-line streaming, grooming, peer on peer abuse and CSE) and substance misuse. Substance Misuse prioritised in terms of awareness raising for all groups including parents. To involve parents through workshops, newsletter updates and useful links to support education. 			
To continue to ensure effective safeguarding of all pupils	DSL Team (DB, KE, JBI, PH, DC, TW, AH) A Horan	Ongoing	£200 (supply cover for training)	<ul style="list-style-type: none"> All staff receive regular training on CP through designated staff meetings and INSET day slots and are confident in their ability to deal with CP issues. Safeguarding and CP Policy is revisited annually, alongside e-safety policy, anti radicalisation policy, CSE policy, anti-bullying policy and whistleblowing policy. Regular updates/training given to staff on key safeguarding issues in staff briefing. Annual completion of safeguarding audit. Action Plan written, implemented and reviewed. Termly meetings held for DSL Team offering a level of supervision and a review of pupils against the Continuum of Need. DSL to attend Bexhill DSL supervision and Cluster DSL group to share good practice and receive a level of supervision. Termly meetings between Safeguarding Lead and Link Governor and action plan for the next term produced and achieved. Myconcerns continues to improve tracking of CP pupils and subsequent interventions. 			

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To induct pupils expelled from other schools into our college in a way that ensures both their success and the success of other pupils.	DJB Pastoral Care team RD	Ongoing 2018-2021		<ul style="list-style-type: none"> • Full acquisition of pupil details/Risk Assessments/Useful strategies/family circumstances/safeguarding issues before child starts to ensure careful and considered planning. • Updated school action plan for each excluded pupil. • Careful planning around timetable and pastoral support to include mentor, school counsellor, peer support where appropriate. • Pupils are able to receive a 'fresh start' and flourish at St Richard's 			
To enhance our support of pupils and staff from other Christian denominations and faith so they feel fully included in our community.	Jo Doyle Pastoral Leaders RE team LMT	2018-2021		<ul style="list-style-type: none"> • Regular celebration of key religious festivals across other religions. • Liturgies once a month replace Friday Mass, so all different denominations/faiths feel included. • Greater number of visits to places of worship and greater use of talks/visits by local religious leaders in RE lessons. 			
School Based Plans or additional needs are regularly used to plan cohesive Multi-Agency Support for key pupils with behavioural issues.	Pastoral Leaders I Smith D Bligh	2018-2019	£0	<ul style="list-style-type: none"> • Pupils at risk of exclusion have a clear plan in collaboration with staff, parents, carers and outside agencies (where appropriate) to ensure behavioural issues are resolved and progress can be made. • School to school support placements are used effectively to improve behaviour. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY C**

Strategy C: To enhance the principles and practices of our Christian community

3. To develop character education to promote respectful relationships, resilience and self-confidence in our pupils and staff.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
All pupils aspire to achieve The CREST and other rewards.	Pastoral Care Team JAC	2018-2019 2019-2020 2020-2021	£1,500	<ul style="list-style-type: none"> All pupils achieve at least one tier of the CREST. The CREST directly correlates to prefect year application Annual prize evening recognises the success of CREST winners. Staff apply new rewards system consistently. 			
To strengthen work around emotional health and well-being for all pupils.	T White D Bligh H Vanvuchleven Pastoral Care Team	2018-2019		<ul style="list-style-type: none"> Mental Health Lead– profile raised throughout the school and regular training provided to staff. Review of designated units of work in place in PSHEe First Aid for Mental Health champions highlighted throughout the school as support for staff and pupils. Opportunity is regularly given to all pupils to discuss mental health issues and to strengthen emotional resilience. Pastoral Leaders signpost young people who are experiencing mental health issues using advice from Mental Health Lead. Anxiety and well-being workshops offered for key pupils. Pupils feel supported in school and have strategies that help manage their anxieties. 			
To embed a growth mindset culture both in and out of the classroom	P Hoyle E Wood Teaching & Learning Team Subject Leaders	2018-2021		<ul style="list-style-type: none"> Pupils believe that intelligence and success can be achieved through hard work and practice. Greater risk taking by pupils and staff. Pupils embrace and learn from their mistakes and academic resilience is improved. 			
To improve pupil public speaking and presentation skills	Subject Leaders Pastoral Care team AL	2018-2019		<ul style="list-style-type: none"> Evidence across the curriculum of improved public speaking skills and presentations from Year 7. Public speaking/debate team profile raised – peer mentoring. Public speaking senior team involved with Year 7. Annual 'Big Debate' occurs. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY C**

