

School Development Plan

Ramsden Hall Academy



TARGET

DATES

ACTIONS

IMPACT

PEOPLE

RESOURCES

**MONITORING \
EVALUATION**

Quality of Education - Progress

RAG: ● Amber

Status: In Progress

Ref: 603

Intent: To assess starting points and readiness to learn accurately and ensure pupils make strong progress i.e. 85% + of pupils (with 70% and above attendance) achieve expected or better progress across all subjects - an average of 6 sublevels across this academic year.

To increase the percentage of Y11 pupils (who have attendance of at least 85%) who achieve at least five level 1 qualifications at the end of the year, including English and Maths, to at least 90%, and level 2 to 40%.

31/08/2021
to
31/08/2022

1. Development of T and monitoring to use a deep dive approach, with a focus on teaching staff's ability to identify and fill gaps in knowledge and ensure mastery
2. Analysis of WRATs, 9 stage assessment data, SIS and behaviour data to ensure focussed support to meet individual needs, and appropriate challenge at the right level, and the right time
3. Employment of a dedicated KS4 teacher to focus on coursework to meet vocational qualification criteria
4. Yearly review of the curriculum and exam boards for each qualification to ensure that the qualifications on offer are engaging, relevant and at the appropriate level. Monitoring of the sequencing and coherence of curriculum delivery.
5. To increase the number of pupils who achieve a level 2 qualification in English and Maths through online functional skills preparation and assessment

T and L monitoring shows progress consistently at expected levels and there is clear evidence that gaps in knowledge are being addressed : (N)

60% of Y11 pupils will achieve at least 5 level 2 qualifications, including English and Maths : (N)

At least 90% of pupils entered for level 2 vocational qualifications (with minimum 70% attendance) submit coursework to meet the criteria : (N)

EHCP outcomes are reviewed accurately, with provision in place and monitoring showing clear progress : (Y)

Responsible: AS

Monitor: EB

Cost: £9,000.00

Staff Time: 117 h

The March 22 deep dive using the new format for each subject teacher and instructor showed areas for development, including feedback and use of schemes of work. Individuals are working on developments with line manager support. Subject leads worked with the SLT to review their areas and get an overview. There was some disruption due to Covid and staff absence. Next round is due in June 22, and progress will be monitored for both individuals and subjects. Intensive study camps for coursework and exam preparation have been offered to Y11s from May 22 prior to deadlines and exam dates. Uptake has been good and students have responded well. Students have applied themselves very well so far.

TARGET	DATES	ACTIONS	IMPACT	PEOPLE	RESOURCES	MONITORING \ EVALUATION
TASKS				RESPONSIBLE	DEADLINE	STATUS
T and L monitoring				AS	22/07/22	Not Completed
<p>Quality of Education - Reading</p> <p>RAG: ● Amber</p> <p>Status: In Progress</p> <p>Ref: 604</p> <p>Intent: To develop enjoyment, confidence and mastery in reading, ensuring that WRAT scores, and engagement in reading increase, at least chronologically, for the majority of children with at least 70% attendance.</p>	01/09/2021 to 31/08/2022	<p>1. Students and families are surveyed to develop understanding of any reading issues. The lowest 20% of readers from WRATs scores to be assessed for reading skills and gaps in strategy knowledge. All new students who are identified with literacy difficulties, are assessed using synthetic phonics assessment, or miscue analysis on arrival.</p> <p>2. Personalised reading programmes, using a range of interventions to be put in place for those children, with small group and 1:1 support where necessary, monitoring of progress against WRATs and review of strategies accordingly</p> <p>3. Continued staff training in reading strategies and identification of which strategies support individual children. Monitoring on lessons via learning walks that staff</p>	<p>All children with the lowest reading confidence and ability have personalised programmes that demonstrate clear progress : (N)</p> <p>All staff are confident in using different reading strategies and use them to support individuals in their lessons. : (N)</p> <p>Synthetic phonics, and a range of other interventions are used effectively to support those children identified as lacking phonic skills and ensuring their</p>	<p>Responsible: EB</p> <p>Monitor: MO</p>	<p>Cost: £16,000.00</p> <p>Staff Time: 195 h</p>	<p>January 22 , younger children have been assessed using RWI, and individual plans are in place where necessary. Some are refusing RWI focussed support and so these are being supported in classes and with less obvious strategies. All staff have had training in reading for comprehension and schemes of work highlight where reading skills are being focussed on. June 22 the profile of reading is improving across the school, with support from the community via Billericay Town football club, and a local care home. All children have been offered library cards.</p>

are using the appropriate strategies to support

4. Implementation of a synthetic phonics programme, plus staff training, for identified children

5. Literacy focus to be displayed in all class rooms and shared with pupils. Reading to be integrated into every lesson, with reading materials at the right level for the group

