



400 YEARS OF EXCELLENCE

Richard Hale School Development Plan 2023 – 2024

At Richard Hale School we want our students to:

Aim High

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

Show commitment

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

Respect others

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

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

Academic Targets - August 2024

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

	KS4 (2024) – Y11 FFT 5	KS4 (2024) – Y11 FFT 20	KS4 (2024) – Y11 PP FFT 5	KS4 (2024) – Y11 PP FFT 20	KS4 (2024) – Y11 SEND FFT 5	KS4 (2024) – Y11 SEND FFT20
Basics (7+ in English and maths)	18%	12%	11%	11%	5%	5%
Basics (5+ in English and maths)	75%	70%	56%	44%	36%	36%
Basics (4+ in English and maths)	99%	93%	100%	100%	95%	68%
5+ GCSE grades at 9 to 7	32%	31%	11%	11%	9%	5%
Average EBACC APS	5.62	5.26	4.98	4.63	4.37	3.97
Attainment 8	58.77	55.01	52.56	48.89	49.32	44.77
Progress 8	+0.48	+0.03	+0.51	+0.15	+0.45	0.00
English 9-7	20%	13%	11%	11%	5%	5%
English 9-5	80%	71%	67%	56%	56%	41%
English 9-4	99%	94%	100%	100%	96%	73%
Maths 9-7	32%	24%	11%	11%	9%	5%
Maths 9-5	78%	75%	56%	56%	36%	36%
Maths 9-4	99%	95%	100%	100%	100%	77%

Post 16

Targets for KS5: (Targets set at ALIS+)

	KS5 (2024)
Number of students	172 (AL+BTEC) 141 (1+ ALs) 126 (3+ ALs)
% A*-B	77%
% A*-E	100%
% AAB in 2 or more Facilitating Subjects	22%
3X A* - B %	48%
3X A* - E %	100%
APS per Entry Academic APS as Grade	41.03 B

	BTEC (2024)
Average Grade	DDM
% MMM+	100%
% DDD+	35%

Leadership and Management

Lead Member of SLT		Ian Hawkins				
Governor Committee Responsible for monitoring progress of plan		Personnel				
What aspects of leadership and management do we feel we need to develop as a school?		<ul style="list-style-type: none"> • Ensure strong Governance of the school. • Maintain subject specialist teachers to continue to have high quality teaching and learning in all subjects. • To develop leadership opportunities to enable development and retention of staff. • Maintain levels of finance which enables the school to operate effectively. • Ensure depth and breadth of the curriculum continues to provide the best possible experience for students. • Explore possibility of further collaborative opportunities 				
Actions to address the areas above. (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented. (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate February 2024	Progress check point RAG Rate June 2024
<p>Continue to recruit and retain subject specialist teachers.</p> <p>Develop recruitment and retention strategies, linking opportunities, CPD and welfare to continue to be fully staffed.</p> <p>Consider subject shortages and how these can be proactively recruited and retained.</p>	I Hawkins	<p>Possible retention points and TLR for opportunities to retain staff.</p> <p>Funding for PGCE and SD programmes</p>	August 2024	Fully staffed with teachers being retained in all subjects.		

Act on SRMA recommendations to ensure that the school can provide balanced budgets.	I Hawkins M Botheras	Meeting time for financial decision making	August 2024	School can provide balanced budget whilst continuing to improve quality of education and facilities		
Develop approach to recruit and retain good Governors at the school, to ensure the governing board is balanced and offers wide range of support and challenge to the school.	I Hawkins B Holm	None	August 2024	Governing board is fully represented with mix of experience and new governors. Skills audit highlights areas of expertise across the board which provide key areas for challenge and support.		
To continue to review curriculum for the students to meet their needs. Ensure the curriculum is broad and ambitious for students.	I Hawkins D Sykes	None	September 2023	Curriculum is mapped against KS3 National Curriculum and exam specifications. This ensures students have wide learning experience.		
To continue to build on and work more collaboratively with other local schools to develop the opportunities for students at the school.	I Hawkins	None	August 2024	More collaborative arrangements with local schools in delivery of CPD, T&L, provision within schools.		
Review ITT partnerships for 2024/25 recruitment cycle. Ensure that the partnership agreement supports the school's wider needs.	T McCarty	Subject mentor CPD time.	December 2023	Partnership agreement will allow RHS to retain 'home grown' talent.		

