

Ridgeway Secondary School Improvement Plan

1. Safeguarding					
Identified Issue	Intervention	Implementation	Who	Outcomes	Student Outcomes
1) Safeguarding training	- Ensure all staff receive appropriate safeguarding training and that this is well understood and recorded.	- Leadership overview and record of all Safeguarding CPD.	JW	Short Term: Jan 2022	Short Term: Jan 2022
2) Supervision of students	- Ensure that students are supervised appropriately throughout the school day	- ensure effective PSHE/RSE curriculum.	JW/MPE	- Staff including governors are well trained on appropriate topics and key issues within safeguarding.	- Students are safeguarded by all staff.
3) Culture of safeguarding in the school	- Embed a culture of safeguarding through the curriculum in Personal Development and PSHE/RSE	- Ensure effective online safety in computing curriculum.	JW, NH, JPI	- Changes to duties and supervision are in place and effective.	- Students are effectively supervised
4) Safeguarding staffing structure	- Create a more efficient and effective staffing structure for those responsible for Safeguarding.	- Targeted CPD for staff from National College.	JW	- Safeguarding team changed. JW appointed as DSL along with Safeguarding Officer and MGB as DDSL's.	- Students understand how to get help if they need it.
5) School's adherence to statutory guidance and legislation	- Review and improve the school's adherence to statutory guidance and legislation and produce an evidence trail.	- Safeguarding to feature in weekly briefings	JW/MPE	- Job descriptions accurately reflect roles and responsibilities, and this is cross referenced with whole school policy.	- Parents are effectively signposted to support as well as students.
6) Safeguarding in the curriculum	- Embed the National online safety package into the curriculum.	- Ensure PD curriculum covers key topics relevant to context of year groups.	JW	- Website is in line with statutory compliance.	- Staff refer students effectively to early help in line with the school offer.
7) Effective record keeping	- Review and improve the chronology of records and ensure effective record keeping is upheld according to policy.	- Engagement with Police and local partners is enhanced.	JW	- All stakeholders are aware of early help offer.	Medium Term: Spring term 2022
8) 'Early Help Offer'	- Clarify and implement an effective 'Early Help Offer' to support students at different levels of concern.	- Effective line management of two DDSL's	JW	- Site to be secure for all and promote a culture of safeguarding.	- Student voice is used when reviewing practice and curriculum delivery.
9) Secure site	- Secure the site and ensure all staff and	- Staff to report clarity on structure.	SLT	- All stakeholders are aware of early help offer.	- Student knowledge of safeguarding is developed through the curriculum and PD time with tutors.
		- Ensure website is regularly updated and accurate.	JW/MPE	Medium Term: Jan 2022-April 2022	Students know what to do and where to go with safeguarding concerns.
		- Staff report access to key information when needed.	JW/MPE	- Safeguarding is effective	
		- Work with the Local Authority in implementing Safeguarding Improvement Plan.	JW	- Staff report clarity and understanding when questioned and in staff voice.	
		- Regular external audits carried out by Local Authority to evaluate effectiveness of safeguarding and progress being made.	JW	- Staff, including governors, CPD trail demonstrates relevant and regular exposure to CPD.	Long Term: Sept 2022
		- School to begin accreditation process for online safety.	JW	- Safeguarding is explicitly delivered in the PSHE / RSE curriculum.	- Students are effectively safeguarded by all staff.
		- Report on parental engagement with platform.	JW	- Regular time is dedicated to explicitly talking about key issues.	- Students are effectively supervised.
			JW	- PSHE is valued across the school, and this is evident in lessons and QA in this area.	- Student voice demonstrates that students know their role in safeguarding and how to keep themselves and others safe.
