

School Information and Accountability Pack 2020 to 2021

Version 1 (Original)	14 th September 2020
Version 2 (updated)	December 2020
Version 3 (updated)	March 2021
Version 4 (updated)	June 2021

Our school aims to...

- Celebrate success, learn from mistakes
- Build resilience, accept challenge and strive for excellence
- Shape curriculum to discover, explore and build aspiration

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Staff List

Colin D Scott (SLT + T&L SLT)	Headteacher
James Yates (SLT + T&L SLT)	Deputy Headteacher (Curriculum and Outcomes) SLT Link to Mathematics and Communications
Helen Whitehead (SLT + T&L SLT)	Deputy Headteacher (Behaviour, DLS and SENCO) SLT link to Creative Arts and Alternative Provision
Sarah Matthewman (SLT + T&L SLT)	Assistant Headteacher (Teaching and Assessment) SLT link to Humanities and Science
Stacey Burke (SLT)	Head of Communications, EAL and Deputy SENCO
Sarah Cox (SLT)	Head of Creative Arts, Equalities, Prefects and Ambassadors
Jane Hailwood (SLT)	Head of Sciences, Personal Development, DofE, Pupil Council
Gill Morrissey (SLT)	Director of Integrated Services and Facilities
Richard Sherwood (SLT)	Head of Humanities, All Surveys and Raising Aspirations

Teaching staff:

Hossam Ahmed	(Science KS3 Lead & STEM)	Emma Blatch	(Science)
Selina Brierley	(PE Lead)	Stacey Burke	(Communications Lead)
Rachel Campbell	(English)	Mark Carter	(Mathematics Lead)
Sarah Cox	(Creative Arts Lead)	Laura Dunphy	(Science and PHSE)
Ryan Ford	(Humanities)	Chelsea Foreman	(Maths)
Ron Gückel	(Modern Languages)	Michael Gunnell	(PE and Maths)
Jane Hailwood	(Science Lead)	Andrew Hill	(Humanities and English)
Aidan Hindhaugh	(PE and Rewards)	Danny Hughes	(Humanities)
Mark Kirkbride	(Technology Lead)	Jo Laheney	(Humanities and RE Lead)
Alex Lipinski	(Humanities and History)	Sarah Matthewman	(English)
Claire McCool	(Technology)	Roy McCormack	(ICT and Media)
Richard Miller	(Modern Languages Lead)	Kieran Pearson	(PE and Primary Support)
Sheila Plews (0.5 FTE)	(Creative Arts Art/Ceramic)	Gemma Roberts	(English, Lit and Library)
Richard Sherwood	(Humanities Lead)	Amy Southworth-Gedye	(Creative Arts Drama)
Ewan Thomson	(Maths)	Amy Walker	(Science)
Nick Watkinson	(English)	Jaime Westwood	(Art Lead)
Helen Whitehead	(English)	James Yates	(Maths)

Other Staff:

HLTAs Wendy Carlisle, Yvonne Deighton, Elaine Pippet

GTAs: Tracy Brown, Jordan Craggs, Hannah Enbom, Richard Meacher, Jamie Thomas, Carrie Lowe

Library: Jo Sellers

Site/Admin/Catering/IT Teams; Angelique Armstrong (Admin), Jane Atkins (Head Chef), Sarah Butler (Cook), Jen Gardiner (Marketing), Neil Griffith (Grounds), Gillian Hare (Admin), Stacey Johnson (Science Technician), Jane Jones (Cook), Michael Kay (IT Technician), Simone Lodge (Admin), Gary Lamont (Network Manager & Pastoral Support), Gill Morrissey (Director of Integrated Services and Facilities), Amanda O'Flanagan (Admin), Gary Palmer (Assistant Caretaker), Ray Raw (Technology Technician), Noreen Ryder (Dining Room/Events Asst and Lettings), Ray Simpson (Caretaker), Alison Swales (Cook), Jamie Tivinan (IT Technician)

Year Team Managers; Sam Wright (KS3), Andrea Benson (KS4)
 Other Support; Helen Porritt (Military and Careers), Gary Morley (Parent Support Advisor)
 Headteacher's PA; Stef Blood
 Exams and Finance; Julie Tonkin (Examinations Officer), Mel Diamond (Finance)
 Cover Assistant; Jamie Metcalfe
 Alternative Provision; Paul Cornforth (Lawrence House and Hub Manager)
 School Counsellor; Lisa Smith

School Structures

Governors

Terry McCann A/Chair of Gov's	Colin D Scott Headteacher Gov	Amy Beveridge Parent Gov	Samantha Cotgrave Co-opted Gov	John Glahome Co-opted Gov
Jane Hailwood Staff Gov	Cllr Carl Les LA Gov	Charlene Thirlwell Parent Gov	Lt Col Jim Turner Co-opted Gov	Lara Vinsen Co-opted Gov
Vacancy Co-opted Gov	Stef Blood Headteacher's PA	Pat Gale Governors' Clerk	James Durran LA Adviser	Helen Simpson School Bursar

Governing Body Committee Members	School Improvement Committee (SIC)	Samantha Cotgrave, John Glahome, Cllr Carl Les, Lt Col Jim Turner
	Pay Review Committee	John Glahome, Terry McCann, Colin D Scott (except for own pay review), Lt Col Jim Turner
	Staffing and Discipline Committee	Ad-hoc as required
	Academies	Car Les, John Glahome, Colin D Scott

Senior Leadership Team

Stacey Burke Senior Teacher	Sarah Cox Senior Teacher	Jane Hailwood Senior Teacher	Sarah Matthewman Assistant Head	Gill Morrissey Facilities Director
Richard Sherwood Senior Teacher	Colin D Scott Headteacher	Helen Whitehead Deputy Head	James Yates Deputy Head	??? Senior Teacher

Key to colours used on this page

	Full Governor
	Support to Governors and Senior Leadership Team
	Senior Leadership Team
	Quality of Education Leadership Team and Senior Leadership Team

