



400 YEARS OF EXCELLENCE

Richard Hale School Development Plan 2026-27

Approved by Trustees 13th July 2026

Academic Targets – GCSE

Our aim is to achieve targets between FFT 20 and FFT 5.

	KS4 (2027) - Y11 FFT20	KS4 (2027) - Y11 FFT5	KS4 (2027) - PP FFT20	KS4 (2027) - PP FFT5	KS4 (2027) - SEN FFT20	KS4 (2027) - SEN FFT5
Basics (7+ in English and Maths)	16%	22%	0%	11%	0%	4%
Basics (5+ in English and Maths)	63%	85%	47%	63%	25%	67%
Basics (4+ in English and Maths)	94%	97%	68%	79%	19%	88%
5+ GCSE Grades at 9 to 7	69%	89%	47%	68%	25%	67%
Average EBAC APS	5.3	5.9	4.3	4.8	4.0	4.5
Attainment 8	5.5	6.1	4.6	5.1	4.6	5.1
Progress 8	0.6	1.2	0.6	1.1	0.4	0.9
English 9-7	17%	22%	5%	11%	4%	4%
English 9-5	68%	89%	47%	68%	33%	75%
English 9-4	96%	97%	74%	79%	83%	88%
Maths 9-7	29%	39%	5%	16%	4%	17%
Maths 9-5	67%	88%	47%	63%	38%	67%
Maths 9-4	94%	96%	79%	90%	83%	96%

Post 16

Our aim is to achieve targets between FFT 20 and FFT 5.

A level (2027)	FFT20	FFT5	BTEC (2027)	FFT20	FFT5
Number of students	118		Number of students	31	
L3VA estimate	0.48	0.83	LV3A estimate	-0.12	0.7
A*-A	36%	48%	%DDD+	55%	97%
A*-B	76%	89%	%MMM+	100%	100%
A*-C	97%	99%			
A*-E	100%	100%			
APS per entry	41.63	45.17	APS per entry	30.48	38.65
Average grade per entry	B	A-	Average grade per entry	Dist-	Dist+

Area for Improvement identified from Ofsted Framework	What actions are we planning to take?	What resources are required?	When will these actions be completed?	Who will be responsible for the delivery of the action?	How will the impact of the action be measured?	Mid-Year Review RAG Rate	End of Year Review RAG Rate
Safeguarding							
Safeguarding	Review changes to KCSiE 2026 and any operational implications of the recent Children's Wellbeing and Schools Act, updating appropriate school policies and briefing/training staff where necessary. Further embed the effective use of My Concern with school staff and DSL team, including leading and reviewing the implementation and use of new anonymous reporting system.	Training	December 2026	Matthew Greenwood	Review by Safeguarding Governor and HT as part of safeguarding monitoring procedures.		
Inclusion							
Inclusion	Embed the new processes we have developed (for identifying, recording, sharing, and addressing the needs of vulnerable students) in a calendared routine, so impact of support can be evaluated. Engage more stakeholders (parents and carers) in a review of systems and practices (multidisciplinary inclusion team?).	None	Aug 2027	Sarah Morris	Progress over time for targeted students (from PR tracking). Gaps between whole school and target groups (for progress, attendance, and engagement) close over time or have a clear plan in place. Knowledge of what the gaps are and what is being done to close them is easy to find and share (e.g. with Governors).		

Inclusion - SEND	Embed a system of sharing SEND information with staff in Arbor. Finalise an approach to producing, reviewing and sharing ISPs, ensure this is in place for all EHCPs. Have a clear plan for how the rest of the SEND register will have them generated and reviewed over time (this may be on a rolling basis for example following Progress Reviews).	None	Aug 2027	Sarah Morris	ISPs are in place and staff have access to all information they need through Arbor (or agreed systems). Documentation is easy to find for students with needs, and clearly shows how their provision has been reviewed over time as part of a graduated response.		
Inclusion - Disadvantaged	Develop staff knowledge about strategies that are effective at supporting PP. - widen use of passports to all year groups as part of a calendared / routine approach. Evidence / plan for "ongoing, high-quality training and support for staff" as part of our PP strategy. Use the new data dashboards to create a system / method for periodically reporting on the needs of our disadvantaged pupils and how to meet them.	None	Aug 2027	Sarah Morris	Gaps between PP and non-PP for attendance and progress reduce over time and/or are above national averages.		