Strategy C: To enhance the principles and practices of our Christian community

4. To prepare pupils for their safe participation and contribution to a diverse and changing global community.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To provide more opportunities for pupils to engage in wider campaigns to encourage a contribution to human rights	J Doyle D Bligh RE department	2018-2019 2019-2020 2020-2021	£200	<ul style="list-style-type: none"> • Reworking of Year 9 curriculum in RE to include designated scheme of work on Human Rights. • Annual Community Cohesion day for Year 9 with a focus on Human Rights and British Values. • Lay Chaplain delivers part of the RE scheme of work on Social Justice campaigns being embraced by the college. • 3 clear campaigns are identified by the Lay Chaplain/Liturgy team and promoted throughout the school to ensure genuine participation from the community. • Re-designated International Schools status (2019). 			
To enable further relations with the Fairtrade movement in the curriculum and in extra-curricular activities.	J Doyle RE Department SMH	2018-2019		<ul style="list-style-type: none"> • Enhance visibility of Fairtrade. • Use or sale of Fairtrade products at events such as Parents' Evening and Open Evening strengthened. 			
To strengthen our ties to the Eco School campaign	Geography Department Science Department DH	2018-2019		<ul style="list-style-type: none"> • Geography and Science departments to work on Eco School activities. • Reduction in waste and energy consumption. • All pupils and staff conscious of the need to recycle inside and outside of school. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY C**

Strategy C: To enhance the principles and practices of our Christian community

5. To continue to develop a college environment reflecting the role of all as stewards of God's earth.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To continue to ensure systems are in place to support strong financial health and efficiency.	AP SOC Committee DC MH	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> Budget end is positive with a respectable carry forward. Staffing and resource projections are accurate. 			
To continue to seek ways to reduce energy and wastage	AP Geography Department Science Department ICT Services Manager	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> Spending on energy reduced by 10% annually. EduLink used for letters, profiles, reports etc reducing printing costs.. More families accessing the website thus reducing paper costs. Maintenance programme is efficient and cost-effective. Repair and re-use of resources to be considered prior to any purchase. Recycling increased throughout the college. To work with Chartwells to try to reduce wastage. Online staff handbooks / policies / diary. 			
To develop role of Business Manager to include raising extra funding to achieve the financial and developmental goals of the college.	AP Chair of Governors MH	2018-2021	Grants for school course and booklet - £300.	<ul style="list-style-type: none"> Budget monitoring strengthened. School financially secure. 100% funding achieved for new build (Chapel). Bids for extra funding written/presented and secured by Business Manager/ICT Services Manager. 			
To continue to use staff timetables to improve VFM and progress / development of all pupils.	G Machin A Pain	2018-2021	£0	<ul style="list-style-type: none"> Reduced wastage in timetable – all teachers successfully deployed to include mentoring, project management and literacy/numeracy support. Successful recruitment of Cover Supervisors alongside induction and ongoing training reduce supply staff costs. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY D**