Communications Faculty

Stacey Burke Communications Faculty Leader	Rachel Campbell English Teacher and Alt Provision Support	Ron Gückel Modern Languages Teacher	Andy Hill English (and History) Teacher	Sarah Matthewman English Teacher (and Assistant Headteacher)
Richard Miller Modern Languages Leader	Gemma Roberts English Teacher, Literacy Leader and Library Lead	Jo Sellers Librarian	Nick Watkinson English Teacher (NQT)	Helen Whitehead English Teacher (and Deputy Headteacher)

Mathematics and ICT Faculty

Mark Carter Mathematics and ICT Leader	Chelsea Foreman Maths Teacher	Michael Gunnel Maths (and PE) Teacher	Roy McCormack ICT and Media Studies Lead	Ewan Thomson Maths Teacher
James Yates Maths Teacher (and Deputy Headteacher)				

Sciences Faculty

Hossam Ahmed KS3 Science Leader (and STEM)	Emma Blatch Science Teacher	Laura Dunphy Science Teacher (and Social Studies Leader)	Jane Hailwood Science Leader	Amy Walker Science Teacher
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Humanities Faculty

Ryan Ford Humanities Teacher	Danny Hughes Humanities Teacher	Andrew Hill Humanities (and English) Teacher	Jo Laheney Humanities Teacher and RE Leader	Alex Lipinski Humanities Teacher and History Leader
Richard Sherwood Humanities Leader				

Other HLTA, General TA Support and Cover Supervision

Wendy Carlisle HLTA Support	Tracey Brown GTA (specialised support)	Jordan Craggs GTA	Yvonne Deighton HLTA Support	Hannah Enbom GTA
Jamie Metcalfe Cover Assistant	Richard Meacher GTA	Elaine Pippet HLTA Support	Jamie Thomas GTA	??vacancy?? GTA

Carrie Lowe
GTA

Lisa Smith
School Counsellor

Creative Arts Faculty

Selina Brierley PE Leader	Sarah Cox Creative Arts Leader	Aidan Hindhaugh PE teacher (and House/Rewards Leader)	Mark Kirkbride Technology Leader	Claire McCool Technology Teacher
Kieran Pearson PE Teacher (and Primary Support)	Sheila Plews Art/Ceramics Teacher (0.5FTE)	Amy Southworth-G Drama Leader	Jaime Westwood Art Leader	

Internal Alternative Curriculum and Other Support Faculty

Rachel Campbell Core Curriculum Teaching Support	Yvonne Deighton HLTA Support for Nurturing	Danny Hughes Humanities Teaching Support	Gary Lamont Pastoral Support (and Network Manager)	Gary Morley Pastoral Support (and Parent Support Advisor)
Sheila Plews Creative Teaching Support	Helen Whitehead Strategic Leader for Alternative Provision	James Yates Curriculum Development for Alt Provision	Paul Cornforth Lawrence House and Hub Manager	

Admin / Office / Site / Technical / Other

Angelique Armstrong Admin	Andrea Benson KS4 Manager and Assistant DSL	Stef Blood Headteacher's Personal Assistant and HR	Mel Diamond Staff Cover and Finance	Jen Gardner School Marketing and Promotions
Neil Griffith Grounds and Gardening	Gillian Hare Admin	Stacey Johnson Science Technician	Michael Kay IT Technician	Gary Lamont Network Manager (and Pastoral Support)
Simone Lodge Admin	Gary Morley Family Support Officer	Gill Morrissey Director of Integrated Services Facilities	Amanda O'Flanagan Admin & Pupil Attendance	Gary Palmer Assistant Caretaker
Helen Porritt Careers and Military	Raymond Raw Technology Technician	Noreen Ryder Dining Room/ Events Asst and Lettings	Helen Simpson School Bursar (0.2FTE)	Ray Simpson Caretaker
Jamie Tivanan IT Technician	Julie Tonkin Examinations Officer	Sam Wright KS3 Manager and Assistant DSL		

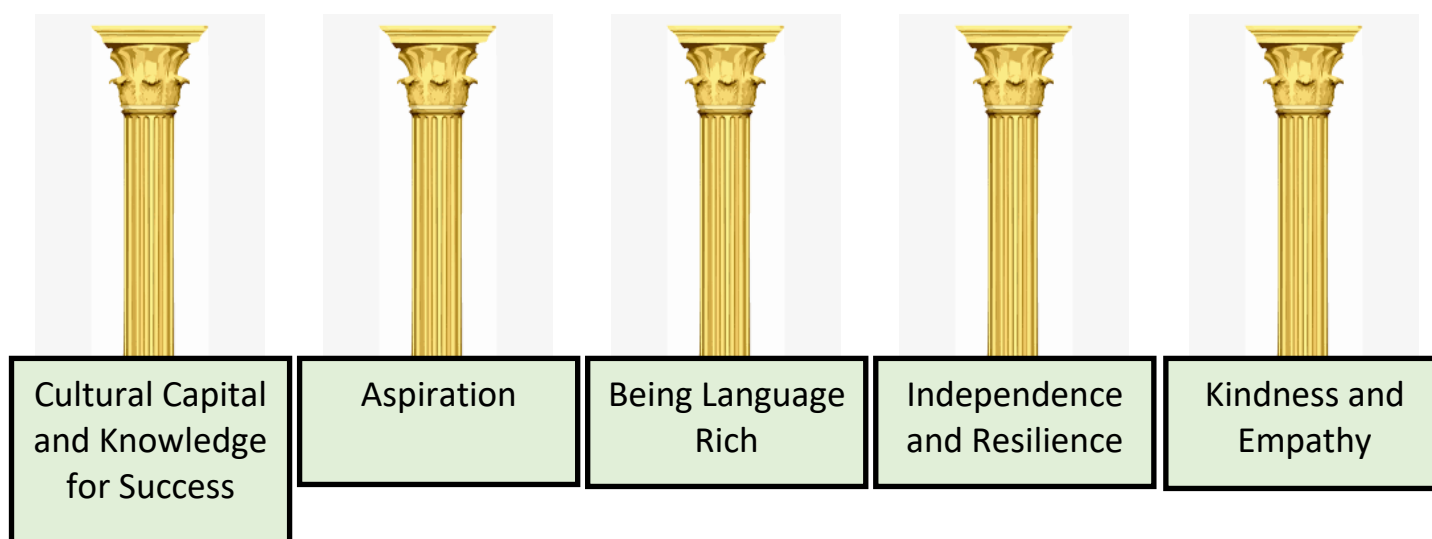
Whole School Curriculum

A significant amount of work was done during the academic year 2018/2019 to ensure that there was an improvement in the quality of the education across the school and subject curricula brought up to date. Senior Teachers forged a team and in partnership improved the curriculum provision across all areas. External visitors have recognised key developments and improvements in these areas, including Ofsted.