				Sufficient opportunities to support ITT placement with a view to support future recruitment.		
To consider the opportunities and challenges for the implementation of AI across the school and develop a long-term plan for the utilisation of this.	I Hawkins M Greenwood H Veli	Discussion and development time	August 2024	Plan in place to utilise AI effectively. Identified challenges and risks and plans in place to minimise these.		

Quality of Education

Lead Member of SLT		David Sykes				
Governor Committee Responsible for monitoring progress of plan		Curriculum				
What aspects of our curriculum do we need to develop as a school?		<ul style="list-style-type: none"> • Ensure that the depth and breadth of the curriculum at KS3 meets the needs of the students. • Expand the curriculum at all Key stages to enable students to have more depth in their learning. • Develop further the Reading strategy for students to improve literacy. • Ensure the curriculum is challenging for all students and continues to offer the best experience for students. 				
Actions to address the areas above. (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented. (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate February 2024	Progress check point RAG Rate June 2024
To further secure the breadth and depth of the curriculum through the development and implementation of a super-curriculum.	DSK HVE	HoDs meetings and department meetings. Planning time. Registration time. Website development.	July 2024	Students are engaging with subject areas beyond those studied for formal qualifications.		
To review options processes to maintain a broad and ambitious curriculum for SEN students and those from disadvantaged backgrounds.	DSK	None	July 2024	Increasing percentage of SEN and disadvantaged students entered for the EBACC.		

				SEN/PP students engaging fully with the super-curriculum.		
To fully embed the reading intervention programme for the lowest 20% of readers.	DSK DSO	KWL teaching time. Use of form times Use of library Texts	July 2024	Students are closing the gap between their reading age and their chronological age, with most on track to have a reading age of 16 by the time they leave RHS.		
To introduce the reading of high-quality texts within the curriculum of all subjects at all levels.	DSK	HoD meeting time Department meeting time Buying texts for the library Photocopying	July 2024	Reading audit completed at start and end of the year demonstrates embedded practice. Students are closing the gap between their reading age and their chronological age, with most on track to have a reading age of 16 by the time they leave RHS.		

Lead Member of SLT		Louise Morris				
Governor Committee Responsible for monitoring progress of plan		Curriculum				
What aspects of teaching, learning and assessment do we feel we need to develop as a school? (Implementation)		<ul style="list-style-type: none"> Continue to develop the skills of teachers in supporting the learning of all students including those with SEND. Continue to develop personalised CPD to support the diverse range of skills and needs of the teachers. Ensure the curriculum is developed to enhance the learning and engagement with students 				
Actions to address the areas above. (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented. (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate February 2024	Progress check point RAG Rate June 2024
Ensure high quality teaching across the curriculum to enable all students to make excellent progress including those with SEND	Ms	T&L meetings INSET training. HoD and Dept meetings	July 2024	Improvement in Progress data Narrowing of SEND gap in progress data (and other analysed groups including PP and EAL) High quality teaching observed during Learning walks and work scrutiny.		