6. Development of the library as a place where pupils want to spend time and begin to enjoy reading there.

gaps in knowledge are filled : (N)

All children are able to achieve reading qualifications in Y11 that enable them to access their next step in education : (N)

Use of the library with younger groups especially as part of lessons, and at lunchtimes and activity time : (N)

TASKS	RESPONSIBLE	DEADLINE	STATUS
Assessment and personalised tuition	EB	10/11/21	Not Completed

Quality of Education - Speech and Language

RAG: ● Amber

Status: In Progress

Ref: 605

Intent: To assess all pupils' speech and language needs and ensure they have the necessary support to achieve functional levels of understanding and communication and reduce reliance on abusive or anti-social language.

31/08/2021
to
31/08/2022

1. Whole staff training by ELKLAN qualified staff to ensure understanding of SLCN and strategies to support pupils. Identified staff trained in Makaton. Liaison with specialist school for Speech and Language.
2. Monitoring and assessment of pupils SLCN through teacher assessment and learning walks, plus personalised programmes to fill gaps and develop strategies.
3. Consultation with ECC and Inclusion partner for individual children and via "The Balanced System" programme to develop a whole school SLCN strategy for 22-23

All pupils with SLCN will be identified and support plans in place. Monitoring will show that they are making progress. : (N)

All staff will be trained in ELKLAN strategies to meet the needs of identified pupils. Speech and Language team will be trained in Makaton and will develop links with Grove House : (N)

Monitoring will show that the majority of identified pupils with above 85% attendance are making progress : (N)

A whole school strategy will be in place and stakeholders will be informed : (N)

Responsible: EB

Monitor: EB

Cost: £0.00

Staff Time: 0 h

The Balanced System and support from ECC is supporting to develop the strategy. Further Elklan training took place in March 22 and staff have highlighted SLCN on PPRAs. The ELKLAN team are developing a register and the development of support plans will begin in May 22. The next stage will be the assessment of the school environment and clarity of signage to support. Staff have reviewed all EHCPs and children with suspected SLCN have been identified.

TARGET	DATES	ACTIONS	IMPACT	PEOPLE	RESOURCES	MONITORING \ EVALUATION
TASKS				RESPONSIBLE	DEADLINE	STATUS
Whole staff training				EB	10/11/21	Not Completed

Behaviour and Attitudes - Attendance

RAG: ● Red

Status: In Progress

Ref: 606

Intent: To increase the current cohort's average attendance from 44% on entry to at least 80%, including children with persistent absence and Pathways pupils, excluding those who have been agreed at AR that an alternative provision is required. To increase overall attendance, excluding those with persistent absence (less than 70%) and on Pathways to 90%.

31/08/2021
to
31/08/2022

1. Use of TPP strategies to support children and their families to remove barriers to attendance established at their previous schools.
2. Key Stage pastoral leads to work with tutors to set personalised targets for those identified, providing individual rewards as appropriate
3. Employment of a family support worker who can transport children who cannot maintain full time attendance, and support them and their families to increase their confidence, engagement and attendance
4. Increased staffing in residential to allow more pupils to stay in the residential more frequently, hence increasing attendance.
5. Use personalised targets, engagement plans, AP, remote and face to face online provision to engage pupils. Termly liaison with ECC attendance advisor and SEND Ops team to review individual cases.

Overall attendance increases to 80%, including PA and Pathways, excluding those who have been agreed at AR that an alternative provision is required. : (N)

There is support for families in the community and access to transport, other than that provided by ECC : (N)

To increase overall attendance, excluding those with persistent absence, and Pathways to 90% : (N)

The residential team is up to full capacity and pupil are able to board up to four nights a week : (N)

Responsible: AW

Monitor: EB

Cost: £15,000.00

Staff Time: 0 h

A request has been submitted to PLT to recruit a driver with the additional top-up funding allocated. Recruitment to the residential team has been successful and all positions are filled, with one care officer and a senior care officer on probation and two further care officers undergoing pre-employment checks.

