

**Whole School**  
**THREE YEAR COLLEGE IMPROVEMENT PLAN**  
**2018 – 2021**  
**Year 2**

**September 2019**

## **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 school 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 independent learners. Emerging technologies continue to be explored to transform 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"> <li>FFT Aspire is set to top 5% and all pupils and groups' subject targets reflect this.</li> <li>Internal data shows progress on previous assessments.</li> </ul>			
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"> <li>All targets to be in place and on SIMs by July for Years 7 to 11.</li> <li>Borderline pupils in English and Maths identified by KS3 and KS4 Co-Ordinators. Intervention in place where pupils are not making positive progress.</li> <li>Fewer pupils not achieving a positive P8.</li> <li>Identified under-achievers discussed at Raising Attainment meetings and action taken; impact measured both qualitatively and quantitatively.</li> <li>All leaders and staff are invested in targets and feel ownership of the data.</li> </ul>	A		
To increase the number of 5+ grades and 7+ grades	All Subject Leaders PT RJ ANI KS4 Co-ordinators	2018-2019 2019-2020		<ul style="list-style-type: none"> <li>The Basics measure at 5 increases significantly.</li> <li>The number of 7+ grades increases.</li> <li>Smaller gap between Eng/Maths results at grade 5+.</li> <li>Greater % of 5+ grades in all subjects.</li> </ul>	R		
All staff to engage in increasing pupil attendance to 97%	JAC All staff HJ AF	2018-2019 2019-2020	£1,000	<ul style="list-style-type: none"> <li>Less unauthorised absence before Easter and summer holidays.</li> <li>Reduction in PA absence.</li> <li>Regular reviews of attendance with a particular focus on SEN and PP pupils.</li> <li>All staff adhere to the Attendance Policy.</li> </ul>	A		

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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	2019-2020	Varied dependent on literacy/ numeracy groups and staffing	<ul style="list-style-type: none"> <li>Impact on literacy and numeracy measured by robust assessment.</li> <li>Scores for Maths and English increase.</li> <li>Scores for all other subjects increase as a result of increased literacy/numeracy support.</li> <li>Bedrock Vocabulary Programme is seen to have impact.</li> </ul>	R  R A		
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"> <li>Option choices in 'basket 3' increased.</li> <li>More non exam options for suitable pupils.</li> <li>'Basket 3' P8 measure increases.</li> <li>Monitoring of BTEC courses indicates pupils achieving at least Merit.</li> </ul>	A		
To investigate increasing the time allocation for RE at KS3.	G Machin	July 2020	£30,000	<ul style="list-style-type: none"> <li>A plan is in place for increasing RE curriculum time in 2019-2020 to meet Diocesan requirements.</li> <li>Another specialist teacher of RE in place.</li> </ul>	A A as part-time teacher		
KS3 Assessment to be embedded in all subjects to maximise progress	Subject Leaders KS3 Leads P Tadros M Hollingsworth	Review after each data capture	£ cost of tests and exams (reprographics)	<ul style="list-style-type: none"> <li>All subject areas have a rigorous and consistent assessment practices at KS3</li> <li>Assessments are reviewed based on cohort performance and amended.</li> <li>Results are scaled in line with St Richard's normal distribution to give an accurate picture of pupil progress.</li> <li>Suitable challenge in all subjects to reflect greater KS4 demand.</li> </ul>	A		
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"> <li>Option model provides opportunity for pupils not following Ebacc to experience a broad diet of subjects.</li> <li>English and Maths attainment improve.</li> <li>Pupil Voice positive.</li> <li>Non-GCSE courses providing highest grades for lower attaining pupils.</li> </ul>	A		

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
Encourage pupils to participate more fully in the extra-curricular/enrichment programmes.	Subject Leaders Pastoral Leaders SD HH Chaplain DH	Review annually		<ul style="list-style-type: none"> <li>Pupil participation and numbers increase.</li> <li>PP participation reflects cohort %.</li> <li>SEN participation reflects cohort %.</li> <li>Wider programme of enrichment to reflect all curriculum areas.</li> <li>More pupils completing Bronze DofE and starting Silver DofE</li> </ul>	A		
To use the new sports hall to extend PE provision and enrichment	S Dallaway PE team	2019 - 2021	Cost of sports hall - LCVAP; equipment - fundraising and grants	<ul style="list-style-type: none"> <li>Improved PE curriculum diet / enrichment programme for all year groups.</li> <li>Increased awareness of the importance of keeping healthy.</li> <li>Most groups of pupils accessing extra-curricular clubs.</li> <li>Pupils meeting with greater success in area competitions.</li> </ul>	A		

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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 A Niitsoo P Tadros I Smith G Machin	In the first instance to be reviewed July 2019 July 2020	£ staffing for small intervention groups as required	<ul style="list-style-type: none"> <li>A list of pupils is identified in each year group.</li> <li>Prioritisation of vulnerable groups who are underachieving (specifically PP in EBACC subjects).</li> <li>Pastoral Leaders and Subject Leaders are aware of pupils underperforming in subject areas and intervention is put in place to increase progress.</li> <li>Information is shared with staff to prevent within school variation between subjects and groups of pupils.</li> </ul>	R/A  R		
To strengthen progress, particularly in maths and English at the 4/5 boundary, through greater use of targeted intervention.	R Jacobs A Niitsoo P Tadros E/M KS4 Co-ordinators	Review after each data capture	£5,000	<ul style="list-style-type: none"> <li>Key pupils identified.</li> <li>Structured targeted intervention takes place based on data from assessments.</li> <li>Effective use of timetables where subjects are reduced.</li> <li>Closing of the gap between those pupils achieving English but not maths and vice versa.</li> <li>Literacy and numeracy support lessons are targeted and meaningful.</li> </ul>	G A  A A/R  A/R		
To ensure assessment is rigorous and differentiates outcomes effectively	Subject Leaders	Review after each data capture	£	<ul style="list-style-type: none"> <li>A review of all assessment used by departments, standardised grade/score boundaries and clear mark schemes used by all staff.</li> <li>Assessment clearly identifies those pupils who genuinely need intervention.</li> </ul>	A		