Teacher planning is focused on sequential pupil learning, and where curriculum development was in more advanced stages (English and mathematics, whose specifications began a year earlier) results demonstrated a very real and significant improvement to above average against national data.

In early September 2019, having listened to staff and pupils, a vision for the whole school curriculum through a curriculum workshop which brought together all of the work of the senior teaching team. Thus we developed “The Risedale 5 Pillars of the Curriculum” which underpins our desire to strengthen the whole-child for their future. This is, in actual fact, not a new creation for the but is the accumulation of a focused process over a number of academic years.

The expectation is that all planning and delivery within all subject areas and across both Key Stages 3 and 4 explicitly reflects these 5 integral golden pillars for our pupils.



- Cultural Capital and Knowledge for Success is intended to broaden our community's awareness, understanding and acceptance of the world around us. In this we support international visits to, and to take in pupils for several weeks from, a broad range of international countries such as Germany, France, Russia and China. This helps our pupils to work in harmony with people just like themselves but from different backgrounds.
- Aspiration is what it says, the belief that every young person can aspire to be whatever and whoever they want to be in a multi-cultural and diverse global society.
- Being Language Rich is vital for young people to have the skills they need to learn about the world around them and to access future learning opportunities that will help them succeed. They cannot learn about other subjects if they cannot understand the text to be able to read or write about them.
- Independence and Resilience aims to develop within the individual an attitude that never gives up. We recognise pupils will, at times, fail. But failing is good as it is how we learn! Pupils who are both resilient and independent are much more capable of succeeding in their later lives.
- Kindness and Empathy, although the last of our pillars, is nonetheless a thread that goes through the heart of everything we want our children to be and to do. We want to ensure our young people grow up to be kind to others and have respect and understanding for those less fortunate than ourselves.

Pupil Premium and Service Premium Information

Some context:

- Attendance has risen by 3% in the last three years to 2019 so that it is just above national averages at over 95.4% last year – contextually well-above given that we have four times the national average of mobility and every time an army pupil moves our school takes at least a week's attendance 'hit' while we wait for them to register with their new school – however attendance remains delicate
- Progress overall has risen, and maths/English is now more positive in P8 as a result of early curriculum changes and stabilised staffing. Other subjects have started their new curriculums and staffing now stable
- Behaviour has improved with more robust systems and sanctions allowing exclusions to be reduced massively (to zero last year) as we don't give up on kids but still protect others from lesson disruption where it occurs
- Positive staff/pupil/parent surveys
- Growth of school from 410 pupils three years ago to an anticipated 560 in 2020/2021 – as a result of positive community activities and reputation which ensures that the school is more financially viable and able to employ more resources and skilled staff
- Deficit of £300k two years ago is now an approximate £70k surplus in financial year 19/20
- There is more for the pupils to do – more sport, more clubs, international visits and visitors
- There are now more subjects on the curriculum such as drama, GCSE PE, media studies and French
- EBACC entries have risen so that 58% of our current pupils now self-choose this route of study – they aren't forced into it (it was just 22% two years ago)
- The school has gained the "Quality in Careers" award demonstrating that we already meet the GATESBY benchmarks
- All leaders now part of their own subject-networks and able to share ideas with colleagues
- NPQML, NPQSL and NPQH available to all leaders where relevant
- Bespoke CPD now available to all teachers and other staff
- School focused on the child and their successes and, whilst important, not just on academic outcomes for school league tables
- SMSC/British Values further supported – e.g. LGBTQI week, flying flags of other nations, international food days are starting this year (e.g. Fijian, Nepalese, Russian), workshops targeting those pupils who may be at risk of extreme views, full PHSE programme
- Police cadets (only the third in North Yorkshire) now on site for two years further promoting community engagement.

What are the overall challenges ahead?

- Relentless focus on higher challenge so that everyone engages and achieves
- Increasing population as Army increases Catterick capacity from 2021
- Known increase in EHCP pupils from four pupils in September 2020 so that there will be nine pupils requiring specialist provision with additional TA re-focus in this and other areas
- Steely determination to ensure that the recent improvement in progress can continue so the school attains an overall and sustainable P8 value of at least +0.2 in the next few years
- Successfully integrating personal portable technologies to all years (starting with Y7 each year until complete)
- Ensuring all teachers access the right CPD for them
- Ensuring governors are able to offer greater challenge to Pupil Premium spending and have the training to secure this.
- Ensuring the instability (now corrected through new staffing) in history, DT and science is supported to fully stabilise like it has in English and maths who were on the new curriculum a year ahead of others
- Remaining focused on 'never-giving-up' on those kids who need our help as opposed to 'dropping' them for fake progress scores
- Constant monitoring of workload to make sure teaching is a pleasure not a chore! More work to be done but please remember the reduced workload from SP-tracking from 5 to 3, the automated reports so that it is equitable between teachers as only form tutors now write the text, the extra non-contact everyone receives, the less-than 1265 hours worked by teachers.

Review Statement of spending 2019/2020 from the school's identified needs

Pupil numbers:

Total school cohort	512 pupils
Total number of FSM6 pupils:	128 (25.0%)
Total number of Service Children	304 (59.4%)

Total extra funding available to school: **£217,646**

Identified impact intent of spending 2019/2020 – school priorities identified were:

- Narrowing of progress (P8) gap between in-school peers**
- Increase in attendance**
- Reduction in persistent absence**

Review data.

Please note 'other' refers to pupils in school who are neither FSM6 nor Service Children. The School's overall P8 figure in 2018 was -0.46, in 2019 was -0.23, and in 2020 was +0.14* (estimated based on GCSE outcomes in 2019).