<p>Review and continue to develop opportunities for personalised CPD for all staff</p>	<p>Ms</p>	<p>Finance for external courses, speakers, books</p> <p>Internal courses run by staff for professional development.</p> <p>Time within timetable for meetings, e.g., to provide support, mentoring, NPQ coaching.</p> <p>T&L and INSET time</p>	<p>July 2024</p>	<p>Impact of training on student learning (via staff questionnaire, student outcomes)</p> <p>Engagement of all staff in CPD which impacts their development within their role.</p> <p>Improvement in skills and/or knowledge were identified as a need in members of staff</p>		
<p>Review each subject's curriculum to further develop opportunities to increase challenge, engagement, and student progress</p>	<p>Ms</p>	<p>HoD and Dept meeting time to review curriculum and make any improvements.</p> <p>CPD, T&L and INSET time to research ways to improve</p>	<p>Review: December 2023</p> <p>Develop changes: July 2024</p>	<p>Students are committing knowledge to long-term memory due to opportunities provided in the curriculum.</p> <p>High student engagement in lessons and independent study</p>		

		aspects of the curriculum		All students are making excellent progress, including groups such as SEND, EAL, PP, most able.		
To promote and develop engagement and skills for independent learning in all students	Ms	T&L, INSET time. Dept time to consider approaches within the curriculum, lessons, and homework/ independent study time	July 2024	Student engagement in independent learning that impacts on progress. Improved independence of all students including SEND and PP.		

Impact for learners

Lead Member of SLT		Phil Camm				
Governor Committee Responsible for monitoring progress of plan		Achievement at KS3				
What aspects of the impact for learners do we feel we need to develop as a school?		<ul style="list-style-type: none"> To review and develop transition arrangements at KS3. Develop Independence, organisation, and oracy skills at KS3. Develop mentoring opportunities with 6th form to develop confidence and learning at KS3. Develop further the achievement system 				
Actions to address the areas above. (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented. (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate February 2024	Progress check point RAG Rate June 2024
Review and develop transition to KS3 to ensure all students make a confident and supported start	P Camm HoY 7	<p>New student survey introduced before end HT1.</p> <p>Meeting time with HoY, SENCO, FSW, etc to ensure students' individual needs are being met.</p> <p>Planning time to develop existing transition activities.</p>	December 2023	<p>Form Tutors are well supported and equipped to support students and parents as the first port of call.</p> <p>Y7 parent survey shows overwhelmingly positive impression of their start.</p> <p>Students are clear about how and where to seek support when required.</p>		

<p>Identify additional strategies to positively engage parents throughout KS3, both face to face and using other methods of communication</p>	<p>P Camm</p>	<p>Time in school calendar for a range of parent forum events inc. cost of speakers</p> <p>Time to investigate how other schools communicate successes with parents.</p>	<p>July 2024</p>	<p>Reduction in parental disagreements/ misunderstandings as a result of being more informed.</p> <p>Parents have a stronger sense of being part of the school community.</p> <p>Parents are better equipped to support their son's learning, including homework.</p>		
<p>Reshape KS3 careers programme to focus explicitly on developing good study habits and transferable skills</p>	<p>P Camm HoY 7/8 & FT's</p>	<p>Research and purchase resources where necessary</p> <p>Printing costs</p> <p>Training time for FT's</p>	<p>December 2023</p>	<p>Students are confident using Google Classroom and apps.</p> <p>Skillsbuilder framework is used extensively across departments.</p> <p>Students have increased independence and resilience to manage their own learning.</p> <p>Reduction in removal of DAP</p>		
<p>Increase opportunities for formal mentoring of KS3 students using 6th form, developing this within the senior student roles</p>	<p>P Camm HoY 12 & 13</p>	<p>Training time for mentors</p>	<p>July 2024</p>	<p>All senior students are involved with mentoring at least one student.</p>		

				<p>Mentoring ambassador oversees recruitment of wide pool of additional students.</p> <p>KS3 students have regular and reliable support to improve wellbeing and academic success</p>		
Further embed and develop achievement system so that students (and parents) are regularly updated on their progress towards badges	P Camm HoY 7/8 & FT's	<p>Purchase badges - consider stronger design.</p> <p>Admin support with data processing/ tracking</p> <p>Time within HoY & FT role to update students.</p> <p>Regular assemblies</p>	December 2023	<p>All students know what is expected to achieve a half term towards badge.</p> <p>All students know how close to next badge they are and reasons for this.</p> <p>Parents are informed when a student reaches their next badge, and at halfway point.</p>		