TARGET	DATES	ACTIONS	IMPACT	PEOPLE	RESOURCES	MONITORING \ EVALUATION
TASKS				RESPONSIBLE	DEADLINE	STATUS
Employment of family support worker				EB	31/12/21	Not Completed

TARGET	DATES	ACTIONS	IMPACT	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>Behaviour and Attitudes - TPP and CPI</p> <p>RAG: ● Green</p> <p>Status: In Progress</p> <p>Ref: 607</p> <p>Intent: To continue to develop a calm and orderly environment through consistent adult approaches, following Trauma Perceptive Practice and CPI Safety Intervention guidelines.</p>	<p>31/08/2021 to 31/08/2022</p>	<p>1. Completed whole staff TPP training, update all staff on CPI Safety Intervention training. Observation and pupils surveys show consistency across the academy</p> <p>2. Alignment of the school mission and adult approaches with TPP and CPI Safety Intervention principles, publication of the mission with all stakeholders</p> <p>3. Continued assessment and analysis of behaviour patterns and implementation of effective strategies to support individuals swiftly when circumstances affect their SEMH needs. Support from Key Stage pastoral leads for tutors and individual children,</p> <p>4. Behaviour co-ordinator drop in sessions for identified staff who need support with de-escalation and CPI Safety Interventions guidelines. 1:1 support where necessary.</p>	<p>Staff are observed following TPP and CPI Safety Intervention principles and using the routines of regulate, relate, reason and repair : (N)</p> <p>Positive incidents continue to increase and are logged at a rate of 2:1 compared to negative events : (N)</p> <p>The overall rates of negatives events, RPI and exclusions continue to fall : (N)</p> <p>Pupil surveys and observations show consistent use of TPP and CPI Safety Intervention across the academy : (N)</p>	<p>Responsible: AW</p> <p>Monitor: EB</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	<p>All training was completed in Dec 21. Staff are following the routines agreed during the training and positive impacts are being seen, notable in the first half of the year when RPI and exclusion rates dropped significantly compared to the previous year. There has been an increase in Spring 2, likely due to the intake of new students. AS admissions are paused until September this will give the new students time to settle and rates of negatives etc will be monitored and are expected to decrease.</p>

**Personal Development -
Therapeutic provision**

RAG: ● Green

Status: In Progress

Ref: 608

Intent: To ensure TPP principles are embedded across the Academy, and to further develop the therapeutic offer to include 1:1 counselling, art therapy, SALT, and sensory assessments and therapy to meet increasing pupil SEMH needs with each new cohort.

31/08/2021
to
31/08/2022

1. Completed TPP training for all staff
2. Revised mission statement and re-development of whole school approaches to incorporate the areas of regulate, relate, reason and repair and develop SIS scores
3. Increased counselling/therapeutic offer according to individual needs
4. Review of SLC provision using "The Balanced System" in partnership with ECC

All staff use TPP principles throughout their roles and consistently across the academy. Pupils respond with increased attendance, engagement and positive behaviour : (N)

Staff use and understand how to work with pupils to regulate, relate, reason and repair, resulting in increased SIS scores : (N)

All students who would benefit from, and will engage with counselling/therapy will be offered appropriate support : (N)

The SLC provision is reviewed and increased according to student needs : (N)

Responsible: EB

Monitor: MO

Cost: £6,825.00

Staff Time: 0 h

TPP is now embedded across the school and is being used consistently by staff.