Green for narrowing gap, red for widening – lighter colours used means less significance.

FSM6 Pupils	2017/2018			2018/2019			2019/2020*			2019/2020 gap change
	Other	FSM6	Diff	Other	FSM6	Diff	Other	FSM6	Diff	
Progress 8 all	-0.28	-0.97	-0.71	-0.14	-0.24	-0.1	+0.31	-0.38	-0.67	0.57
HA P8	-1.23	-1.48	-0.25	-0.04	-0.53	-0.49	+0.57	-0.62	-1.19	0.70
MA P8	-0.14	-1.1	-0.96	+0.04	0.14	+0.1	+0.11	-0.04	-0.15	0.16
LA P8	+0.03	-0.26	-0.29	-0.8	-0.337	+0.46	+0.55	-0.61	-1.16	1.62
Attainment 8 all	36.1	27.2	-8.9	40.05	38.7	-1.35	41.82	39.41	-2.41	1.06
HA A8	52.1	36.25	-15.85	59.4	49	-10.4	61.33	55.14	-6.19	4.21
MA A8	36.8	24.1	-12.7	39	37.7	-1.3	40.11	39.5	-0.61	0.69
LA A8	25.7	22.2	-3.5	17.3	22	+4.7	30.31	17.6	-12.7	17.40
Basics 4+	29%	20%	-9	55	44	-11	54.5%	59%	+4.5	15.50
Basics 5+	14.3%	10%	-4.3%	27%	33%	+6%	33.3%	36%	+2.7	3.30
Entering EBacc	18%	10%	-8%	50%	39%	-11%	55%	55%	0%	11.00
EBacc 4+	11.3%	10%	-1.3%	27%	22%	-5%	26%	32%	+6%	11.00
EBacc 5+	3.2%	10%	+6.8%	9%	5.6%	-3.4%	15%	14%	-1%	2.40
Attendance	95.05%	91.39%	3.66%	95.36%	93.72%	1.64%	95.17%	93.65%	1.52%	0.12
Persist Absence	8.42%	22.13%	13.71%	9.39%	14.47%	5.08%	13%	15.33%	2.33%	2.75

Service Pupils	2017/2018			2018/2019			2019/2020*			2019/2020 gap change
	Other	Serv	Diff	Other	Serv	Diff	Other	Serv	Diff	
Progress 8 all	-0.28	-0.65	-0.37	-0.14	-0.19	-0.05	+0.16	+0.12	-0.04	0.01
HA P8	-1.23	-1.8	-0.57	-0.04	-0.04	0	+0.23	-0.01	-0.24	0.24
MA P8	-0.14	-0.49	-0.35	+0.04	-0.2	-0.24	+0.16	-0.01	-0.17	0.07
LA P8	+0.03	0.5	+0.47	-0.8	-0.3	-0.5	+0.11	+0.45	+0.34	0.39
Attainment 8 all	36.1	36.4	+0.3	40.05	38.5	-1.55	40.94	39.03	-1.91	0.36
HA A8	52.1	41.4	-10.7	59.4	57	-2.4	62.2	54.8	-7.4	5.00
MA A8	36.8	35.5	-1.3	39	36.2	-2.8	41.8	37.8	-4	1.20
LA A8	25.7	31.5	+5.8	17.3	20.7	+3.4	26.7	30.2	+3.5	0.10
Basics 4+	29%	43.2%	+14.2%	55%	48.9%	-6.1%	60.4%	50%	-10.4%	4.30
Basics 5+	14.3%	13.5%	-0.8%	27%	30%	+3%	37.5%	30%	-7.5%	10.50
Entering EBacc	18%	29.7%	+11.7%	50%	40%	-10%	60%	47.5%	-12.5%	2.50
EBacc 4+	2.9	18.9	+16	27%	11%	-16%	31.3%	22.5%	-8.8%	7.20
EBacc 5+	2.9	5.4	+2.5	9%	4.2%	-5.8%	16.7%	12.5%	-4.2%	1.60
Attendance	95.05%	94.98%	0.07%	95.36%	95.81%	0.45%	94.65%	94.92%	0.27%	0.18
Persist Absence	8.42%	10.22%	1.8%	9.39%	8.91%	0.48%	13%	12.24%	0.76%	0.28

**Data in this year should be considered against the impact of Covid-19, the 'shutdown' of main schools as a place for learning, the cancellation of GCSE examinations to all our Y11 cohort and the need to use Teacher Assessment instead.*

Plan for spending in academic year 2020 to 2021

Risedale school has four times the mobility of an average English secondary school due mostly through British Army unit moves where parents are deployed to other areas. Most of the remaining pupils come from one of the most deprived wards within England. Our school believes that all children, regardless of background, deserves the best education and its journey over recent years has been to;

- ***instil faith in the school by our local community***
- ***recruit specialist teaching staff***
- ***increase the progress all pupils make***
- ***increase school attendance***
- ***reduce exclusions***
- ***increase opportunities of our pupils to experience world culture***
- ***raise aspirations in every child (and their parent)***

Pupils from both the pupil premium (FSM6) and Service Premium (army children) often share similar needs, such as attendance, social and emotional well-being and progress. As a result, Risedale School is uniquely placed to use its extra funding to complement both groups. Whilst the plan to spend each source of extra funding is reported separately within this document the majority of our school priorities match the needs of both sets of children. Because of this, and to achieve best value, funding is often combined to enable maximum impact to as many young people who attract this funding as possible.

Please note that in the financial year 2020/2021 the government has announced extra funding per pupil to allow for activities to aid catch up due to Covid19-related issues where children have missed substantial amount of schooling. This funding is being separately to PP/Service funding and is targeted to such activities as are deemed necessary in Risedale for all pupils who may benefit. Senior teacher Stacey Burke will be leading on this and given access to ALL available extra funds specifically for this purpose and so that it is not simply 'swallowed up' into general school funding. It may be added to parts of normal PP/Service funding (not subsumed within it but extra to it) where activities may be similar. A separate action plan is being created for this spend and headline details can be found on [page 34](#) of this document entitled "[Covid-19 Boost](#)".