Curriculum & Teaching							
Curriculum	Successfully transition Key Stage 3 from a two-year to a three-year model, ensuring curriculum continuity, straightforward resource access for all staff, and consistency of delivery across all subjects. Standardised Organisation: Implement a uniform folder and file structure across the Shared Drive to guarantee ease of access, for all relevant staff.	Resources needed to support high quality teaching and learning across KS3	May Half Term 2027	David Sykes	DSK: Shared Drive infrastructure is fully set up, permission levels are configured, and the uniform folder hierarchy is established. HODs: All departments have fully populated their respective folders with updated SOWs, shared resources, and student-facing/publishable subject overviews.		
Teaching	Embed the high-quality teaching approaches (EEF Five-a-Day) across the curriculum to identify and remove barriers to achievement for all pupils including SEND and PP. Specific focus within the Five-a-Day approaches on subject knowledge and pedagogy linking to the CPD focus. Monitor effectively at whole school (SLT) and Head of Department level ensuring high standards in the curriculum and teaching are consistently applied.	Training time/Inset	Aug 2027	Louise Morris	Student outcomes: Exam results, assessment data show progress for all students and groups including SEND and PP. Learning walks and Work Scrutiny show high quality consistent practice. Students feel they are making progress, enjoy their lessons and are engaged in their learning.		

Achievement							
Achievement	Focus on ensuring that outcomes for PP and SEND students are improving, alongside making Post 16 outcomes more consistent in attainment and achievement.	PP funding	August 2027	Ian Hawkins	Student outcomes for PP and SEND students can be tracked effectively and improved progress and attainment scores for these groups. PP strategy used effectively for outcomes to improve, on-going intervention in SSC and across the school with adaptive teaching will ensure improved outcomes for these groups of students. Post 16 students achieve in line with FFT targets, focus on post 16 teaching enables students to make better progress consistently across the school.		
Attendance & Behaviour							
Attendance	Ensure staff member appointed to Admissions and Attendance Officer position receives appropriate training and supervision for role and is equipped to work with key staff in school and outside agencies as appropriate. Continue to work in conjunction with pastoral team and Attendance Officer to further reduce	New staff member budgeted for in 2026, taken from savings in other staff areas.	July 2027	Matthew Greenwood	Fully trained and effective Admissions and Attendance Officer as evidenced by staff members' PDP. Attendance data in line with target and within the top 10% of schools		

	absence across the school, with a focus on disadvantaged groups. Maintain school target of 96% attendance and less than 10% PA across academic year 2026-7.				nationally for attendance and PA.		
Behaviour KS3	Strengthen communication between students, subject teachers, the pastoral team, and parents to ensure comprehensive transparency regarding student conduct and progress. This collaborative approach will give students a clear understanding of their behaviour and achievement data, shield badge progression, peer comparisons, and report data. To support this, implement a physical, conduct card tracking system to facilitate regular, accessible reviews for all stakeholders	Create new tracking cards; meeting time with year teams; additional ETT sessions; parent support videos created	September 2026	Phil Camm	Increase in achievement points and a reduction in negative behaviour incidents, as a result of students tracking their own data. Track whether the number of students earning and progressing through shield badges increases compared to previous terms/years. Students have a clearer picture as to how their conduct compares to their peers, and can articulate (through student voice) how they intend to meet their behaviour targets.		
Behaviour KS4	Develop a systematic self-monitoring system following every Progress Report (PR) and mock exam. Students to complete a reflection profile to cross-reference their behaviour/effort data with their academic outcomes, explicitly identifying their personal barriers to learning (e.g. distractions, seating	Termly "Performance and Barrier" self-review sheets/digital templates for tutor time. Dedicated meeting windows for mentor-student check-ins.	August 2027	Kevin Patterson	A measurable decrease in behaviour points and internal suspensions for Year 10 and 11 . PR data shows a narrowing of the progress gap for		