Strategy D: To enhance the quality of teaching and life-long learning

1. To provide outstanding teaching and learning for all pupils in all lessons.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To provide outstanding teaching and learning to all	Subject Leaders EW Pho RJ LMT	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> Learning walks evidence outstanding teaching and learning for all. Department monitoring identifies outstanding teaching. Pupil voice shows that they are receiving outstanding teaching and learning. Decrease in attainment gap. Year on year improvement in outstanding outcomes. 			
To embed stretch and challenge in all lessons.	Subject Leaders EW PHo RJ	2018-2019 2019-2020 2021-2022		<ul style="list-style-type: none"> Pupil progress especially at 7+ demonstrates embedding of stretch and challenge. Pupil voice identifies they are being challenged in their learning with greater number of independent learning opportunities. 			
To embed marking and feedback strategies that 'close the gap' and facilitate pupil progress.	Subject Leaders EW PHo RJ	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> Improvement is a regular feature of lessons and evidences pupil progression. Marking is impactful, relevant and enables gaps to close with informed feedback. Pupils feel more skilled at improving their work independently. 			
To improve pupil learning through the provision of quality homework.	PHo Subject Leaders RJ	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> Consistent application of departmental homework schemes. Pupil voice/audit identifies the value of homework and its requirements. Scaffolded/differentiated homework set. 			
To strengthen impact of TAs/Cover Supervisors in lessons.	SENCO Subject Leaders PHo RJ	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> Greater liaison between teachers/TAs to enable pupil progress for SEN. All lessons are set appropriately and shared in cover area of Google Drive. Monitoring of impact by TAs/Cover Supervisors through learning walks, observation. Positive working relationships exist between Cover Supervisors and pupils. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY D**

Strategy D: To enhance the quality of teaching and life-long learning

2. To engage all staff to improve the quality of teaching and learning through outstanding Continued Professional Development (CPD).

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To secure teaching and learning as the central feature of all meetings and CPD	ECW Pho LMT RJ	July 2019	n/a	<ul style="list-style-type: none"> Professional development observations show CPD embedded in T&L CPD programme with T&L focus and St Richard's 6 runs effectively. Positive staff voice related to T&L. Learning walks evidence outstanding learning in action. 			
To continue to strengthen the impact of Teaching Assistants on teaching and learning and ensure Cover Supervisors lead lessons effectively.	IS ECW GH	2018-2019	£130 TA Inset	<ul style="list-style-type: none"> TA CPD programme attended by all CS/TAs Positive staff voice about CPD and its impact. Evidence from TA/CS performance reviewers that TAs/Cover Supervisors are effective leaders of learning. 			
To embed an engaging programme of twilight INSET which differentiates CPD for its participants	ECW RJ Pho	July 2019	n/a	<ul style="list-style-type: none"> Full attendance at CPD Staff voice collated January/July to monitor impact and give feedback All staff feel their professional development target is being supported and met. 			
INSET delivered to all staff on the delivery of effective interventions and exam preparation	ECW Identified staff	April 2019	n/a	<ul style="list-style-type: none"> TA CPD on delivering interventions has impact on SEN outcomes Evidence of interventions closing the gap. Staff confidence in exam literacy strengthened. Positive pupil voice. 5+ and 7+ grades strengthened. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY D**

Strategy D: To enhance the quality of teaching and life-long learning

3. To promote greater independence and autonomy in learners.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To increase pupil ownership of learning	PHo RJ Subject Leaders	2018-2020		<ul style="list-style-type: none"> Learning Outcomes/schemes of learning accessible on-line for pupils and parents. Unified schemes of learning (SOL) are known and shared by staff, pupils and parents. Pupils can demonstrate their own independent learning. 			
To embed the Research Leadership Team's learning	THH JS ECW	2018-2019 2019-2020	£500	<ul style="list-style-type: none"> Research based on pedagogy and linked to CIP and within school progress gaps. Learning feedback to all staff in term 5 to enable planning for next academic year. Visits to research schools such as Durrington established. Evidence-based practice is shared at Staff Meetings. 			
To develop independent learning through a variety of experiences	Subject Leaders HV PHo RJ	2018-2019 2019-2020		<ul style="list-style-type: none"> Departments enhance independent learning opportunities in each SOL. Staff collaborate to develop autonomous learning experiences. Pupil voice identifies greater ownership of learning and opportunities. 			
Opportunities for pupil led discussions/debating skills established.	English/RE JAC DC	2018-2019 2019-2020		<ul style="list-style-type: none"> Range of activities increased in SOL. Learning walks/pupil voice demonstrate good practice in class. Greater number of pupils participating in debating/public speaking opportunities. 			
To strengthen Behaviour for learning (Bfl) in all pupils and groups.	RAD Pastoral Leaders Subject Leaders LMT	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> Reduction in number of behaviour incidents. Improved pupil progress and closing of gaps. Reduction in the number of low level disruptions. Staff consistent in their application of the rewards/sanctions system. 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY D**