Lead Member of SLT		Kevin Patterson				
Governor Committee Responsible for monitoring progress of plan		Achievement at KS4				
What aspects of the impact for learners do we feel we need to develop as a school?		<ul style="list-style-type: none"> ● Embed providers access legislation into KS4. ● Ensure tracking of progress is robust so students achieve their potential. ● Develop PSICHE programme at KS4 to meet the challenges students face 				
Actions to address the areas above. (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented. (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate February 2024	Progress check point RAG Rate June 2024
Identify and deliver a range of relevant opportunities for all KS4 students to engage with external post-16 providers	P Camm	<p>Improve access arrangements via website for external providers.</p> <p>Time within school calendar for assemblies, workshops, etc</p> <p>Time to update Compass Plus to track engagement, in line with legislation.</p>	Nov' 23	<p>Fully compliant with updated legislation and RHS policy, identified in next OFSTED inspection.</p> <p>Y11 students use Career Pilot pathways planner to map next steps and are supported to explore these.</p> <p>Action Plans from Herts SfYP appointments are actively followed up by staff and students.</p> <p>Destinations report shows zero NEETs</p>		

<p>Embed and develop revision guidance within Year 10 students preparing them for mock/GCSE exams</p>	<p>K Patterson HOY 10</p>	<p>Develop sessions appropriate for Year 10 students and deliver within tutor time.</p> <p>Tutor time/Assembly time needed. Parental engagement and awareness.</p> <p>Use of Tim Foot resources</p>	<p>April 2024</p>	<p>Student feedback regarding understanding of relevant issues.</p> <p>PR reports - exam based performance</p>		
<p>Provide tailored intervention programme for LALP and HALP groups in Year 11 to ensure students do not become disaffected in final year of GCSEs.</p>	<p>K Patterson P Camm HOY 11</p>	<p>Regular meeting time with students.</p> <p>Use of Herts SfYP to provide one to one session.</p>	<p>December 2023</p>	<p>LALP and HALP group reduce in size.</p> <p>Students supported and well-prepared for Y11 mock exams. Reduction in behaviour count for LA students.</p> <p>Clear plans in place for post 16 which are aspirational and used to encourage motivation.</p>		
<p>Monitor, track and intervene with students identified as low-level behavioural issues within KS4. Develop use of data post PR check.</p>	<p>K Patterson HOY/form tutors/Heads of Dept Maria Coates</p>	<p>Use of daily data checks - (HOY)</p> <p>Use of behaviour ladder</p>	<p>July 2024</p>	<p>Analysis of data connected to behavioural issues.</p> <p>Feedback from relevant staff/student/parents</p>		

		Use of PR data collection and following intervention Parental engagement where appropriate		Analysis of progression and performance		
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Behaviour and attitudes

Lead Member of SLT		Matthew Greenwood				
Governor Committee Responsible for monitoring progress of plan		Pastoral				
What aspects of behaviour and attitudes do we feel we need to develop as a school?		<ul style="list-style-type: none"> • Ensure safeguarding procedures are robust and constantly reviewed to ensure all aspects of school life are safe. • To reduce further low-level disruption in lessons • Reduce exclusions further. • To develop and improve student attitudes to learning. • Improve attendance, resilience and support available for vulnerable groups. • To ensure student's needs are met so they are not disadvantaged because of the pandemic 				
Actions to address the areas above. (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented. (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate February 2024	Progress check point RAG Rate June 2024
Continue to develop safeguarding for all students and staff. Develop systems and processes to react effectively to new issues, for example those that continue to emerge from school closure.	M Greenwood	Bi-monthly Safeguarding Team and Mental Health meetings Governors Safeguarding and Pastoral meetings	January 2024	Satisfactory review of effectiveness by Catherine MacLeod (Safeguarding Governor) Annual Safeguarding Report to Governors (Summer Term)		
Review the work of both safeguarding and mental health support teams and take action necessary to ensure these have maximum impact	M Greenwood	Student surveys and focus groups	January 2024	Satisfactory review of effectiveness by Catherine MacLeod (Safeguarding Governor)		