	arrangements, or peer influence) and setting actionable behavioural targets which can be monitored and tracked for impact.	Budget for KS4-specific incentives and milestone rewards.			students previously flagged for low effort. Less LALP		
Personal Development & Wellbeing							
Personal Development KS3	To identify and remove barriers to participation in the extra-curricular and House systems, fostering personal development for all students. By re-affirming our core value to 'show commitment,' we will maintain a diverse range of opportunities and track student engagement robustly. The focus will be on establishing a strong foundation of personal development at KS3, encouraging students to build on these experiences as they progress through the school.	Time to complete audit and meetings with relevant stakeholders; increase in responsibility for post-holder of house coordinator; incentives for staff to provide extra-curricular opportunities; possible resources/equipment to create new ex-curricular opportunities to fill more niche areas to involve harder to reach students	December 2026	Phil Camm	Conduct a targeted survey or focus group for students with low participation. Ask specific questions regarding barriers (e.g., transport, lack of interest, timing, or anxiety) to see if interventions successfully removed those obstacles. Measure the percentage of students who are heavily engaged in KS3 extra-curricular who then take on leadership roles or voluntary enrichment in KS4. All students to complete a 'show commitment' card at the end of each half term (using an ETT) to log their participation and discuss with FT. This will be entered on a central tracking sheet to monitor and		

					encourage participation. Additional opportunities for enrichment/ex-curricular will be identified and departments supported to set these up.		
Personal Development KS4	Collaborating with post-16 rollout, introduce VESPA (Vision, Effort, Systems, Practice, Attitude) at KS4. Students profile themselves against these 5 pillars to diagnose exactly where their barrier lies - for instance, deciding if their underachievement stems from a lack of a "System" (timetable) or a drop in "Attitude" (confidence/anxiety).	VESPA profiling materials adapted for Year 10 and 11, Physical toolkits for students, Tutor-time presentation and student reflection time	August 2027	Kevin Patterson	Mock exam and PR outcomes demonstrate a clear reduction in underperformance gaps across core and option subjects. KS4 students have a documented VESPA profile identifying their strengths and areas for growth in independent study. High engagement in the "Most Improved" celebrations, with tracking data showing those students maintaining or building on their progress in subsequent terms		
Careers	Implement the DfE Work Experience Guarantee to provide all students with 10 days of work experience between Years 7 and 11. Co-	Additional careers budget to resource new challenge days, inc. equipment	July 2027	Phil Camm	By end of 2027 we will be fully compliant with 10-day work experience guarantee. All		

	delivered with the Careers & Enterprise Company, these high-quality placements will be meticulously planned and mapped to the Equalex framework. Experiences will be tailored to individual student needs, with targeted support for SEND, Pupil Premium (PP), and pre-NEET cohorts.	required; external meeting time with providers; staffing of off-site experiences for smaller groups; calendared opportunities throughout year to ensure 10 days is reached.			opportunities will be mapped against the Equalex framework to ensure they are meaningful, have clear aims, and provide feedback to both student and employer. Audit will be completed of all enrichment and subject-led experiences to look for opportunities to convert these into work experience related learning. Additional challenge days implements with an increased number of external providers/businesses working with the school. Pre-NEET/PP/SEN will be tracked more closely to ensure high aspirations and suitable post-16 pathways.		
Wellbeing - Staff	To foster a culture where all staff feel valued, supported, and listened to through regular opportunities for feedback, including an annual wellbeing survey, ensuring wellbeing provision, open communication, and supportive practice remain central to school improvement. A cyclical	None		Lucy Gallagher	Staff survey and feedback shows improved understanding and outcomes concerning workload. Calendar decisions taken to support student		