Strategy D: To enhance the quality of teaching and life-long learning

4. To continue to strengthen Careers Education, Information, Advice and Guidance (CEIAG) through community, alumni and employer links

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To extend the range of CEIAG opportunities for pupils.	CA Pastoral Leaders Form Tutors SEN Co-ordinators IS	2018-2021	£3000 pa (1:1 interviews)	<ul style="list-style-type: none"> Schemes of Learning in year 10 and 11 PSHEe provide evidence of all pupils receiving post-16 CEIAG. PSHEe monitoring provides evidence of all pupils actively planning post-16 routes. Post-16 preparations annually include an FE provider and employer fayre for parents and pupils in year 9, 10 and 11. 75% of pupils in Year 11 provided with 1:1 specialist CEIAG. CEIAG accessible through college website. Assembly to Year 11 pupils highlight all possible post 16 options, prior to external presentations Talk/trip to 2 Universities per year. 			
To develop a flexible and inclusive approach to work experience.	CA JAC RD TA Co-ordinators for Year 10 and Year 11 IS	2018-2021	None	<ul style="list-style-type: none"> Evidence of pupils with SEN in year 11 having access to extended work placements. WEX preparation by external agencies such as Rotary aspire to include at least 25% female employers. Encourage pupils (in particular pp pupils) to aim for aspirational work experience placements Track the pp pupils and their work experience placements 			
To further enhance our business links and strengthen the impact of the St Richard's Alumni.	CA Pastoral Leaders Teaching staff LMT	2018-2021	Cost of Future First	<ul style="list-style-type: none"> Pupils' careers knowledge developed. Former pupils contribute to learning and development of current pupils. Alumni contributing to revenue for school projects e.g. sports hall. Year 8 to 11 pupils offered one employer presentation per year. One trip to an employer offered per year. Year 7,8 & 9 PSHEe programme includes presentations by employers, related to the educational requirements that they have of employees. Use of employers within subject areas strengthened. 			

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To continue to enhance the role of Careers Ambassadors	CA Enterprise Adviser	2018 - 21	£100	<ul style="list-style-type: none"> Encourage Year 9 pupils to apply for the role Train successful applicants in CEIAG Pupils run a lessons with Year 7 pp pupils and feeder primary schools Pupils help with implementation of careers workshops Pupils evaluate current CEIAG provision/on-line resources 			
Achieve reassessment in Investors in Careers Kite mark	CA Pastoral leaders Teaching staff	2018 - 21	£100	<ul style="list-style-type: none"> Update Investors in Careers portfolio Carry out an audit of current CEIAG across the college Arrange assessment visit 			
Ensure the college is meeting the new Careers Strategy by the end of 2020	CA Pastoral leaders Teaching staff DC	2018-20	£500	<ul style="list-style-type: none"> Careers programme published on school website CEIAG systematically evaluated by all parties involved LMI data and up to date careers information Collection and maintenance of accurate data for each pupil on their destinations for 3 years after they leave Enable pupils to keep accurate records about their careers and enterprise experiences Link the curriculum learning to careers By the time they leave all/overwhelming majority of pupils have had meaningful encounters with employers, post 16 providers, apprenticeship providers and universities 			