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**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 begin second cycle of department reviews for all subjects on a three year cycle	LMT/Subject Leaders	All departments have had one by July 2019 19-20	£ cover costs for observations/ meetings	<ul style="list-style-type: none"> <li>All departments are reviewed on a 2 year cycle.</li> <li>Action points are drawn up and acted upon.</li> <li>All departments are rated highly or moving towards the expected standard.</li> <li>Four departments targeted per year with on-going action plans in others.</li> </ul>	G		
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"> <li>All monitoring is inclusive of the required information.</li> <li>Action points highlighted and commented on in review of previous term's monitoring outcomes.</li> <li>Line managers comment on department monitoring giving areas for further development and focus.</li> <li>Best practice is shared amongst departments.</li> <li>Departmental members are included in the process.</li> </ul>	A/G		
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"> <li>Each department has an intervention strategy.</li> <li>Each department measures the impact of the intervention.</li> <li>Key pupils are targeted for intervention (including SEN and PP).</li> <li>RA and PP meetings demonstrate impact of interventions.</li> </ul>	A		



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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 <sup>st</sup> review July 2019 2 <sup>nd</sup> review July 2020	TLR payments for Co-ordinators	<ul style="list-style-type: none"> <li>• Introduction of English Week.</li> <li>• World Book Day activities.</li> <li>• Build on Maths Week activities.</li> <li>• KS2 curricular links with feeder primary schools strengthened.</li> <li>• Literacy and Numeracy competitions.</li> <li>• Literacy and Numeracy focus in all departments and tutor time.</li> <li>• Literacy and Numeracy more closely monitored for impact.</li> </ul>	R/A A A		
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"> <li>• A refined pathway in place for pupils who opt out of MFL.</li> <li>• Early removal of pupils from specific subject areas which do not help individual progress.</li> <li>• Pupils have higher P8 scores.</li> </ul>	A		
Cross curricular links are established around literacy and numeracy	Literacy Lead Numeracy Lead Subject Leaders SENCO	July 2020	£	<ul style="list-style-type: none"> <li>• Audit of Literacy and Numeracy areas has impact</li> <li>• Specialist support from maths department in how to teach specific areas of maths.</li> <li>• More cross-curricular collaboration evident.</li> <li>• Regular teaching and learning tips involving literacy and numeracy.</li> </ul>	A		

**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"> <li>Effective action plans for underperforming departments result in year on year progress.</li> <li>P8 gaps between subjects and groups of pupils closes.</li> <li>PP action plan is followed.</li> <li>Strategies employed to support boys' achievement.</li> <li>Successful strategies used to maximise the progress of low and high attainers.</li> </ul>	A		
Reports and action plans produced for Governors where cohort or vulnerable groups are underperforming	DC LMT Line Manager Link Governor	2019-2020	£	<ul style="list-style-type: none"> <li>Frequent Governor reports.</li> <li>Governor visits and meetings with line managers and Subject Leaders.</li> <li>Departmental performance improves.</li> </ul>	G A G		
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"> <li>PP outcomes improve.</li> <li>PP involvement in extra-curricular activities/trips/events/shows increases.</li> <li>PP attendance improves.</li> <li>PP P8 gap decreases to match cohort.</li> </ul>	R A A R		

**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 continue to strengthen the leadership skills of Middle Leaders, including KS Co-ordinators.	DC E Wood Teaching School	2018-2021	£2,000 per annum	<ul style="list-style-type: none"> <li>• Middle Leaders influencing change.</li> <li>• Within-school variation between subjects reduced.</li> <li>• Key Stage Co-Ordinators in position to 'step up', if needed.</li> <li>• Middle Leaders' monitoring demonstrates accountability and impact.</li> <li>• Aspiring Middle Leaders accessing NPQml.</li> </ul>	A		
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"> <li>• Twilight programme of T&amp;L and leadership development INSET and TS programmes embedded.</li> <li>• Leadership skills at all levels strengthened.</li> <li>• Job shadowing opportunities for admin/support staff introduced.</li> <li>• Learning walks/drop-ins evidence the impact of CPD.</li> </ul>	A		
To work in collaboration with the Teaching School to develop a bespoke leadership programme at all levels.	EW Teaching School DC	2018-2020	£3,000	<ul style="list-style-type: none"> <li>• Clearly identified leadership pathway for all staff.</li> <li>• Succession planning in place.</li> <li>• More staff successful in application to be a SLE.</li> <li>• More staff involved in school to school support.</li> </ul>	A		
The Teaching School to embed its work as the Appropriate Body for NQTs in East Sussex with staff at all levels contributing to the programme.	Teaching School DC LH	2018-2019 2019-2020	To be met by LA and other schools	<ul style="list-style-type: none"> <li>• Quality of mentoring continues to be strengthened.</li> <li>• Clearly defined CPD programme available across the TS Alliance.</li> <li>• Programme of well-being activities established for NQTs.</li> <li>• Increased retention of NQTs in the LA.</li> <li>• Year 2 builds on the successes of Year One.</li> </ul>	G		
A schedule of staff interviews including 'working' lunches/learning walks embedded.	Principal	2018-2021	£1,000	<ul style="list-style-type: none"> <li>• Staff voice strengthened.</li> <li>• Staff feel their career aspirations are listened to.</li> <li>• School's areas for development are addressed.</li> <li>• Staff are signposted to effective careers guidance and job shadowing.</li> </ul>	R		