	review of the school calendar, assessment calendar, and directed time allocation will be undertaken and shared with staff to support transparency, monitor workload patterns, and respond proactively to workload and assessment pinch points.				progress and staff workload. Wellbeing group and staff involvement on workload decisions empower staff on workload, whilst continuing to explore opportunities for more flexible ways of working.		
Wellbeing - Students	Further develop the use of student voice and surveys of student body to identify and intervene with issues affecting student wellbeing. Work with SLG to provide peer support for low level concerns. Review and succession plan roles of Welfare Officers and ensure these roles are used efficiently and effectively in liaison with SEND department where appropriate for SEMH students. Continue to develop role of East Herts MHST in school, including wider initiatives with groups of students on key issues identified, for example healthy sleep routines in exam years.	None	July 2027	Matthew Greenwood	Comparative data from student surveys across recent years. Records of work by Welfare Officers and case studies.		
CPD	Improve the consistency and quality of subject specific CPD within departments ensuring that all teachers have expert knowledge of the subjects they teach and the pedagogical skills to teach it effectively. This will include any new	Allocation of INSET and meeting time. Access to CPD resources and courses. Time to observe colleagues	August 2027	L Morris	Student outcomes: Exam results, assessment data show progress for all students and groups including SEND and PP. Learning walks and		

	areas introduced into the longer KS3 curriculum.	and share good practice.			Work Scrutiny show expert knowledge and pedagogical practice. Amount of external CPD attended, and CPD resources accessed (e.g. books, webinars). Engagement in lessons. Improved confidence particularly in staff teaching outside their specialism.		
Post 16							
Post 16 Provision	Introduce greater rigour and accountability within post-16 monitoring systems through enhanced analysis of teaching, assessment, revision practices, attendance, behaviour for learning, and VESPA profiling, enabling targeted intervention and improved outcomes. Strengthen personal development and employability provision across the curriculum and RSHE programme to secure strong and consistent academic outcomes and post-18 destinations for all students.	HoD sharing of good practice; shared intervention tracking doc; INSET time for targeted KS5 T&L focus - VESPA intro	August 2027	Lucy Gallagher	Post-16 academic outcomes are consistently above national averages and demonstrate improved consistency across subjects and student groups. Assessment data demonstrates improved progress, reduced underperformance gaps, and timely intervention following monitoring cycles and assessment points. VESPA profiling and assessment analysis are used consistently across departments to		

					identify barriers to progress and inform targeted support strategies. Monitoring activities evidence increased consistency and rigour in teaching, revision, assessment, and feedback practice across departments. Heads of Department, Tutors, and Heads of Year demonstrate clear accountability through regular tracking, intervention, and responsive support processes. Student voice and destination data demonstrate strengthened personal development, employability awareness, and preparedness for Post-18 pathways.		
Leadership & Governance							
Leadership and Governance	Prepare middle leaders for full and effective self-evaluation and development planning to enable the school to correctly identify areas of strength and improvement and create plans where all leaders are	Department meetings, Inset, Line management meetings, M.L conference.	August 2027	Ian Hawkins	Head of Department's identify strengths and areas for development using the new Ofsted framework and implement plans which		

	able to effectively identify areas for development and implement change accordingly. To be able to evidence this effectively to provide full and robust self-evaluation across the school.				are achievable and lead to improvement across the school. Impacts on student experience in curriculum, support, teaching and extra-curricular provision.		
Finance	To continue to review all staff roles across the school to identify opportunities for financial efficiencies and ensuring roles meet the long-term operational needs of the school.	Finance meetings, budget, discussion with line managers on support staff roles.	August 2027	Matt Botheras	Balanced budget with continued healthy reserves available due to efficiencies created throughout the year.		
Development of school site and facilities	To continue to look for opportunities to improve the site, particularly focussing on value for money projects, and increase facilities to enable the expansion of provision and numbers across the school.	Implementation and review of Site Plan and IT plan, adjusting for budgetary constraints. Identifying opportunities for effective development under a budget.	August 2027	Matt Botheras	Improved facilities in school through utilising site team and budget to maximise improved facilities for students. Work with partners to take opportunities as they arise which may benefit the school.		