Number of pupils in cohort 2020-2021

Total school cohort	552		
Total number of FSM6	150 (28.2%)	£955 per pupil	£143,250 total
Total number of Service Children	332 (62.4%)	£310 per pupil	£102,920 total

Total extra income available to school: **£246,170**

In-school barriers to improvement and school priority	LAC?	FSM6?	Service?
1) Progress gap significant between their peers	X	X	
2) Attainment 8 low for all groups compared to national	X	X	X
3) Higher ability pupils do not always make progress they should	X	X	X
4) Social emotional health often low due to local context and army moves	X	X	X
5) Limited vocational options due to access to specialist staffing		X	X
6) Attendance remains an issue to maintaining recent improvements		X	X
7) Exclusions causing stall in progress		X	X

Main external barriers to improvement and school priority	LAC?	FSM6?	Service?
8) Low prior attainment from local primary school	X	X	X
9) Mid-year entries to and from school (out of area and out of country)	X		X
10) Low cultural awareness of wider world and community (including careers)		X	X

School priorities for FSM6 and Service Pupils with desired outcomes

Barrier	Aim/Outcome	Action(s)	Main Target Group(s)		By when?	Costs from:	
			FSM6	Service		FSM6	Service
1 and 2	Reduce gap in progress so that it nears that of other pupils in school and in the country and Increase Attainment 8 scores so that it nears local and national averages	CPD plan for target groups and leadership of INSET partly funded (10%) through this strategy (inc. LAC)	X	X	Dec 2020	£7,000	£3,000
		Supply of all revision books for GCSE to Y10 and Y11 pupils free of charge (inc. LAC)	X	-	Dec 2020	£5,000	--
		Procure software (Accelerated Reader and MyMaths) to improve core performance (inc. LAC)	X	X	Sep 2020	£3,251	£1,050
		Delivery of training to all classroom staff using in-house and external trainers	X	X	Oct 2020	£9,000	£4,000
		TA Staff deployment to classrooms to support target group (part contribution)	X	-	Sep 2020	£15,000	--
3	Increase the progress higher achievers make	Raising Attainment group led by senior teacher partly funded (20%) through this strategy (inc. LAC)	X	X	Sep 2020	£8,000	£4,500
		Intervention groups during Form Time and after school using specialist tutors and own staff (inc. LAC)	X	X	Dec 2020	£4,000	£3,000
		Parent Support adviser role to liaise with disengaged parents (part contribution)	X	-	Sep 2020	£10,000	--
4	Support children with emotional well-being caused by army moves or other mid-year moves	Procurement of Educational Psychology Service to support pupils coping with move stresses (inc. LAC)	-	X	Sep 2020	--	£8,550
		Identification and training of in-house 'well-being' staff	X	X	Sep 2020	£2,000	£2,000
		'Hub' facility running costs – resources and utility bills (part contribution)	-	X	Sep 2020	--	£10,000
		Access to Garrison "Civil Integration Group" – leadership time (part contribution)	-	X	Sep 2020	--	£5,000
5	Expand vocational opportunities for disadvantaged pupils and those wanting to enter uniformed services	Recruitment of specialist to develop vocational bespoke to needs of target group (part cont)	X	X	Sep 2020	£8,000	£1,000
		Contribution to support facility to operate North Yorkshire Police Cadets – utilities and opening	X	X	Sep 2020	£2,000	£3,000
		Capital development of areas of school to enable vocational (part contribution)	X	X	Jul 2021	£20,000	£5,000

6	Increase attendance, particularly pupil prem and reduce persistent absence	Part contribution to external attendance prosecution agency	X	-	Jan 2021	£5,000	--
		Deployment of Parent Support Adviser to families whose children repeatedly don't attend	X	X	Sep 2020	£10,000	£5,000
		Royal Mail use for frequency of letters to target families	X	X	Sep 2020	£1,000	£500
7	Maintain low exclusions	'Lawrence House' to engage challenging behaviour – utilities and resources	X	X	Sep 2020	£8,000	£2,000
		Use of 'Prince's Trust' to carry out workshops to pupils at risk of exclusion	X	X	Sep 2020	£3,000	£1,000
		Contribution to staffing to lead and teach in "Lawrence House"	X	-	Sep 2020	£5,000	--
8	Support transition from primary schools	Contribution to KS2-3 transition coordinator for accurate knowledge of attainment	X	--	Sep 2020	£2,000	--
		Part time teacher to run activities solely to ensure smooth transition – part contribution (inc. LAC)	X	--	Sep 2020	£10,000	--
9	SEMH issues	HLTA to support 'Hub' transition for army (part contribution of salary) (inc. LAC)	--	X	Sep 2020	--	£15,000
		Contribution to 'Hub' running costs (inc. LAC)	X	X	Sep 2020	--	£3,000
		Service advocate to identify and support military families and children	--	X	Sep 2020	--	£15,000
		In-house counsellor advisor to support mental well-being (KCSIE 2020 and post-Covid trauma) (inc. LAC)	X	X	Dec 2020	£15,000	£15,000
10	Increase cultural awareness of pupils from this particular area of the country	Support parents to enable children to access international school trips	X	--	Sep 2020	£4,000	--
		Facilitate school hosting of international visitors, particularly from Asia/Russia/China	--	X	Sep 2020	--	£1,000
		Development of careers and work experience	X	--	Sep 2020	6,000	13,000
Total projected spending contribution from both funding streams:			Pupil Premium			Service Premium	
			£161,100			£120,600	

School Calendar for 2020 to 2021

Blue indicates directed time for all teaching staff until 3:55pm. "CDT" means a formal with agenda/minutes "Curriculum Development Time" in departments. Year group parents' evenings to start at 3:15pm, Open evenings to start at 6pm. WSM indicates Whole School Meeting. DTD is disaggregated training day. All subject to change.