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"> <li>Review of activities takes place.</li> <li>Streamlining of structures and processes in place.</li> <li>Diary streamlined and having impact.</li> <li>Collaboration between departments strengthened.</li> <li>Improved ICT resources impact on workload.</li> </ul>	A		
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 Senco	2018-2019 2019-2020	£2,000	<ul style="list-style-type: none"> <li>Increased involvement of all year groups in leadership opportunities.</li> <li>Greater % of boys, EAL, PP and SEN pupils involved.</li> <li>Greater number of pupils volunteering for leadership responsibilities.</li> <li>Regular training supports pupil leadership.</li> <li>Group of pupils achieve SSAT leadership Accreditation.</li> </ul>	R/A		
Staff provide pupils with leadership opportunities and experiences.	All staff AL Pastoral Leaders LMT	2018-2019 2019-2020	£500	<ul style="list-style-type: none"> <li>Most pupils become aware of their leadership potential.</li> <li>A regular programme of leadership opportunities and experiences established.</li> <li>LMT/Pastoral Leaders use assemblies to motivate pupils on the benefits of being a leader.</li> <li>Senior Prefect team lead activities for Lower School pupils.</li> </ul>	A		
To strengthen the impact of the House system across the school.	JAC SD Performing Arts	2018-2019 2019-2020	£1,000	<ul style="list-style-type: none"> <li>House events occur termly in sport and other subjects.</li> <li>Sense of competition established between Houses.</li> <li>Whole School House system enhances community spirit, belonging and involvement.</li> <li>House Assemblies each semester.</li> </ul>	A/R		

**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"> <li>Coaching conversations become a habit at all levels.</li> <li>Staff needing support are coached to strengthen their T&amp;L.</li> <li>Coaching supports well-being.</li> </ul>	R/A		
An audit of all training needs to be undertaken and an action plan put in place	EW PH	2018-2019 2019-2020 2020-2021	£400	<ul style="list-style-type: none"> <li>Audit influences training programme internally</li> <li>Staff feel able to access suitable training.</li> <li>Department Review influences training programme.</li> </ul>	A		
To embed the St Richard's 3 observation model into the updated Appraisal policy and practice.	ECW DC	2019-2020		<ul style="list-style-type: none"> <li>All appraisees trained in the new protocols.</li> <li>All teaching staff given INSET on St Richard's 3 approaches.</li> <li>Feedback on observations is strengthened.</li> <li>St Richard's Learning 3s have impact on tasks within the College Improvement Plan.</li> </ul>			
Identified staff to undertake exam training for the benefit of their department.	Subject Leaders	2018-2019 2019-2020	£3,000	<ul style="list-style-type: none"> <li>All members of a department familiar with exam board requirements.</li> <li>Training impacts on Schemes of Learning.</li> <li>Training impacts on outcomes.</li> </ul>	A/R A		
Subject Leaders facilitate training of department members to support pupils to access grade 9.	Subject Leaders	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> <li>A review of 2019 results impacts on quality of 2020 results.</li> <li>Regular schedule of training to support staff to teach grade 9 questions.</li> <li>Knowledge and understanding of subject specific vocabulary/terminology embedded.</li> </ul>	R  R		

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
Collaborative planning to drive all meetings.	EW Subject Leaders	2018-2019 2019-2020 2020-2021	None	<ul style="list-style-type: none"> <li>Workload of department staff reduced.</li> <li>Scheme of Learning (SOL) in all subjects strengthened.</li> <li>Team teaching and observation of other staff becomes a habit.</li> </ul>	A		
All staff to strengthen their skills as teachers of SEN.	IS KT	2018-2019 2019-2020		<ul style="list-style-type: none"> <li>Challenging work scaffolded effectively for SEN pupils.</li> <li>SEN outcomes improved.</li> <li>SEN a standing item on all agendas.</li> <li>Collaborative planning with TAs in evidence.</li> <li>SEN related inset for all staff has impact on SEN pupil outcomes.</li> </ul>	A		
Identified staff to lead in targeted intervention for the most vulnerable	IS KT TA Co-Ordinators ED TW	2018-2019 2019-2020	£2,000	<ul style="list-style-type: none"> <li>Rolling programme of targeted interventions for social skills, anger management etc.</li> <li>Stronger sense of well-being in SEN pupils.</li> <li>Mental Health First Aiders contribute to a strong sense of well-being in pupils.</li> </ul>	A/R		
To use the SSAT framework for Exceptional Education to evaluate our practices to ensure our school stays strong	DC DB EW PH	2018-2019 2019-2020	No costs	<ul style="list-style-type: none"> <li>Use of the framework to strengthen practice in leadership and Professional Practice.</li> <li>Positive change occurs as a result of accessing the Framework.</li> <li></li> </ul>	G		
To strengthen the CPD offer to aspiring or existing Middle Leaders	PHo ECW	September 2020		<ul style="list-style-type: none"> <li>Three in-house Middle Leader training sessions run with positive feedback.</li> <li>Minimum of five staff to take up CPD offer.</li> <li>Long term evidence of attendees taking up Middle Leader positions.</li> <li>Evidence of utilising links with Rother EIP/TSA to develop Middle Leaders eg. NPQML.</li> <li>PHo/ECW trained as NPQML/SL facilitators.</li> </ul>	N/A		