TARGET	DATES	ACTIONS	IMPACT	PEOPLE	RESOURCES	MONITORING \ EVALUATION
TASKS				RESPONSIBLE	DEADLINE	STATUS
Counselling provision				EB	10/11/21	Not Completed
<p>Personal Development - RSHE</p> <p>RAG: ● Green</p> <p>Status: In Progress</p> <p>Ref: 609</p> <p>Intent: To review the RSHE policy in consultation with stakeholders. To revise the Life Skills programme accordingly, and add elements from KCSIE 21, including peer-on-peer abuse and consent.</p>	<p>01/09/2021 to 31/08/2022</p>	<p>1. Revision of the policy and consultation with stakeholders</p> <p>2. Revision of the Life Skills schemes of work to ensure that peer-on-peer abuse and education about consent etc are embedded and revisited in each year group</p> <p>3. Survey all students to assess current understanding of peer-on-peer abuse issues and develop a plan for each age group to best meet their needs</p> <p>4. Staff training and review of sleuth recording to focus on peer on peer abuse</p>	<p>An agreed policy is in place and is understood and agreed by all stakeholders : (N)</p> <p>The Life Skills curriculum educates the pupils about issues they may face outside school and gives the them the knowledge, skills and understanding that they will need to take their place in the modern Britain : (N)</p> <p>All students have the chance to share their current understanding and be supported to develop their knowledge : (N)</p>	<p>Responsible: EB</p> <p>Monitor: MO</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	<p>The policy has been agreed and is in place. Staff have had training in child on child abuse and it has been a focus for life skills. A pupil audit is underway and Essex Youth Service have provided a theatre group presentation on it. Once the results of the survey are in the life skills team and SLT will develop a programme to support at whole school, targetted and individual levels.</p>

TARGET	DATES	ACTIONS	IMPACT	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>Leadership and Management - Governance</p> <p>RAG: ● Amber</p> <p>Status: In Progress</p> <p>Ref: 610</p> <p>Intent: To re-develop the Academy Council to include varied representation from the local community. To ensure that the Board have a clear strategic vision for the Academy and provide sufficient challenge and support to hold leaders to account.</p>	<p>01/09/2021 to 31/08/2022</p>	<p>1. Increased recruitment to the AC from the local community</p> <p>2. Agreement of clear roles for each board member with an agreed programme of visits and attendance at school events</p> <p>3. The AC provides clear challenge and support for leaders, plus support from the Trust</p>	<p>The AB will be diverse and representative of the local community, bringing expertise and experience beyond the education sector : (N)</p> <p>Each member will have an agreed role and will visit regularly to support, challenge and form relationships with staff and students : (N)</p> <p>There is evidence of the impact that the clear challenge and support for leaders, plus support from the Trust have on outcomes for the pupils : (N)</p>	<p>Responsible: EB</p> <p>Monitor: MO</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	<p>JO has taken on the safeguarding role and has had handover with MH. MB has taken on the S20 role and handover has taken place. A parent governor ahs been recruited and is due to attend the next meeting. The new governor resigned due to lack of time. PLT are supporting to replace her.</p>

TASKS			RESPONSIBLE	DEADLINE	STATUS
Recruitment			EB	11/11/21	Not Completed
<p>Leadership and Management - Community development</p> <p>RAG: ● Green</p> <p>Status: In Progress</p> <p>Ref: 612</p> <p>Intent: To engage with the school community at different levels, ensuring understanding of the school, mission, ethos and strategies.</p>	<p>31/08/2021 to 31/08/2022</p>	<p>1. To engage with families to ensure their understanding and support for strategies used in the school, plus offering targeted support to families who are not receiving the help they need in the community</p> <p>2. To increase work with previous students to support them in their transition out of the school and into college and employment</p> <p>3. To raise understanding of the school and our ethos within the local community</p>	<p>Families who need support are offered appropriate support - e.g. through the residential family hub, via meetings with school staff, or via links to expert provision through school staff or information : (N)</p> <p>Previous students are surveyed to see what support they need and resources are developed and published accordingly : (N)</p> <p>To work with local community groups such as Rotary and Masons to educate them about the mission and receive support where its offered</p>	<p>Responsible: EB</p> <p>Monitor: EB</p> <p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	<p>The family hub continues to support one family in particular. There are plans to extend it further now that TC has attended TPP for families training. An open day took place in May to develop relationships with the community and families. A group has been on a trip with members of Billericay Rotary club. There has been a visit from Billericay Town footballers, and some of their staff. Boys have been reading to residents in a local care home.</p>

: (N)

communication with families to understand the homework offer :
(N)

TASKS	RESPONSIBLE	DEADLINE	STATUS
Website development	EB	12/11/21	Not Completed
Residential - Boarder numbers RAG: ● Green Status: In Progress Ref: 613 Intent: To review and increase staffing to allow higher numbers of students to access the residential provision.	Review of staffing needs with PLT. Review of funding with PLT and ECC : (N) Recruitment process complete : (N) Residential numbers increase to reflect the accommodation available : (N)	Responsible: EB Monitor: EB Cost: £0.00 Staff Time: 0 h	Recruitment is complete, and new employees are currently in their induction phase. Numbers are increasing as a result.