W/B	Monday	Tuesday	Wednesday	Thursday	Friday
07/09/20	CPD FULL DAY	CPD FULL DAY			*Y11 Prom*
14/09/20		SLT			
21/09/20	CDT	Faculty Leads			SLT Residential
28/09/20		TLG		Y6 Open Evening	
05/10/20	DTD – 1hr	Full Governors			
12/10/20		SLT	Presentation Eve	Y7 Tutor Chat	(Y11 SP1)
19/10/20		Faculty Leads			
Half term begins end of Friday 23 rd October 2020					
02/11/20	WSM	TLG			
09/11/20	DTD – 1hr	SLT			
16/11/20	CDT	Faculty Leads			(Y10 SP1)
23/11/20		SLT			
30/11/20				Y10 Consultation	(Y7,8,9 SP1)
07/12/20	WSM	Full Governors			
14/12/20					
Winter holidays begin end of Friday 18 th December 2020					
04/01/21	CPD FULL DAY	SLT			
11/01/21		TLG		Y11 Consultation	
18/01/21	CDT	SLT			(Y11 SP2)
25/01/21	DTD – 1hr	Faculty Leads			
01/02/21	WSM	Full Governors			
08/02/21				Y8 Consultation	
Half term begins end of Friday 12 th February 2021					
22/02/21		Faculty Leads			(Y9 SP2)
01/03/21	CDT	SLT			(Y7,8,10 SP2)
08/03/21				Y9Consult/Option	
15/03/21		Full Governors			
22/03/21	WSM	TLG			(Y11 SP3)
Spring holidays begin end of Friday 26 th March 2021					
12/04/21	CPD FULL DAY	Faculty Leads			
19/04/21		SLT			
26/04/21	CDT	TLG			
03/05/21	Bank Holiday	Full Gov's finance			
10/05/21					
17/05/21		SLT			
24/05/21					
Half term begins end of Friday 28 th May 2021					
07/06/21	WSM	Faculty Leads			
14/06/21	DTD – 1hr	TLG			(Y7,8,9 SP3)
21/06/21	CDT	SLT			(Y10 SP3)
28/06/21			Sports' Day	Y7 Consultation	Y11 Prom
05/07/21		Full Governors			Charity Day
12/07/21	Y6 Transition Wk				
19/07/21		SLT			

*Please note that this calendar was produced before the start of the academic year and *may* change*

The Risedale Way



All pupils will:

1. **Be ready and equipped to learn.**
2. **Respect themselves and all others.**
3. **Always do their best.**

All sanctions are a response to pupils who have chosen to display poor conduct. Sanctions will be proportionate and fair. Responses may vary according to the age of the pupil and any other special circumstances that affect the pupil, such as SEN. It is important to us as a family that we all work together, and that the community recognises the fantastic work our staff and pupils do. Behaviour to and from school, as well as any during the holidays, which gives our family a poor reputation, will also be dealt with under our behaviour policy. Our sanctions are as follows:

RS1 →

Pupils	You are not following the expectations of The Risedale Way. This is your warning. Stop. Think. Remember we are all here to work hard, have respect for each other and do our best.
Teachers	Step One: The Warning A clear verbal warning delivered to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices.

RS2 →

Pupils	You are still not following the expectations of The Risedale Way. This means: Incident recorded on Bromcom, which means your parents/carers will know. Restorative conversation with the member of staff. If you receive two or more RS2 in one day, you will automatically receive an RS3.
Teachers	Step Two: The Time Out The pupil is asked to speak to the teacher away from others (you may need to use call-in for support at this stage) Boundaries are reset. Pupil is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. Pupil is given a final opportunity to re-engage with the learning/follow instructions. You may choose to ask the pupil to move seats at this point.

RS3 →

Pupils	You are repeatedly not following the expectations of The Risedale Way. This means: 1. You will be removed from class. 2. You will receive a 30-minute detention in Room 6 after school on the same day. 3. Restorative conversation with the member of staff. 4. Incident recorded on Bromcom, which means your parents/carers will know.
Teachers	Step Three: The removal If step 2 is unsuccessful, or if a pupil refuses to take a time out, then the pupil will be asked to leave the room to work in a classroom nearby under a pre-existing agreement between colleagues.

SLT Sanctions →

Pupils	<p>Any <u>repeated</u> instances of poor conduct, in or out of the classroom, or any instances of serious misconduct, as outlined in the Behaviour Policy, will be dealt with by SLT and appropriate sanctions applied. These include:</p> <ol style="list-style-type: none"> 1. Incident recorded on Bromcom. 2. Your parents/carers will be contacted by telephone and may be asked to come in for a meeting. 3. SLT report (day or week). 4. Isolation (loss of break and/or lunchtime, loss of entitlement to trips, being removed from sporting fixtures, being isolated from lessons are examples of the different kinds of isolation). 5. Working in SLT office. 6. A period of time in Lawrence House. 7. Exclusion.
Teachers	<ul style="list-style-type: none"> • Use call-in for support if a pupil is repeatedly displaying poor conduct and you have gone through the stepped approach, in or out of classroom situations. • Use call-in for support if a pupil is displaying violent, threatening or dangerous behaviour. • Refer to SLT if you become aware of serious bullying, including racist or homophobic. • Refer to SLT if you suspect substance misuse, especially dealing.

There are two types of report, the daily report and the weekly report. The daily report should be used in the first instance, but if this has no impact on a pupil's behaviour, then a weekly report is used. Report cards focus on a specific behaviour which the pupil needs to modify. Reports must be signed by parents at the end of each day. Reports can be issued by tutors (yellow), Year Team Managers (orange), Heads of Faculty (green) and SLT (blue).

Report Type...	Reason for the report...	Pupil Checks in...
Tutor's	<ul style="list-style-type: none"> • Pupils who have received two or more negatives or one RS2 on Bromcom the previous day. 	Decided by tutor.
Year Team Manager's	<ul style="list-style-type: none"> • Pupils who have received a RS3 the previous day • Pupils who display poor conduct during unstructured time. • Pupils who misbehave in our local community to or from school. 	Break time, lunchtime and end of day.
Head of Faculty's	<ul style="list-style-type: none"> • Pupils who display poor conduct in a specific subject area. 	As soon as possible following a lesson for that subject area.
SLT's	<ul style="list-style-type: none"> • Pupils who repeatedly display instances of poor conduct, in or out of the classroom and/or to and from school • Pupils who display instances of serious misconduct, as outlined in the Behaviour Policy. 	Morning, break time, lunchtime and end of day.