			JW	- Latest guidance is circulated and appropriate changes made to school	

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	<p>students are made aware of improvements.</p> <ul style="list-style-type: none"> - Auditing of safeguarding protocols by Local Authority. 	<ul style="list-style-type: none"> - Ensure half termly communication around online safety is sent to parents. - Ratify OS policy through GB. - Safeguarding Advisor to work with Safeguarding team around chronology. - Early help offer published and check with DH. - Circulate EHO to staff and governors. - Parents to be regularly signposted to support, evidenced in case files. - Complete site audit - Regularly review the site. - Review site audit list to monitor standards. 	<p>JW</p> <p>JW</p> <p>JW</p> <p>JW</p> <p>JW</p> <p>JW/AH/ ME</p> <p>JW/ AH/ME</p>	<p>policy and procedures to ensure is fit for purpose.</p> <ul style="list-style-type: none"> - Parents demonstrate engagement with the package. - Planned system of regular file checks from Safeguarding Team and WCF (DH) <p>Long Term: Summer 2022</p> <ul style="list-style-type: none"> - Online safety accreditation achieved. - Curriculum covers all relevant and recent topics in online safety. - Regular newsletters and correspondence ensure awareness of emerging concerns and issues. - Introduction of Maintaining and Recording Documents policy (reviewed annually). 	
2. Attendance					
Identified Issue	Intervention	Implementation		Outcomes	Student Outcomes
<p>1) Whole School Attendance figure.</p> <p>2) Persistent Absence</p> <p>3) Systems, processes and policy across the school not embedded.</p> <p>4) Culture of importance around attendance is not consistent and this has not been a focal point.</p>	<ul style="list-style-type: none"> - New attendance policy developed in liaison with EWO to clarify school systems and protocols. - Embed effective use of data systems to track and monitor attendance enabling patterns and trends to be identified. - Embed a rigorous attendance system underpinned by effective pastoral leadership. - Focus on students from key groups and persistent absence and its impact on progress and outcomes. 	<ul style="list-style-type: none"> - New policy identifying clearly all stakeholders and their responsibility for attendance. - Embed the use of the tiered attendance strategy. - Effective CPD around attendance systems and the importance of good attendance. - Intervene with families not promoting high standards of attendance and seek support for the hardest to reach from the EWO. - Focus on attendance in PD time. - Review the behaviour policy to include incentives and consequences for punctuality and attendance. - Appoint a dedicated Attendance officer to implement robust 	<p>JW</p> <p>JW/All</p> <p>JW/MPE</p> <p>JW/RC</p> <p>Tutors/RC/JW JW/Behaviour Team/HoKs</p> <p>JW/MGB</p>	<p>Short Term: Jan 2022</p> <ul style="list-style-type: none"> - All stakeholder responsibilities to be shared across the school. - Demonstrable impact of interventions and communication through student case studies. - Follow up poor practice and develop staff awareness of their role in attendance. <p>Medium Term: May 2022</p> <ul style="list-style-type: none"> - Evaluate the impact of systems at key points to understand areas for further development. - Staff consistent in message and approach evident from QA of systems and PD time delivery. - Registers are accurate and on time. - Parental engagement around attendance is more regular 	<p>Short Term: Feb 2022</p> <ul style="list-style-type: none"> - Awareness of student's personal attendance is clear. - Students understand the whole school expectation - Students understand consequences for poor attendance and punctuality. <p>Medium Term: May 2022</p> <ul style="list-style-type: none"> - Students understand the implications on their development because of poor attendance. - Percentage of those below the school target is reduced. - Students see the incentive and reward in attending. <p>Long Term: Dec 2022</p>

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		systems and provide effective monitoring through weekly attendance meetings. -Provide opportunities for parents and students to understand the importance of high attendance.	JW/RC/ HoKs/ Tutors	- PA figure below 19% Long Term: Dec 2022 - PA below 13.7% - Register accuracy 100% - 95% Whole School figure - 92%+ for disadvantaged - LA review from CS and MF evidences significant progress.	- Culture of good attendance is normalised. - Parents understand the impact on their child that poor attendance can have - Student outcomes improve. - Number of cases referred to EWO decrease.