**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"> <li>Governor meetings focus on strategic questions which strengthen Governor knowledge of strengths and areas for development and ensures their monitoring is robust and rigorous.</li> <li>Governors involved in evaluating pupil, staff and parent voice regularly.</li> <li>Governors ensure financial stability, including the efficient management of resources.</li> </ul>	A		
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"> <li>A clearly defined plan is in place to support the establishment of a partnership with the Bosco Trust.</li> <li>All stakeholders confident that the move to join the Bosco Trust has benefits.</li> <li>A partnership with Bosco Trust is established, if desired.</li> </ul>	R		
Group of Governors to monitor key aspects of the college including SEN, H&S, Achievement and Safeguarding	Chair of Governors DC Governors	2018-2019 2019-2020 2020-2021	None	<ul style="list-style-type: none"> <li>Link visits have impact in strengthening Governor knowledge.</li> <li>All areas of the school compliant.</li> <li>Staff feel supported and challenged by Governors.</li> </ul>	A		
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"> <li>Link visits begin with a review of results, Subject SEF and Subject Improvement Plan.</li> <li>Link visit strengthens Governor knowledge of individual departments.</li> <li>Monitoring strengthened.</li> </ul>	A/R		

**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 DC	2018-2019	Cover costs	<ul style="list-style-type: none"> <li>Increased % of staff accessing or contributing to programmes led by Teaching School, Maths Hub and the EIP.</li> <li>More staff meeting the criteria to become a SLE and offering School to School support.</li> </ul>	A		
SLEs and other suitably experienced staff to contribute to the Teaching School, Education Improvement Partnership and Maths Hub CPD programmes	Teaching School EW GM PH TK	2018-2019 2019-2020	Cover costs	<ul style="list-style-type: none"> <li>Staff strengthening leadership skills through supporting schools in difficulty.</li> <li>Maths Hub activities supported.</li> </ul>	A		
To use the Bosco and Diocesan partnerships to explore and strengthen knowledge of teaching post-16	PT PH EW JC-E	2019-2020 2020-2021	£2,000	<ul style="list-style-type: none"> <li>Audit of staff strengths and areas for development undertaken.</li> <li>Programme of staff visits established to outstanding sixth forms.</li> <li>Programme of training established to strengthen 'A' level teaching.</li> </ul>	A/R		
In collaboration with Teaching School and Maths Hub organise curriculum activities to strengthen staff knowledge of KS2 and strengthen transition.	Teaching School JBL EW	2018-2019 2019-2020 2020-2021	£2,000	<ul style="list-style-type: none"> <li>Programme of staff visits to primary schools.</li> <li>Year 7 curriculum builds on the challenge of KS2.</li> <li>Rolling programme of master classes established to strengthen transition and boost recruitment of pupils.</li> <li>Staff supporting primary staff with identified training needs.</li> <li>High level of trust established with a range of primary schools.</li> <li>PP 'catch up' programme established for struggling 'PP' pupils to 'close gaps'.</li> </ul>	A		



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 and identified subjects.	Teaching School JBI EW PH	2018-2019 2019-2020 2020-2021	£2,000	<ul style="list-style-type: none"> <li>Rolling programme of staff visits to primary schools.</li> <li>Staff contributing to primary school training.</li> <li>KS2 staff visits to St Richard's established to strengthen knowledge of T&amp;L at KS3.</li> <li>Opportunities for cross-phase collaborative planning and moderation established.</li> <li>Impact of CPD is evident in learning walks.</li> <li>Primary/secondary hub established by Year 3.</li> </ul>	R/A		
To continue to explore ways of improving ITT recruitment across the Alliance.	Teaching School EW LH	2018-2019 2019-2020	£1,000	<ul style="list-style-type: none"> <li>School Direct recruitment numbers increase across primary/secondary phases.</li> <li>East Sussex recruitment events are well-attended.</li> <li>WEX candidates apply for places.</li> </ul>	G		

**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"> <li>Prayer group meets regularly.</li> <li>Enhanced profile of the Liturgy Reps.</li> <li>Regular reviews of Liturgy Displays by Chaplain.</li> <li>Regular slot on Catholic Mission throughout the year for staff.</li> <li>Prayer life relevant to all. Greater opportunities for vulnerable groups to contribute to prayer and worship.</li> </ul>	A		
To plan for a successful whole school Mission in the academic year 2019-2020	Lay Chaplain RE Department	2019-2020	£5,000	<ul style="list-style-type: none"> <li>Working party of staff, pupils, clergy, parents to formulate and carry out Action Plan stemming from Mission Week.</li> <li>All members of the community feel spiritually revitalised/reaffirmed by the end of the Mission.</li> <li>Mission extends out to local parishes to provide a community partnership / delivery.</li> </ul>	R		
To strengthen the profile of the school in our parish communities and local communities.	JDO Link Governor LMT Performing Arts team	2018-2019 2019-2020 2020-2021	£100	<ul style="list-style-type: none"> <li>Greater awareness of the achievements and activities of pupils for all parishes.</li> <li>Liturgical/charitable events linked to feeder schools.</li> <li>Support of sacramental life: 1 Holy Communion, 1 confirmation.</li> <li>Deanery Mass for local Catholic teachers becomes an annual event.</li> <li>Preparation for 60<sup>th</sup> anniversary includes spiritual participation.</li> </ul>	A/R		
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"> <li>Continued enhancement of pupils' SMSC.</li> <li>British Values reviewed across school and annual action plan in place.</li> <li>Statutory RSE in place – supported by the Catholic Education Service RSE curriculum.</li> <li>Continual focus on pupil awareness of mental health and well being.</li> <li>Andrew Wright's resources fully embedded</li> </ul>	A		