				Annual Safeguarding Report to Governors (Summer Term)		
Continue to improve attendance across the school, and in particular the resilience and support available for vulnerable groups. Reduce levels of both persistent and severe absence	M Greenwood Attendance officer	Consistent application of attendance policy throughout the school. Further development of work with HCC attendance team.	January 2024	Attendance of vulnerable groups in line with the whole cohort. Whole school attendance in line with Government expectations or equivalent to >95%. Persistent Absence well below national average and in line with 'outstanding' schools		
To reduce further low-level disruption in lessons and build on positive behaviours through rewarding those who consistently meet the school's expectations.	M Greenwood Key Stage Leads HoYs	Form tutors actively engaged in rewards process. Heads of Year identify and reward boys in line with previously agreed scales.	January 2024	Rewards (badges) visible Application process used by students slightly under threshold. Rewards system links successfully to senior student selection process Tracking of half term 'banked' towards badge used by FTs/HoYs to promote positive attitude and improvement in behaviour		

Personal Development

Lead Member of SLT	Kevin Patterson					
Governor Committee Responsible for monitoring progress of plan	Pastoral					
What aspects of Personal Development do we feel we need to develop as a school?	<ul style="list-style-type: none"> • Review and develop mental health provision for students. • Move to a focus on becoming anti-racist school. • Develop the RSE curriculum and other age-related concerns. • Develop tracking of knowledge and understanding on issues around PSHE 					
Actions to address the areas above. (Maximum of 5 actions)	Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented. (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate February 2024	Progress check point RAG Rate June 2024
To ensure effective delivery of RSE curriculum by developing and supporting form tutor/HOY delivery. Measure impact of ETT sessions.	K Patterson Heads of Year	INSET time. Meeting time Budget to engage outside agencies. Liaise with Services for Young People	September - July 2024 (ongoing support) July 2024 - end of year review: topics/delivery	Staff are confident to present most topics on RSE programme - supported by HOYs. Outside agencies to deliver some topics. Use of Google Forms to measure learning/understanding		
To develop timetabled PSHE and key skills within Year 7 and Year 8 to tackle relevant issues.	K Patterson Heads of Year	Meeting time Extended Tutor Time	July 2024	Improved understanding of		

To lead and equip staff in the appropriate delivery of these sessions.		Membership to PSHE association		relevant PSHE issues Staff feedback		
Develop the PSHE curriculum to raise and address issues surrounding inequality diversity, respect, consent, and sexual harassment.	K Patterson Heads of Year	Meeting time Resources for Extended Tutor Time	July 2024	Improved understanding of the issues covered - student feedback.		
Ensure the school continues its stance regarding Equality/Diversity/Inclusion. Develop material that is culturally diverse across the curriculum.	K Patterson	Embed restorative programme. Student surveys Focus group - student and staff (EDI specific) and subsequent meeting time HOD engagement	December 2023	Student/Staff feedback- impact of whole school approach. Use of data and instances assessed.		
To support and monitor the mental health/well-being provision offered within school.	K Patterson M Greenwood P Camm D Southcoat J Michelson H Chiswick Heads of Year	Meeting time CPD for relevant staff Heads of Year well-being slots Mental Health GoogleClassroom	September – July 2024 (ongoing support)	Students confident in asking for support. Student feedback Monitor the use of well-being slots		