**2018 - 2021 THREE YEAR PLAN – Whole School
STRATEGY D**

Strategy D: To enhance the quality of teaching and life-long learning

5. To embrace emerging technologies to facilitate outstanding learning within and beyond the classroom.

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To develop subject specific use of emerging technologies to facilitate a creative and flexible curriculum.	MF Subject Leader MHo ASo	2018-2021	Support for 1:1 schemes	<ul style="list-style-type: none"> Schemes of learning have clear opportunities for the use of emerging technologies (ET). Teachers feel confident to plan and deliver sessions using ET. Greater number of opportunities provided for pupils on a regular basis. 			
Staff feel confident in the use of ET in teaching and learning	MF Subject Leaders CPD Lead MJH ASo	2018-2021		<ul style="list-style-type: none"> Attendance at staff CPD strong. Pupils and parents confidently use Edulink to access information and homework. Staff creative and more flexible in their teaching. New laptops/screens impact on learning and outcomes. 			
A strategic plan for the development of ICT is established.	MJH ASo MF	2018-2020		<ul style="list-style-type: none"> Pupils use Chromebooks within lessons, as appropriate. Teachers prepare lessons as appropriate to facilitate the use of Chromebooks and embed greater pupil autonomy. Use of Chromebooks is seen to have impact on outcomes. 			
Develop use of Chromebooks within the classroom.	M Hollingsworth J Campbell LMT Governors MF	2018-2021		<ul style="list-style-type: none"> A plan is established for the introduction of Chrome books. Curriculum use of IT raises standards. Staff are confident users of IT. 			

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To maintain and improve subject specific use of emerging technologies to facilitate a creative and flexible curriculum	M Fegan ET Team SLs All Staff	2018-2021	£1000	<ul style="list-style-type: none"> Schemes of learning have clear opportunities for the use of blended learning between traditional teacher led and ICT Pupils develop independent learning. Increase in flipped learning approach across the school to develop independent learning. Emerging technologies contributing to high quality teaching and learning across all subjects. Positive impact on pupil learning leading to improvement in pupil performance across all age ranges, abilities and groupings. Use of technology to increase participation of those pupils absent from college. 			
To strengthen staff use of current and emerging technologies.	M Fegan ET Team CPD Lead	2018-19 2019-2020 2020-2021	£1000	<ul style="list-style-type: none"> One person from each department represented on the ET team Departmental minutes demonstrate dissemination of skills from ET meetings Minutes from ET meetings demonstrate training taking place ET team deliver CPD to staff throughout the year Develop Virtual/Augmented reality as an immersive educational experience across all subjects 			
To develop teacher and pupil digital literacy skills.	M Fegan ET Team CPD Lead MHo AS	2018-2021 2019-2020 2020-2021	None	<ul style="list-style-type: none"> Staff skills updated across the MS Office suite, Google Classroom Suite and Edulink. Pupils and Parents using edulink confidently to access information and homework. Schemes of learning have clear opportunities for the use of traditional ICT tools such as MS Office suites, Google Docs suites, Email and Google classroom. Pupils demonstrate confidence in their use of digital literacy skills. Access pupils improve their ability to touch-type. 			