3. Behaviour and Attitudes					
Identified Issue	Intervention	Implementation		Outcomes	Student Outcomes
1) Staff expectations of behaviour	- Make sure that all staff have high expectations for behaviour.	- New policy identifying all stakeholders and their responsibility for behaviour clearly.	JW/ Behaviour Team/ HoKs/ SLT	Short Term: Jan 2022 - All stakeholder responsibilities to be shared across the school.	Short Term: Jan 2022 - Awareness of student's personal responsibility is clear.
2) Staff action to address inappropriate behaviour	- Make sure that staff take action to address inappropriate behaviour.	- Embed the use of the tiered behaviour strategy.	JW	- Demonstrable impact of systems and communication through data from Power BI.	- Students understand the whole school expectation for behaviour.
3) Calm and orderly environment	- Ensure there is a calm and orderly environment.	- Effective CPD around behaviour systems and the importance of good behaviour for learning.	JW/MPE	- Follow up poor practice and develop staff awareness of their role in promoting and implementing school policy.	- Students understand consequences for poor behaviour.
4) Low level disruption.	- New behaviour policy developed in liaison with behaviour improvement team to clarify school systems and protocols.	- Intervene with families not promoting high standards of behaviour and seek support for the hardest to reach from the early help system.	JW/HoKs	- Leaders present at start and end of lessons.	- Students move round school in a more purposeful, calm and orderly manner.
5) Clarity of behaviour management systems	- Reduce low level disruption.	- Focus on behaviour in PD time and assemblies.	JW/HoKs/ Tutors	- Warning bells allow students to move promptly and arrive on time.	Medium Term: Summer Term 2022
6) Develop an ethos where good behaviour and its impact on progress is valued	- Embed effective use of data systems to track and monitor behaviour enabling patterns and trends to be identified.	- Review the behaviour policy to include incentives and consequences for undesired in and out of classroom behaviours.	JW/ SLT/ Behaviour Team/ HoKs	Medium Term: Summer Term - Evaluate the impact of systems at key points to understand areas for further development.	- Students understand the implications on their development because of poor behaviour.
	- Improve clarity of behaviour management systems.	- Expand the pastoral team to implement robust systems and provide effective monitoring through weekly pastoral meetings.	JW	- Staff consistent in message and approach evident from QA of systems and PD time delivery.	- Student voice evidences improvement in classroom behaviour.
	- Embed a rigorous behaviour and consequence system underpinned by effective pastoral leadership.	- Clear expectations for lesson content (start, routines, lesson close)	JW/MPE	- Parental engagement around behaviour is more positive for persistent offenders.	- Students see the incentive and reward in behaving positively.
				- Low level disruption is seen to be a decreasing trend.	- Lesson disruption decreases enabling students to make better progress.
				- Lateness to lesson is a decreasing trend	

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	<ul style="list-style-type: none"> - Focus on students from key groups and poor behaviour and its impact on progress and outcomes. - Issue a refreshed and up to date home school agreement to reflect expectations of all stakeholders. -Ensure teaching routines promote good behaviour (recap, engagement, challenge) 			<p>Long Term: Dec 2022</p> <ul style="list-style-type: none"> - Culture of positive behaviour is embedded and this is evident in school climate. - Ofsted review evidences significant progress. - Exclusions of all formats reduce. 	<ul style="list-style-type: none"> - Students are calm and orderly and move to and from lessons purposefully. - The percentage of lates to school and lessons decreases significantly. <p>Long Term: Dec 2022</p> <ul style="list-style-type: none"> - Culture of good behaviour is normalised. - Parents understand the impact on their child that poor behaviour can have - Student experience in classrooms improves. - Disruption in lessons is minimal enabling students to make improved progress. - Students are rarely late. - Number of exclusions fall.