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 HV LH DB LM	2018-2021		<ul style="list-style-type: none"> <li>Staff knowledge strengthened in Catholic morality.</li> <li>Further opportunities for pupils to discuss topical and moral issues in RE and PSHEe and across the curriculum.</li> <li>Yearly 'big debate' on ethical issues occurs.</li> </ul>	A		
To provide opportunities for pupil retreat outside of school in order to support spiritual growth and faith formation.	JDO	Annually	£500	<ul style="list-style-type: none"> <li>Pupils experience of their faith is enhanced in settings appropriate for their age and interest.</li> <li>Bi-annual pilgrimage abroad.</li> <li>More opportunities to experience worship beyond school are established.</li> <li>Lay Chaplain to evaluate promotion of retreats to increase uptake.</li> </ul>	R		

**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 E Dann	2018-2021	£1,000	<ul style="list-style-type: none"> <li>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, CSE), knife crime, modern slavery and substance misuse.</li> <li>Substance Misuse prioritised in terms of awareness raising for all groups including parents.</li> <li>Workshops run throughout the year to support those at risk.</li> </ul>	A/G		
To continue to ensure effective safeguarding of all pupils	DSL Team (DB, KE, JBI, PH, DC, TW, AH) A Horan E Dann	Ongoing	£200 (supply cover for training)	<ul style="list-style-type: none"> <li>All staff (teaching, admin, site staff) receive regular training on CP through designated staff meetings, briefings and INSET and are increasingly confident in their ability to deal with issues.</li> <li>Safeguarding and CP Policy is revisited annually, alongside key safeguarding policies eg whistleblowing policy.</li> <li>Annual completion of County safeguarding audit. Action Plan written, implemented and reviewed.</li> <li>Fortnightly meetings held for DSL Team offering a level of supervision and a review of pupils against the Continuum of Need.</li> <li>DSL to attend Bexhill DSL supervision and Cluster DSL group to share good practice and receive a level of supervision.</li> <li>Termly meetings between Safeguarding Lead and Link Governor to measure progress of action plan and review priorities.</li> <li>Myconcern continues to improve tracking of CP pupils and subsequent interventions.</li> </ul>	G		
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  Pastoral Leaders	Ongoing 2018-2021		<ul style="list-style-type: none"> <li>Full acquisition of pupil details/Risk Assessments/Useful strategies/family circumstances/safeguarding issues before child starts to ensure careful and considered planning.</li> <li>Updated Additional Needs Plan for each excluded pupil.</li> </ul>	A		

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
				<ul style="list-style-type: none"> <li>Careful planning around timetable and pastoral support to include mentor, school counsellor, peer support where appropriate.</li> <li>Pupils are able to receive a 'fresh start' and flourish at St Richard's</li> </ul>			
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"> <li>Regular celebration of key religious festivals across other religions.</li> <li>Liturgies once a month replace Friday Mass, so all denominations/faiths feel included.</li> <li>Greater number of visits to places of worship and greater use of talks/visits by local religious leaders in RE lessons.</li> </ul>	R  A		
Additional Needs plans 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"> <li>Policy in place for close supervision that ensures reflection and reconciliation is intrinsic in the process.</li> <li>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, support is put in place and progress can be made.</li> <li>School to school support placements are used effectively to improve behaviour.</li> <li>Permanent exclusion remain low, fixed term exclusions reduce year on year, plan around close supervision improves.</li> </ul>	A/R		
Staff and pupils are fully aware of fire evacuation, emergency and lock-down procedures.	LMT Pastoral Leaders All staff	2019-2020		<ul style="list-style-type: none"> <li>Procedures are in place that are clear and understood by all.</li> <li>Regular practice of both fire evacuation and lock-down procedures occur and are evaluated.</li> <li>Review of Incident Management and Business Continuity Plan occurs.</li> <li>County training strengthens procedures.</li> </ul>			