Overview

<p>Strategy A: To uphold the highest expectations and success culture within the college to support and inspire all pupils to achieve</p> <p><u>Tasks related to this strategy include:</u></p> <ol style="list-style-type: none"> 1. The achievement of challenging targets for all pupils. 2. To embed the curriculum and assessment systems to maximise the life chances of our pupils. 3. Implementing effective tracking and intervention systems that improve pupil progress monitoring. 4. To increase the impact of monitoring, enhancing the process for managing school improvement through effective self-evaluation. 5. Strengthen literacy and numeracy across the college community. 6. To eliminate within-school variation across subjects and gaps in progress between groups. 	<p>Strategy B: To strengthen the quality of leadership in the college</p> <p><u>Tasks related to this strategy include:</u></p> <ol style="list-style-type: none"> 1. To strengthen opportunities for training and leadership roles for Governors, staff and pupils. 2. To increase the impact of Continued Professional Development (CPD). 3. To enhance the role of the Governing Body in leading the strategic direction of the school, including joining the Bosco Trust. 4. To strengthen the impact of our Teaching School, Maths Hub and Alliance partnership.
<p>Strategy C: To enhance the principles and practices of our Christian community</p> <p><u>Tasks related to this strategy include:</u></p> <ol style="list-style-type: none"> 1. To deepen the pupils’ and staff’s spiritual, moral, social and cultural development. 2. To strengthen our inclusion practices in a cohesive, safe environment. 3. To develop character education to promote respectful relationships, resilience and self-confidence in our pupils and staff. 4. To prepare pupils for their safe participation and contribution to a diverse and changing global community. 5. To continue to develop a college environment reflecting the role of all as stewards of God’s earth. 	<p>Strategy D: To enhance the quality of teaching and life-long learning</p> <p><u>Tasks related to this strategy include:</u></p> <ol style="list-style-type: none"> 1. To provide outstanding teaching and learning for all pupils in all lessons. 2. To engage all staff to improve the quality of teaching and learning through outstanding Continued Professional Development (CPD). 3. To promote greater independence and autonomy in learners. 4. To continue to strengthen Careers Education, Information, Advice and Guidance (CEIAG) through community, alumni and employer links. 5. To embrace emerging technologies to facilitate outstanding learning within and beyond the classroom.

**Priorities for Year One
2018-2019**

Strategy A: To uphold the highest expectations and success culture within the college to support and inspire all pupils to achieve

1. Attainment 8 target of 6.0 for Year 11 2018-19.
2. Key Stage 3 flight path data indicates progress towards Attainment 8 of 6.0
3. To embed a rigorous assessment and intervention structure at Key Stage 3.
4. To employ strategies to maximise numbers of 5+ and 7+ grades achieved in all subjects.
5. All departments are outstanding or moving towards outstanding based on monitoring and departmental reviews.
6. Cross Curricular links are established around literacy and numeracy leading to greater progress in all subjects.
7. To close the Progress Gap between all groups of pupils and to eliminate all within school variation.
8. To ensure the Curriculum is accessible to all groups of pupils.
9. Collective responsibility to raise Attendance to 97% for all groups of pupils.

Strategy B: To strengthen the quality of leadership in the college

1. To strengthen the impact of CPD and JPD training at all levels.
2. To strengthen the leadership skills and opportunities of staff and pupils.
3. To redesign the Performance Development process for maximum impact.
4. Collaborative planning to strengthen Teaching and Learning and reduce workload.
5. To strengthen staff skills in supporting SEN pupils to improve progress and to be confident.
6. To strengthen knowledge and understanding of interventions which have impact.
7. To strengthen staff curriculum knowledge at KS2 and KS5.
8. To continue to strengthen the skills of the Governing Body in monitoring standards and supporting the strategic direction of the school.
9. To strategically plan for a smooth transition to the Bosco Trust.

Strategy C: To enhance the principles and practices of our Christian community

1. To strengthen opportunities for worship across the college to include a successful whole-school Mission.
2. To ensure PSHEe programmes of study are robust and meet statutory requirements around Citizenship, RSE and British Values.
3. To ensure effective safeguarding of all pupils to include increased awareness of unsafe situations and how to react.
4. To strengthen work around emotional health, resilience and wellbeing for all pupils and staff.
5. To improve pupils' public speaking and presentation skills.
6. To continue to seek new ways to reduce energy consumption and wastage.

Strategy D: To enhance the quality of teaching and life-long learning

1. To provide outstanding teaching and learning to all.
2. To embed marking and feedback strategies that close the gap and facilitate pupil progress.
3. To continue to strengthen the impact of TAs on teaching and learning and ensure Cover Supervisors lead lessons effectively.
4. To increase pupil ownership of learning.
5. To maintain and improve subject specific use of Emerging Technologies to facilitate a creative and flexible curriculum.
6. To improve pupils' knowledge and use of academic vocabulary and approach to examinations.