Each report card will have a specific target for the pupil and should be 'marked' as following:

0 - Pupil did not meet expectations

1 - Pupil met expectations

2 - Pupil went above and beyond

Our school uses the Bromcom system to manage the recording of negative behaviours and uses ePraise to record positive behaviours. Bromcom will continue to automatically keep parents informed about behaviour as it is not able to be accessed by pupils. ePraise will allow pupils (and parents should they wish to download an app) to see the impact and rewards of their positive behaviour.




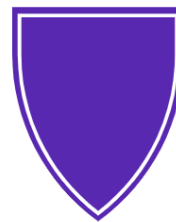
The Risedale 'House' System and Rewards

In September 2020 our new school House System will be introduced to address the following:

- The need to give pupils a shared community, a chance to work with their peers and staff, interacting with others and developing new and stronger relationships. Thus developing the schools ethos of being part of a 'family'.
- Raising standards, expectations and aspirations.
- To develop our students' ability to overcome challenge with resilience.
- The importance of providing more opportunities for our students to take responsibility and develop leadership skills.


The House System

All staff and students will belong to one of four houses. Students will be required to wear the tie designated to their house as part of their school uniform. This will generate a sense of house identity within the school community. In September, students will also vote for their house name from a list of inspirational people.

			
Head of Turin A Hindhaugh	Head of Attenborough R Ford	Head of Seacole H Ahmed	Head of Pankhurst C Foreman

Each house will have a Head of House. The primary aim of these roles is to lead upon the ethos and identity of their house. There will be student leadership opportunities in the form of House Captains. As well as presenting themselves as role models to their teams, these students are tasked with motivating fellow house members and increasing participation- as well as ensuring their house wins as many points as possible.

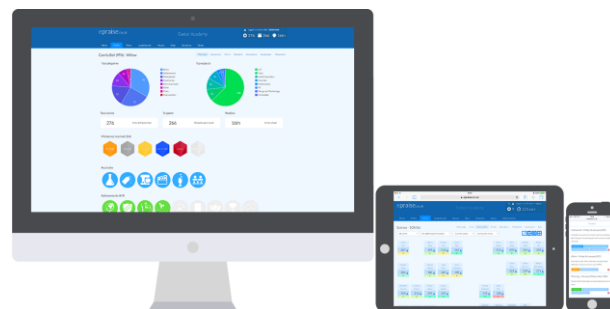
There will be many House competitions throughout the year covering many aspects of the curriculum. Students will be encouraged to take part in sporting house events from 'sports day' to 'just dance off'. In addition, students can also expect academic house events from 'spelling bee' to 'STEM challenge', where they will be able to earn points for their house.

1st- 100 points	
2nd- 50 points	
3rd- 25 points	
4th- 10 points	

To ensure our system reaches out positively to the community that our school serves, each house will choose a local charity with the objective of raising as much money as possible during the academic year. The house raising the most money and/or donating the greatest amount of time to their charity will receive 100 extra points.

The Rewards System

ePraise is our new Rewards System and students, staff and parents can use this online system. This approach will help to encourage and promote positive behaviour across the whole school, which links in with our emphasis on The Risedale Way. It will also hopefully increase student engagement with our new school House System.



Students will be able access their account through www.ePraise.co.uk or through an ePraise app for mobile phones and tablets. Parents/carers can also download this app and will be able to get alerts and updates on their child's successes and rewards from teachers in school. In ePraise, students can work together to compete across houses which will aid resilience and confidence. Points can be awarded to both individuals and houses. These can be achieved by displaying a positive attitude to learning, going above and beyond the normal expectations, supporting their community and achieving 100% attendance. Individual house points are summarised below.

House point	value	House point	value
Pillar point: cultural capital & knowledge for success	1	Star of the week	5
Pillar point: empathy and kindness	1	Student of the Month	5
Pillar point: Aspiration	1	Positive community contribution	5
Pillar point: Being language rich	1	Represent School Sport	5
Pillar point: Resilience and independence	1	100% attendance – half term	5
Pride in presentation	1	100% attendance full term	10
Extra-curricular activity	1	YTM / Head of House / Head of faculty award	10
House competition entry	1	Head teacher award	20

As students build their points throughout the year, they will have the opportunity to 'exchange' these points in an ePraise school shop (prizes and number of house points to be confirmed). The winning house will receive a reward trip/activity in the summer term and their house name engraved on the house cup.

We are also continuing to recognise positive behaviours in the following ways:

- Postcards sent home and thank-you cards for students from staff.
- Star of the Week / Star of the Month certificates.
- Tutor Group Cup: tutor group that accumulates the most positives for that week.
- Attendance Cup/ 100% attendance certificates.
- Presentation Evening: a celebration of student achievement over the course of the academic year; certificates, trophies and prizes.

High Expectations of Staff, Pupils and Parents/Carers

Staff:

It is expected that all staff, and always both in and out of work, model the behaviours we expect of a professional workforce. Whilst in work staff must always dress professionally and be a beacon to our young people of the standards expected of them when they enter the workplace. Staff must follow the “Code of Conduct” in the school policies. Similarly, when dealing with young people staff will always treat them with courtesy and respect but always will expect pupils to adhere to any instructions given. Staff will also apply high standards in their home life and be conscious of any public or social media presence they may have that may undermine their professional status or bring the Risedale family into disrepute. Risedale staff will always do their best to lead by example and show our young people what it means to be a successful adult.

Pupils:

The behaviour and standards of pupils is covered in the school “behaviour (for pupils)” policy. Simply put, we expect them to follow the simple guidance contained within “The Risedale Way”. This simply asks pupils to be ‘ready for work’ by being equipped, attend well, be punctual, well-dressed, respectful to everyone and to work hard. As young people grow, particularly in their teenage years, they often fail in the standards of behaviour expected as they grapple with many issues. This can include their personal feelings, perhaps home backgrounds but definitely does include the stresses of knowing that they are very nearly out of school and will need to be successful in learning if they are to succeed in the world when they do leave! Nonetheless, pupils are expected to behave in a manner which is always courteous to adults and their peers and they are always expected to try their best when in classes.