**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 AL	2018-2019 2019-2020 2020-2021	£1,500	<ul style="list-style-type: none"> <li>All pupils achieve at least one tier of the CREST.</li> <li>The CREST directly correlates to prefect application</li> <li>Annual Prize Evening / afternoon recognises the success of CREST winners.</li> <li>Staff apply new rewards system consistently.</li> </ul>	A		
To strengthen work around emotional health and well-being so pupils have strategies to support them in accessing school.	T White D Bligh H Vanvuchleven Pastoral Care Team	2018-2019	£1,000	<ul style="list-style-type: none"> <li>Mental Health Lead and First Aid for Mental Health Champions– profile raised throughout the school and regular training provided to staff.</li> <li>Regular review of designated units of work in place in PSHEe</li> <li>Andrew Wright’s website/resources – neuro pathways to strengthen well-being embedded.</li> <li>Opportunity is regularly given to all pupils to discuss mental health issues and to strengthen emotional resilience.</li> <li>Pastoral Leaders signpost young people who are experiencing mental health issues using advice from Mental Health Lead.</li> <li>Anxiety and well-being workshops offered to key pupils.</li> </ul>	A/G		
To embed a growth mindset culture both in and out of the classroom	P Hoyle E Wood Teaching & Learning Teams Subject Leaders	2018-2021		<ul style="list-style-type: none"> <li>Pupils believe that intelligence and success can be achieved through hard work and practice.</li> <li>Greater risk taking with learning techniques by pupils and staff.</li> <li>Pupils embrace and learn from their mistakes and academic resilience is improved.</li> </ul>	A		
To improve pupils’ public speaking and presentation skills	Subject Leaders Pastoral Care team AL English department	2019-2020	£1,000	<ul style="list-style-type: none"> <li>Evidence across the curriculum of improved public speaking skills and presentations from Year 7.</li> <li>Public speaking/debate team profile raised – peer mentoring.</li> <li>Public speaking senior team involved with Year 7.</li> <li>Annual 'Big Debate' occurs.</li> <li>Pupil workbooks demonstrate care and pride</li> </ul>	A A		

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To reduce staff workload and strengthen staff resilience and well-being	LMT EW Jo	2019-2020	£200	<ul style="list-style-type: none"> <li>• Increase number of staff engaged in well-being activities eg. Sketchbook circle.</li> <li>• Coaching used to support staff resilience.</li> <li>• Committed approach from staff to reducing workload through collaborative planning.</li> <li>• LMT addresses workload toolkit and regularly reviews work to improve in this area.</li> </ul>			

**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"> <li>Curriculum in RE ensures priority is given at the right age/stage.</li> <li>Annual Community Cohesion day for Year 9 with a focus on Human Rights and British Values.</li> <li>Lay Chaplain delivers part of the RE scheme of work on Social Justice campaigns.</li> <li>3 clear campaigns are identified by the Lay Chaplain and promoted throughout the school to ensure genuine participation from the community.</li> <li>Re-designated International Schools status (2019).</li> </ul>	A		
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"> <li>Enhance visibility of Fairtrade ethos.</li> <li>Use or sale of Fairtrade products at events such as Parents' Evening and Open Evening strengthened.</li> </ul>	R		
To strengthen our ties to the Eco School campaign	Geography Department Science Department CA	2018-2019	£200	<ul style="list-style-type: none"> <li>Geography and Science departments to work on Eco School activities.</li> <li>Reduction in waste and energy consumption.</li> <li>All pupils and staff conscious of the need to recycle inside and outside of school.</li> </ul>	A		



**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"> <li>Budget end is positive with a respectable carry forward.</li> <li>Staffing and resource projections are accurate.</li> <li>Pupil numbers remain steady.</li> </ul>	G		
To continue to seek ways to reduce energy and wastage	AP Geography Department Science Department ICT Services Manager Caretaker	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> <li>Spending on energy reduced by 10% annually.</li> <li>EduLink used for letters, profiles, reports etc reducing printing costs..</li> <li>More families accessing the website for key information.</li> <li>Maintenance programme is efficient and cost-effective.</li> <li>Repair and re-use of resources to be considered prior to any purchase.</li> <li>Recycling increased throughout the college.</li> <li>To work with Chartwells to try to reduce wastage.</li> <li>Online staff handbooks / policies / diary / newsletter.</li> </ul>	A/G		
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"> <li>Budget monitoring strengthened.</li> <li>School financially secure.</li> <li>75% funding achieved for new build (Chapel).</li> <li>Bids for extra funding written/presented and secured by Business Manager/ICT Services Manager.</li> </ul>	A/R		
To continue to use staff timetables to improve VFM and progress / development of all pupils.	G Machin	2018-2021	£0	<ul style="list-style-type: none"> <li>Reduced wastage in timetable – all teachers successfully deployed to include mentoring, project management and literacy/numeracy support.</li> <li>Successful recruitment of Cover Supervisors alongside induction and ongoing training reduces supply staff costs.</li> </ul>	A		

**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	£3,000	<ul style="list-style-type: none"> <li>Learning walks evidence outstanding teaching and learning for all.</li> <li>Department monitoring identifies outstanding teaching and shares practice.</li> <li>Pupil voice shows that they are receiving outstanding teaching and learning.</li> <li>Decrease in attainment gap.</li> <li>Year on year improvement in outcomes.</li> </ul>	A		
To embed stretch and challenge in all lessons.	Subject Leaders EW PHo RJ LH	2018-2019 2019-2020 2021-2022		<ul style="list-style-type: none"> <li>Staff understand through CPD how to plan for stretch and challenge.</li> <li>Pupil progress especially at 7+ demonstrates embedding of stretch and challenge.</li> <li>Pupil voice identifies they are being challenged in their learning with greater number of independent learning opportunities.</li> <li>Staff utilise More Able Policy.</li> <li>Learning walks evidence greater opportunities occurring.</li> </ul>	A		
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"> <li>Evidence of regular pupil improvement of work including technical accuracy (grammar / punctuation / spelling) and presentation.</li> <li>Marking is impactful, relevant and enables gaps to close with informed feedback.</li> <li>Pupils feel more skilled at improving their work independently.</li> </ul>	A		
To improve pupil learning through the provision of quality homework.	PHo Subject Leaders RJ GM	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> <li>Consistent application of departmental homework schemes.</li> <li>Scaffolded/differentiated homework set.</li> <li>Pupil voice/audit identifies the value of homework and its requirements.</li> <li>Revised homework policy (2019) has impact.</li> </ul>	A		