4. Teaching and Learning					
Identified Issue	Intervention	Implementation		Outcomes	Student Outcomes
1) Identification of key knowledge and concepts	- Ensure that the curriculum identifies the key knowledge and concepts we want	- Teaching and learning action plan created and shared with staff.	MPE	<p>Short Term: Feb 2022</p> <ul style="list-style-type: none"> - CPD programme is improved and fits with whole school priorities and is also bespoke to individuals and their developmental needs - CPD becomes an integral aspect of staff appraisal. - Good practice starts to be shared more across the school. Elements of school teaching improve (consistent recap at start of lessons, evidence of research based strategies being used in lessons) <p>Medium Term: July 2022</p> <ul style="list-style-type: none"> - The teaching and learning group continue to drive forward good practice and new initiatives. 	<p>Short Term: Feb 2022</p> <ul style="list-style-type: none"> - Students know the key knowledge and concepts they are expected to remember. - Students begin to make better progress in subject areas. - Greater consistency in the use of the 5 principles results in improvements in student progress across the school. <p>Medium Term: Oct 2022</p> <ul style="list-style-type: none"> - Students show greater consolidation of knowledge and key concepts. Students make improved progress in subject areas and across the school.
2) Securing depth of knowledge	- Enable students to remember to be successful in their learning.	- Roll out the Ridgeway principles effectively through T+L group and CPD sessions.	MPE		
3) Teaching and learning pedagogy and practice	- Develop Teaching and Learning pedagogy and practice.	- Termly Teaching and Learning focus on aspects of the 5 building blocks.	MPE		
4) Consistent use of the 5 building blocks of T&L at Ridgeway	- Embed the 5 building blocks of T&L at Ridgeway	- Implement start and end of lesson routines.	MPE/JW		
5) Share good practice across the school	- Regularly review and monitor the teaching and learning action plan.	- Focus on routines at start and end of lessons.	MPE		
		- Build a toolkit for each of the 5 building blocks	MPE		
		- Give staff access to a wide range of resources to embed the principles?	MPE		

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	<ul style="list-style-type: none"> - CPD to be at the centre of T&L - Share best practice. - Utilise the MER to complete the QA process and ensure Ridgeway Principles are explicit. - Carry out regular CPD around the principles to embed them in whole school teaching practice. - Empower T+L group to take lead on CPD and demonstrating new strategy. - Embed Professional and Reflective Learning “Drop in” programme to identify areas of strength within practice and those that need to be developed. Provide opportunities for all staff to observe high quality teaching from peers. - Feedback at individual, subject and whole school level to staff on areas of strength and areas to be developed. - Identify areas and aspects of embedded and leading practice across the school. - Use the identification of strengths and areas to be developed to initiate staff CPD. 	<ul style="list-style-type: none"> - Staff failing to display the principles are supported and best practice is shared. - Identify the strengths in T&L at individual, department and whole school levels. - Give effective feedback to staff that facilitates development of their own practice and that of others. - Identify best practice from staff and ask staff to lead regular CPD from identified strengths. - Direct staff to sessions best for their own development. - Use data to inform staff CPD and focal points for staff and the school to develop. - Published half-termly focused book scrutiny, learning walk drop ins and student voice interviews on MER calendar to assure quality of teaching and learning and progress of all students and key student groups. - T&L Briefings every Wednesday based on aspects of the 5 principles of T&L. - CPD library and T&L team to identify best evidence-based practice (Particularly for Boys and PP) - Seek out areas of best practice from other schools and organisations. 	<p>MPE/ HoDs/ MGB</p> <p>MPE</p> <p>MPE/ HoDs</p> <p>MPE/ HoDs/ SLT</p> <p>MPE/ HoDs/ SLT</p> <p>MPE</p> <p>MPE</p> <p>MPE</p> <p>MPE</p> <p>MPE/ HoDs/ all</p>	<ul style="list-style-type: none"> - Good practice is shared across the school and staff reflect on where their practice can be improved -The majority of lessons observed judged good or better <p>Long Term: Jan 2023</p> <ul style="list-style-type: none"> - The 5 building blocks of T&L at Ridgeway are embedded – Objectives, recap, content, apply, review -Consistent approach to whole school routines evident. -Pupil voice, parent voice and QA data demonstrates high quality provision in every area of the school - Professional and Reflective Learning Drop in” programme is embedded. 	<ul style="list-style-type: none"> - Achievement gaps begin to narrow and underachieving key groups, e.g. boys and PP begin to make better progress. <p>Long Term: Summer 2023</p> <ul style="list-style-type: none"> - Students make sustained and improved progress in subject areas and across the school. - Improvements in student progress are consistent across subjects. - The progress of key underachieving groups is improved, e.g. boys and PP. - Achievement gaps narrow in key student groups.
