

**Ripplevale Rochester**

**School Priorities 2023 - 2024**

| **Priority 1****Quality of Education** | **1:1** Develop and publish a whole school curriculum policy that identifies the curriculum offered and how it is delivered. |
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| **1:2** Review and amend the subject curriculum so that it is ambitious and identifies and orders the important knowledge that pupils need to learn through and across key stages. |
| **1:3** Ensure that teachers have good subject and pedagogical knowledge so that pupils routinely learn and remember the knowledge intended. |
| **1:4** Review the school's systems for the assessment of pupils' learning. Ensure that assessment is used consistently and effectively to identify and address misconceptions, to close gaps and to embed learning. |
| **1:5** Prioritise reading to allow pupils to access the full curriculum offered. In particular, ensure that older pupils who are behind with their reading are helped to catch up, including through accessing texts with engaging content matched to their reading skills. |
| **1:6** Develop and promote the school’s culture for reading, including ensuring that pupils read widely and often. |
| **1:7 Staff Choice:** Ensure that the subject and wider curriculum is adapted to meet pupils’ individualised learning needs, including their EHCP targets. |
| **Priority 2****Behaviour & Attitudes** | **2:1** Increase attendance rates across the school. Review the attendance policy to ensure that it is fit for purpose. Ensure that agreed systems and practices to secure good attendance are implemented consistently and that the impact of the policy is evaluated termly (6 terms). |
| **2:2** Decrease the proportion of persistently absent pupils, particularly in the older year groups. As above: Review policy, implement agreed systems and practices consistently and evaluate the impact of the policy and actions taken termly (6 terms). |
| **2:3** Strengthen pupils’ attitudes to learning, so that they show commitment, study effectively and are resilient to setbacks.  |
| **2:4** Reduce incidents of bullying and prejudiced and discriminatory behaviour and language. Ensure that all members of the school community understand what constitutes acceptable/unacceptable behaviour and why. Ensure that staff respond consistently to incidents of unacceptable behaviour. |
| **2:5 Staff Choice:** Review the school behaviour policy. Ensure that there is a clearly understood, and consistently implemented system of rewards and sanctions (consider rewards linked to interests/a merit system). |
| **Priority 3****Personal Development** | **3:1** Implement the newly planned PSHRE curriculum. Make considered adaptations to the scheme of work, so that older pupils access essential learning to be covered in earlier year groups. Monitor and evaluate the implementation of the new curriculum (at the end of each seasonal term) and identify and implement required amendments. |
| **3:2** Develop a Ripplevale Careers Strategy and Programme for 2023/2024. Design, introduce and implement new schemes of work for courses in Careers, Preparation for Adulthood, Personal Finance (as well as PSHRE).  |
| **3:3** Ensure that pupils in Key Stages 3, 4 and 5 access high quality guidance, support and experiences enabling them to make informed choices about options that are completed and future destinations that are successfully sustained. |
|  **3:4** Review the planned opportunities for pupils’ experiences beyond the subject curriculum,  including to provide opportunities for pupils to engage in meaningful experiences to develop  as responsible, active citizens.  |
| **3:5 Staff Choice:**Increase opportunities for students to prepare for life beyond school. Implement a considered life skills curriculum (with accreditation), to include travel training and access to a school ‘flat’. |
| **Priority 4****Leadership & Management** | **4:1** Review the structure of the senior leadership team, ensuring that roles and responsibilities are known and understood by all staff. Senior leaders ensure that the ISS are consistently met. |
| **4:2** Strengthen the capacity, effectiveness and impact of curriculum subject leadership and the leadership of SEND. Pupils receive the provision identified on their plans, annual reviews are completed to time and pupils are prepared well for transitions. |
| **4:3** Ensure that there is a clear CPD offer for all staff, that enables bespoke support and enhances opportunities for career progression. |
| **4:4** Ensure there is a strong and effective culture of safeguarding. All members of the school community know what to do if they are concerned about a pupil or peer. Leaders and staff understand and employ systems and processes to identify risk, help reduce risk of harm and manage safe recruitment and allegations. |
|  | **4:5 Staff Choice:** Strengthen systems for communication so that all staff feel considered and well informed about school priorities, routines, events and changes.  |
| **Priority 5****Quality of 6th Form Provision** | **5:1** Students have high attendance and are punctual to lessons. They show positive attitudes to their learning. The environment enables students to focus on their learning. Where relevant, evidence indicates that attendance and attitudes are improving. |
| **5:2** The curriculum (including RSE) is ambitious, coherently planned and tailored to meet individual needs.Teachers have expert knowledge of the subjects and courses that they teach and how to teach. Leaders provide effective support to teachers, especially those teaching outside their areas of expertise. |
| **5:3** Students acquire detailed knowledge across the curriculum and achieve well in their programmes of study. They make substantial and continuous progress from their starting points in their programmes of study. |
| **5:4** Students are ready for the next stages in their education, employment or training. They go on to destinations that meet their interests and aspirations and intended course of study. Students sustain their chosen destinations/courses. |
| **5:5 Staff Choice:** Further enhance students’ readiness for work and life beyond college. Including by extending opportunities for life skills learning, off site visits to colleges, places of work and opportunities to work within local communities. |