TASK	RESPONSIBILITY	TIME SCALE	COSTINGS	SUCCESS CRITERIA	PROGRESS CODE		
					Y1	Y2	Y3
To strengthen the impact of TAs in lessons.	SENCO Subject Leaders PHo RJ	2018-2019 2019-2020 2020-2021		<ul style="list-style-type: none"> <li>The T&amp;L group identify best practice in using TAs is to promote pupil progress.</li> <li>Learning is cascaded to departments and whole staff.</li> <li>Greater liaison between teachers/TAs to enable progress for SEN pupils.</li> <li>Monitoring of impact by TAs through learning walks, observation.</li> <li>SEN outcomes improve.</li> </ul>	A		

**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 July 2020	£200 for up-to-date literature for staff research	<ul style="list-style-type: none"> <li>Professional development observations show CPD embedded in T&amp;L</li> <li>CPD programme with T&amp;L focus and St Richard's 6 runs effectively.</li> <li>Positive staff voice related to T&amp;L.</li> <li>Learning walks evidence outstanding learning in action.</li> </ul>	A/G		
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 2019-2020	£130 TA Inset £200	<ul style="list-style-type: none"> <li>TA CPD programme attended by all CS/TAs</li> <li>Positive staff voice about CPD and its impact.</li> <li>Evidence from TA/CS performance reviewers that TAs/Cover Supervisors are effective leaders of learning.</li> </ul>	A		
INSET delivered to all staff on the delivery of effective interventions and exam preparation	ECW Identified staff PH	April 2019 2019-2020	n/a	<ul style="list-style-type: none"> <li>TA CPD on delivering interventions has impact on SEN outcomes</li> <li>Evidence of interventions closing the gap.</li> <li>Staff confidence in exam literacy strengthened.</li> <li>Positive pupil voice.</li> <li>5+ and 7+ grades strengthened.</li> </ul>	A  A/G		
To improve the quality of teaching and learning delivered from 'Good' classroom teachers to 'Outstanding'	ECW PHo	July 2020		<ul style="list-style-type: none"> <li>Three session in-house training runs with positive feedback.</li> <li>Minimum of five staff to take up CPD offer.</li> <li>Evidence from learning walks of improved teaching and learning from attendees.</li> </ul>			

**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
Staff to facilitate greater pupil ownership of learning	PHo RJ Subject Leaders	2018-2020		<ul style="list-style-type: none"> <li>Learning Outcomes/schemes of learning accessible on-line for pupils and parents.</li> <li>Unified schemes of learning (SOL) are known and shared by staff, pupils and parents.</li> <li>Departments enhance independent learning opportunities in each SOL.</li> <li>Staff collaborate to develop autonomous learning experiences.</li> <li>Pupils can demonstrate their own independent learning.</li> <li>Pupil voice identifies greater ownership of learning and opportunities.</li> </ul>	A/R		
Opportunities for pupil led discussions/debating skills established.	English/RE DC Subject Leaders	2018-2019 2019-2020		<ul style="list-style-type: none"> <li>Range of activities increased in SOL.</li> <li>Learning walks/pupil voice demonstrate good practice in class.</li> <li>Greater number of pupils participating in debating/public speaking opportunities.</li> </ul>	A/R		
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"> <li>Reduction in number of behaviour incidents.</li> <li>Improved pupil progress and closing of gaps.</li> <li>Reduction in the number of low level disruption incidents.</li> <li>Staff consistent in their application of the rewards/consequences system.</li> </ul>	A		
To strengthen pupils' approach to exams	Subject Leaders All staff	2019-2020		<ul style="list-style-type: none"> <li>All year groups to have terminal exams which demonstrate progress.</li> <li>Pupils strengthen their revision skills including retrieval practice.</li> <li>Pupils strengthen their short and long-term memory skills.</li> <li>Pupils demonstrate resilience in coping with exams.</li> <li>Pupils demonstrate confidence in interpreting exam questions.</li> </ul>	N/A		

**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	£3780 (1:1 interviews)  £250 – library resources	<ul style="list-style-type: none"> <li>Schemes of Learning in year 10 and 11 PSHEe provide evidence of all pupils receiving post-16 CEIAG.</li> <li>PSHEe monitoring provides evidence of all pupils actively planning post-16 routes.</li> <li>Post-16 preparations annually include an FE provider and employer fayre for parents and pupils in years 8, 9, 10 and 11.</li> <li>90% of pupils in Year 11 provided with 1:1 specialist CEIAG.</li> <li>CEIAG resources in library is as up to date as possible.</li> <li>Local universities pass on resources as they update.</li> <li>CEIAG accessible through college website.</li> <li>Assembly to Year 11 pupils highlights all possible post 16 options, prior to external presentations</li> <li>Talk/trip to 1university per year.</li> </ul>	A		
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"> <li>Evidence of pupils with SEN / targeted pupils in year 11 having access to extended work placements.</li> <li>Signpost pupils (in particular pp pupils) to aspirational work experience placements</li> <li>Track the pp pupils and their work experience placements</li> </ul>	A/G		
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 £1,500	<ul style="list-style-type: none"> <li>Pupils' careers knowledge developed.</li> <li>Former pupils contribute to learning and development of current pupils.</li> <li>Alumni contributing to revenue for school projects.</li> <li>Year 8 to 11 pupils offered one employer presentation per year.</li> <li>One trip to an employer offered per year.</li> <li>Year 7,8 &amp; 9 PSHEe programme includes presentations by employers, related to the educational requirements that they have of employees.</li> <li>Use of employers within subject areas strengthened.</li> </ul>	G		