5. Curriculum					
Identified Issue	Intervention	Implementation		Outcomes	Student Outcomes

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<p>1) Planned and sequenced curriculum</p> <p>2) Assessment used consistently to assess key knowledge and concepts.</p> <p>3) Student clarity of fundamental British values</p> <p>4) Implementation of careers programme.</p>	<p>- Ensure that the curriculum is planned and sequenced coherently to ensure all pupils are able to know and remember more in the long term.</p> <p>- Ensure that students are clear about all fundamental British values.</p> <p>- Ensure that the school's careers programme is implemented effectively - Ensure that it is clear what knowledge and understanding we expect students to gain at each stage of their schooling and in each subject.</p> <p>- Ensure that teaching delivers the planned curriculum</p> <p>- Ensure that assessments are planned and consistently delivered in order to assess the key concepts and knowledge that we want students to remember.</p>	<p>- All subject areas complete sequenced curriculum plan across years 5-11, including the 'Why?'. Planning in each subject's curriculum builds towards clear end-points.</p> <p>- Curriculum training for HoDs and leaders through the National College.</p> <p>- Curriculum collaboration with HoDs and staff from other schools.</p> <p>- Planning and topic planning clearly shows what pupils will be expected to know and do by each end-points, be they the end of a year, key stage or phase of schooling.</p> <p>- Learning objectives and assessments link to the knowledge, skills and understanding that students should have at each end-point.</p> <p>- Planning shows the learning journey that students will make towards these end-point milestones.</p> <p>- Planning and topic planning clearly identifies way-points which pinpoint the specific knowledge and skills upon which students' progress to the next level of study in any subject is contingent. In other words,</p> <p>- Way-points used to set out what students need to know about the current topic in order to understand and succeed in the next topic.</p> <p>- Way-points and end-points are used as learning objectives and</p>	<p>MPE/ HoDs/ MGB</p> <p>MPE</p> <p>MPE/ MGB/ HoDs</p> <p>HoDs/ MPE</p> <p>HoDs/ MPE / SLT</p> <p>HoDs/ MPE/SLT</p> <p>HoDs/ MPE/MGB</p> <p>HoDs/ MPE/ MGB</p> <p>HoDs/ MPE</p>	<p>Short Term: Feb 2022</p> <ul style="list-style-type: none"> - HoDs develop planning of a sequenced curriculum. - Clear end points are identified in each subject's curriculum plan. - Clear way-points are identified in each subject's curriculum plan. - Topic planning identifies specific knowledge and skills needed to progress to the next level of study. <p>Medium Term: Sept 2022</p> <ul style="list-style-type: none"> - Sequenced curriculum plans are implemented in subject areas. - Knowledge and skills build on what has been taught before. - Pupils work demonstrates consistency across subjects and within departments for both quality of work and the sequences taught. - Assessments and learning objectives used are consistent within subjects and link to identified end-points and way-points. <p>Long Term: June 2023</p> <ul style="list-style-type: none"> - Curriculum is planned and sequenced effectively through all key stages. - Planned and sequenced curriculum is embedded in each subject area and across the school. - Planned assessments of identified knowledge and concepts are embedded and used consistently. - Pupils receive regular feedback to support progression and assessment points reflect the content and level of material learnt by pupils. 	<p>Short Term: Feb 2022</p> <ul style="list-style-type: none"> - Students know the key knowledge and concepts that they are expected to know and remember for each topic. - Students know the key knowledge and concepts that they are expected to know and remember at the end of the term / year. - Students know the key knowledge and concepts that they are expected to know in order to progress to the next topic or level of study. <p>Medium Term: Dec 2022</p> <ul style="list-style-type: none"> - Students make better progress as knowledge and skills build on prior learning. - Students are assessed on knowledge linked to identified key knowledge and concepts. - Students know where they are and can identify strengths and areas to develop. - Students know what they are learning now and how that links to what they have learned and will be learning next. <p>Long Term June 2023</p> <ul style="list-style-type: none"> - Student progress is improved in subject areas and across the school. - Students know where they are, their strengths and what they need to do to improve to the next level.