Effectiveness of 16-19 study programmes

Lead Member of SLT		Jane Beacom					
Governor Committee Responsible for monitoring progress of plan		Curriculum					
What aspects of our 16-19 provision do we feel we need to develop as a school?		<ul style="list-style-type: none"> • Ensure the size of the 6th form is manageable to meet the high levels of provision required. • Review and develop curriculum offer. • Continue to develop Post 18 pathways knowledge and opportunities for students. • Ensure the highest levels of attainment and progress at KS5. • Develop the whole student and their experience post 16 					
Actions to address the areas above. (Maximum of 5 actions)		Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented. (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate February 2024	Progress check point RAG Rate June 2024
Consider a change to the current entry criteria to manage the size of the 6th Form		Jane Beacom	Range of scenarios detailing impact of different criteria; meeting to discuss, decide; publish in time for applications; provision of appropriate guidance to Y11 (SFYP & SLT)	Nov 2023 On-going Y11 SFYP & Jan 2024 SLT interviews	Application numbers Nov 2023 & actual numbers Sept 2024		
Review the curriculum offer to ensure it is appropriate and economically viable		Jane Beacom; David Sykes	Access to historic student choices;	Nov 2023; BTEC as published	Number of students on the courses that		

		maintain focus on BTEC defunding developments		are right for them Sept 2024		
Develop post-18 planning including enterprise and employability	Jane Beacom; Phil Camm	Tutor engagement: alternatives to university support – PCa & Bm available Weds P5; work experience offers; targeted student support; SfYP contract	Sept 2023 then ongoing	Career Pilot engagement Y12 & Y13; alternatives to university; work experience placements; relevant experience		
Ensure attainment and progress are as expected or higher	Jane Beacom; Tim Eburn HoDs	Analysis of 2023 outcomes (including QLA) & on-going data 2023-24; year team-led interventions; mid-term 1 in exam venues	Sept 2023, then on-going following data collections	Outcomes as expected; student confidence; positive progress following interventions		
Ensure the post-16 experience is maximised to develop the whole student	Jane Beacom; Tim Eburn; Steve Coote	Consider: PSHE curriculum; opportunities in extra-curricular activities, student leadership and whole-school involvement	PSHE planning pre-Sept 2023, then responding to needs throughout the year; planning and delivery of other activities Sept 2023 onwards	All students leave having had opportunities for personal development and to contribute to the school		

See 6th form development plan for further details on the plan to improve all aspects of our KS5 provision.

Resources

Lead Member of SLT		Matt Botheras					
Governor Committees Responsible for monitoring progress of plan		Buildings and Grounds Finance					
What aspects of resource management do we feel we need to develop as a school?		<ul style="list-style-type: none"> • Ensure the school is financially viable. • Develop facilities in the school. • Develop school resources, particularly those in IT 					
Actions to address the areas above. (Maximum of 5 actions)		Member of staff responsible for ensuring this action is implemented	Resources required for the action to be successful (Be specific and identify time required)	Deadline for action to be implemented. (State the month it is to be completed by)	How will we measure the impact of the action?	Progress check point RAG Rate February 2024	Progress check point RAG Rate June 2024
Improvements to the working environment in the Food Tech Block		M Botheras A McKay	Successful CIF appeal, UCS bid or 2023/24 CIF bid	August 2024	Successful bid and funding in place. Work to take place in summer 2024		
Further investment in IT - Room L & T3 computers/Wi-Fi replacement		M Botheras N Russom	Further funding in the 2023/24 budget for IT investment	August 2024	Orders placed and work booked to take place in summer 2024		

Rolling programme of toilet refurbishment	M Botheras A McKay	£25,000 in the budget each year for 4 years to gradually improve the toilet facilities on a rolling basis	October 2023	Set 1 complete in 2023. Funding in place for Set 2 in summer 2024.		
Improve outside recreation areas for students	M Botheras A McKay	Finance	May 2024	New benches in the Science car park and improved surfacing in the table tennis area		
Implement recommendations from the SMRA visit	M Botheras I Hawkins	Time to investigate and, if applicable, implement the recommendations	August 2024	Balanced budget whilst being fully staffed and supporting the rest of the budget		

End