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"> <li>Encourage Year 9 pupils to apply for the role</li> <li>Train successful applicants in CEIAG</li> <li>Pupils run lessons with Year 7 pp pupils and feeder primary schools</li> <li>Pupils help with implementation of careers workshops</li> <li>Pupils evaluate current CEIAG provision/on-line resources</li> </ul>	A		
Achieve reassessment in Investors in Careers Kite mark	CA Pastoral leaders Teaching staff LMT	2018 - 21	£100	<ul style="list-style-type: none"> <li>Update Investors in Careers portfolio</li> <li>Carry out an audit of current CEIAG across the college</li> <li>Arrange assessment visit</li> <li>Gatsby Benchmarks apparent in careers delivery</li> </ul>	G  G		
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"> <li>Careers programme published on school website</li> <li>CEIAG systematically evaluated by all parties involved</li> <li>LMI data and up to date careers information</li> <li>Collection and maintenance of accurate data for each pupil on their destinations for 3 years after they leave</li> <li>Enable pupils to keep accurate records about their careers and enterprise experiences through Edulink</li> <li>Link the curriculum learning to careers</li> <li>By the time they leave the majority of pupils have had meaningful encounters with employers, post 16 providers, apprenticeship providers and universities with increased opportunities year on year.</li> </ul>	A/G		

**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 promote pupil progress.	MF Subject Leader MHo ASo	2018-2021		<ul style="list-style-type: none"> <li>Schemes of learning have clear opportunities for the use of emerging technologies (ET).</li> <li>All members of emerging Tech team have effectively developed an aspect of ET within their department and evaluated its effectiveness.</li> <li>Greater number of opportunities provided for pupils on a regular basis.</li> <li>Key departments using ET effectively and embedding within SoW to transform teaching and learning.</li> <li>Pupils using technology to lead their own learning.</li> <li>Pupils more skilled in their ability to interrogate online information.</li> </ul>	A/R R/A		
Staff make more effective use of ET in their classrooms.	MF Subject Leaders CPD Lead MJH ASo	2018-2021		<ul style="list-style-type: none"> <li>Staff needs in ET are audited and CPD provided as required.</li> <li>Staff cascade their learning and share good practice regularly e.g. through Teaching and Learning tips, department meetings.</li> <li>TV screens play an effective role in the distribution of key departmental messages which are timely and relevant.</li> </ul>	R/A		
A strategic proposal for 1:1 devices is established.	MJH ASo MF	2018-2020		<ul style="list-style-type: none"> <li>Cost: benefit analysis is created.</li> <li>Review complete by LMT and decision made.</li> <li>Funding for 1:1 devices is evaluated by Governors.</li> </ul>	A/R		
Strengthen the role of Digital Leaders across the school	SCo MF E-JR	2019-2021		<ul style="list-style-type: none"> <li>New recruitment campaign launched.</li> <li>Online training for pupils completed.</li> <li>Three campaigns run by pupils per school year.</li> <li>Increased profile of e-safety in evidence.</li> </ul>			



Overview

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

# Priority tasks from the Three Year College Improvement Plan (2018-2021) **Year Two - 2019-2020**

**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 2019-20.
2. Key Stage 3 flight path data indicates progress towards Attainment 8 of 6.0.
3. To embed a rigorous assessment and intervention structure consistent across all subjects.
4. To strengthen strategies to maximise numbers of 5+ and 7+ grades achieved in all subjects.
5. To strengthen the BASICS measure.
6. To reduce the Progress Gap between all groups of pupils.
7. To ensure the curriculum has purpose, is well-implemented and has impact for all pupils.
8. 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 training at all levels.
2. To strengthen the leadership skills and opportunities of staff and pupils.
3. Staff ownership of SEN pupils is strengthened by quality CPD.
4. Quality intervention at KS3 has timely impact on outcomes.
5. To continue to strengthen the skills of the Governing Body in monitoring standards and supporting the strategic direction of the school.

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

1. To strengthen opportunities for inclusive worship across the college to include a successful whole-school Mission and its impact.
2. To ensure PSHEe schemes of learning are regularly evaluated in line with statutory requirements around Safeguarding, Citizenship, RSE, Health Education 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 create more opportunities to improve pupils' public speaking and presentation skills.
6. To empower pupils and staff to lead environmental change and awareness.
7. To ensure effective systems are in place to support strong financial health and efficiency.

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

1. To provide outstanding teaching and learning to all.
2. To embed teaching and learning strategies that close the gap and facilitate pupil progress.
3. To strengthen the impact of SENCO/TA and Staff collaboration to maximise pupil progress.
4. To increase pupil independence in learning.
5. To improve pupils' ability to retrieve knowledge and build up memory.
6. To ensure homework has an impact on progress and outcomes for all groups of pupils.
7. To ensure the appropriate use of Emerging Technologies to transform teaching and learning and to promote pupil progress.