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		<p>also as a means of assessing students' progress.</p> <ul style="list-style-type: none"> - Each subject's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards defined way-points and end-points. - Planning and the curriculum consolidate and extends what has been taught in the previous key stage. - Central appraisal target for HoDs to plan a sequenced curriculum. - CPD for HoDs on planning and implementing a sequenced curriculum. 	<p>HoDs/ MPE/ MGB</p> <p>HoDs / MGB/ MPE</p> <p>MGB</p> <p>MPE</p>		<ul style="list-style-type: none"> - Students can clearly see where they are on their journey through Ridgeway, what they have done and what they will be doing next.
6. Staff Training and Appraisal					
Identified Issue	Intervention	Implementation		Outcomes	Student Outcomes
<p>1) Appropriate training for staff that enhances subject knowledge and improves teaching</p> <p>2) Coherent and effective CPD programme</p> <p>3) Appraisal system</p> <p>4) Appraisal linked to staff development and CPD</p>	<ul style="list-style-type: none"> - Ensure that all staff receive appropriate training in order to enhance their subject knowledge and improve their teaching. - Improve overall quality of education through building the knowledge of teachers, improving the range of techniques they can deploy and embed best practice consistently. - Focus on quality first teaching to improve student outcomes - Not an event but a culture – Staff ownership of development . - To revamp and develop the appraisal system. 	<ul style="list-style-type: none"> - Gaps in attainment (Boys and PP at GCSE) CPD and best practice for staff - Embedding T&L Principles (Recap, Objectives, Content, Apply and Review) - Developing a bespoke offer so staff can choose CPD relevant to them - Purchase CPD delivery through use of the National College – up to date with current DfE guidance, research and best practice. - CPD for all staff members in the school (Govs, office, TAs, caretaker, teachers etc.) - Bespoke training options for staff to do themselves – areas of interest - Whole school priorities (After half-term commuted TED – 	<p>MPE</p> <p>MPE</p> <p>MPE</p> <p>MPE</p> <p>MPE</p> <p>MGB/MPE</p>	<p>Short Term: Spring 2022</p> <ul style="list-style-type: none"> - More consistent use of the 5 building blocks to T&L. - Development of recap element of T&L. - All staff receive training related to whole school development. - Staff take ownership of their development through choosing training related to areas that need to be improved or of interest. - CPD is tracked across the school. - New and effective appraisal system implemented for teaching staff - Clear and consistent assessment of the overall performance of teachers, including the headteacher. - Appraisal as a supportive process which will be used to determine decisions on pay progression and inform continuing professional development. 	<p>Short Term: Spring 2022</p> <ul style="list-style-type: none"> - Student knowledge improves. - Lessons are improved. - Appraisal objectives create a sharper focus on improving student outcomes. <p>Medium Term: Jan 2023</p> <ul style="list-style-type: none"> - CPD has a positive impact on student outcomes. - Improved quality first teaching leading to improved student outcomes. - Appraisal review meetings and linked CPD leads to greater emphasis on teaching and learning strategies to improve student outcomes. - Greater support and challenge for staff, linked to appraisal, results in improvements in

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	<ul style="list-style-type: none"> - Link the new appraisal system to staff development and CPD. - Train appraisers effectively in the new system. - Share the policy with all teaching staff. - Is pay progression linked to appraisal? - Ensure the appraisal system supports teacher development. - Ensure the appraisal system improves the quality of teaching and learning. - Link professional development of staff to whole school priorities - Identify individual professional development opportunities as part of the appraisal process. - Does the appraisal process link directly to the school's CPD plan and provision. 	<p>Safeguarding, FGM (Female Genital Mutilation) and Prevent - through NC)</p> <ul style="list-style-type: none"> - CPD monitored though National College dashboard. - CPD – Wednesday Mornings - (Lesson routines, questioning, building blocks of T&L, Marking and feedback refresh) - Time explicitly set aside for CPD within the week. Can respond to needs and wants throughout the year. - T&L Learning Walk Form - Redesigned form to find strengths and limitations in teaching practice. - Using this to plan CPD for teachers to respond to weaknesses. - Getting teachers to share best practice across the departments/school. - Encouraging teachers to see each other teach - spotting good practice - T&L Team developed - Opportunity for all to join, research backed initiatives (EEF, Teacher toolkit etc.) -Marking and Feedback Policy developed. - Work on closing the gaps (Boys and PP) - NC WEBINAR and Trial ideas to embed. - External CPD Offered on NPQ schemes, Masters etc - ALL - PSHE training through FUTURELEARN (Completed) 	<p>MPE</p> <p>MPE</p> <p>MPE</p> <p>MPE</p> <p>MPE / HoDs</p> <p>MPE/ HoDs</p> <p>MPE/ SLT/ HoDs</p> <p>MPE/ T&L team</p> <p>MPE/ HoDs</p> <p>MPE</p> <p>MGB/ MPE</p> <p>MPE</p> <p>MPE/JW</p>	<ul style="list-style-type: none"> - Sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them. - Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers. <p>Medium Term: Oct 2022</p> <ul style="list-style-type: none"> - Whole school priorities will be collectively worked towards and achieved. - The appraisal system directly links to the school's CPD plan and provision. - A supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to support they need to carry out their role effectively. - It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. <p>Long Term: Summer 2023</p> <ul style="list-style-type: none"> - A system that supports teacher development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. - A culture where all teachers take responsibility for improving their teaching through appropriate professional development will be created. 	<p>teaching and learning and improvements in student progress.</p> <p>Long Term: Summer 2023</p> <ul style="list-style-type: none"> - CPD has a positive impact on student outcomes. - A targeted programme of CPD leads to improvements in teaching and learning and the progress made by students. - Pay progression decisions based on successful achievement of centralised objectives for student progress and improvements in teaching and learning leads to improved student outcomes.
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		<ul style="list-style-type: none"> - EduCompli – GDPR and Safeguarding training completed in lockdown. - Continued exam board training for staff and HoDs - Mental health first aid – SB, CGI - ECT Programme – JSM LPE Inset - Inset on Questioning, Retrieval Practice and Effective Lesson Planning - Dr Dan Rouse ADHD and Autism training - Safeguarding training to all staff - SEND needs from IEPs to access arrangement - Use National College to develop departmental CPD/ individual CPD - Embed it over time, revisit ideas – culture of continual improvement. - Linking CPD into appraisal process - Review Appraisal and capability policy - Use Performance in SIMs to manage the appraisal process - Make necessary amendments to staff appraisal tree - Training for appraisers and staff on the changes to the appraisal system - INSET for staff to collate and upload evidence towards appraisal targets - Carry out the appraisal process as set out in policy - Coordinate CPD plan with appraisal process 	<p>HoDS/ MPE</p> <p>SB/ CGI</p> <p>MPE</p> <p>JW</p> <p>JW</p> <p>JW/ ST</p> <p>MPE/ HoDs</p> <p>MGB/MPE</p> <p>MGB</p> <p>MGB</p> <p>MGB</p> <p>MGB</p> <p>MGB</p> <p>MGB</p> <p>MGB/SLT/Line manager</p> <p>MGB/MPE</p>		
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