Parents/Carers:

Everyone within our Risedale family, be they pupils/staff/parent and carers/governors/local community, want the very best for our young people. Schools, as organisations, do not always get things right and when we as school fall short it is important that we work together to put things right. In the first instance, this is always best done by speaking to the school directly. Our form tutors are parents’ first port of call for any questions they may have about a child in school and this can be passed on to our year team managers or senior leadership team as appropriate. Most concerns arise because of a misunderstanding or miscommunication. These are usually very easy to solve, and a simple and direct conversation will normally put things right. However, there may be an occasion, although rare, where issues cannot be resolved and in those instances parents/carers/community are asked to complete a formal complaint. How to do this is contained on the school’s website.

Parents and carers, however, must understand that the behaviour of some children does differ between home and school. Our staff will never deliberately challenge a child’s behaviour inappropriately and some children do, on occasion, misbehave. This can be for a number of reasons which our staff are very good at understanding. When the school does challenge the poor behaviour of our children, it is to make sure that they learn from that mistake and grow into productive members of society when they become adults themselves. Our sanctions are firm but fair. Parents and carers are expected at all times to support the school in that approach. Sanctions are not up for negotiation and we always expect everyone to support the school in its endeavours. If a pupil receives a sanction, whatever it is, parents and carers must support it so that we can teach the young person that we are all working together to support them. On the rare occasion where the school is not supported by the child’s family it often leads to even worse behaviour as the child thinks they can do what they want. This is not how schools work. Parents and children are always free to choose any school that meets their needs and all schools have behaviour management systems.

Staff at Risedale, as well as all of our children, have a right to come to work and do their job safely and with respect. They must be allowed to do so without any risk to their personal safety. Parents must always treat our staff with the respect they themselves expect from us. Risedale governors will not hesitate to take any action necessary against any member of the community who threatens or abuses the staff or pupils of the school. Respect is always given and expected.

Self-Evaluation on a Page

Quality of Education (2)

- All subject areas have in place new schemes of work which demonstrate clear building and sequencing of/from prior learning, including from KS2,. Moreover and increasingly nuanced understanding of curriculum design has arisen from lockdown experience
- Curriculum has strong strategic direction and underpins decision-making. The 5 pillars encapsulate all that happens in and out of the class for the Risedale family
- Most teachers have strong subject knowledge and set high challenges in the classroom. CPD is in place to support the few teachers who require further subject specialism training
- New staff library in place to encourage everyone to value own learning as well as pupils' learning
- Assessment is used to support future planning and new methodologies in place given Covid being trialled so that pupils still know their progress
- School focus on vocab and literacy is ensuring any gaps from lockdown are addressed swiftly
- In 2020 with CAGs used these indicate similar gains in trend on previous years.
- Disadvantaged pupil gap (2020 CAGs) indicates slight widening of gap although most other groups are now similar in outcomes – however progress still above 2019

However:

- Instability has been caused due to Covid-19 outbreak affecting schooling in Spring/Summer 2020 so is a priority for intervention on return Sept 2020
- Assessment practice inconsistent in a few places and is being addressed with targeted support
- Disadvantaged gap to continue to be priority

Leadership and Management (2)

- Strong shared values re challenge/curriculum/personal development from all
- All teachers able to access CPD with all subject leads members of professional bodies. National qualification encouraged with higher take up (e.g., NPQSL/NPQML)
- School INSET support subject development as well as pedagogical improvement
- Assessment routines meaningful, inform practice (planning for progress) and reduce workload
- School has Quality in Careers award demonstrating full compliance with GATESBY principles
- Staff surveys continue to show improved perceptions of school life
- Governing body has clear purpose and structure with frequent school improvement activity (monthly SIC) challenging leaders at all levels
- Governors ensure full legal compliance
- School is further investing in EdPsych support to work alongside established wellbeing staff
- Referrals to other agencies immediate where necessary and effective
- Parent comments (Facebook Sept 2020) on return from lockdown show overwhelming gratitude for school leaders' efforts
- School policies help staff (and pupils) understand issues such as e-safety and 'county-lines' and how to refer
- All leaders, subject leads and key governors trained in safer recruitment processes

However:

- New curriculum development, whilst now in place in all subject areas, is yet to prove impact across all subjects

Behaviours and attitudes (2)

- Established "Risedale Way" has successfully encouraged consistency and routines
- Strong behaviour policy backed by a simple to understand approach by pupils and parents
- Clear and immediate sanctions without the use of 'isolation booths' to encourage reconciliation and understanding
- Attendance 2018/19 95.4% (a 2.74% rise) and in 2019/2020 was 94.75% (Nora Virus outbreak in winter 2019 followed by Covid school closure)
- Lawrence House established as part of provision continuation with challenging behaviours
- FT Exclusions 2018/19 – zero and in 2019/2020 – 21 days. This compares to 259½ days lost in 15/16
- Permanent exclusions – zero – compared to 2 in 15/16
- Pupils are taking more pride in their work and are becoming more resilient to setbacks in learning
- Pupils are safe and report that they feel safe (pupil surveys)

However:

- Aspiration to achieve future goals in life needs work
- Lawrence House needs consistent operational management with enhanced curriculum

Personal Development (2)

- SMSC/PHSE and extra-curricular opportunities ensure pupils are able to understand the moral purpose (see assembly programme) – post covid assemblies unavailable so tutor time strengthened
- Wide opportunities outside of school hours for variety of activities including sport, cheerleading, music recording, arts
- Curriculum (both in and out of school) supports pupils' understanding of British Values (e.g. LGBTQI week/Positive Allies/Stonewall) and understanding of faiths and cultures from around the world.
- Visitors from China, Russia and Germany have ensured pupils' exposure to different cultures
- Many curriculum opportunities exist for pupils to explore concepts and understanding of democracy and law (incl police visits)
- Duke of Edinburgh Award helps to cement confidence and team in growing number who participate
- Quality in Careers award 2019 demonstrates full compliance with GATESBY
- Pupils carry out local charity fundraising frequently

However:

- More opportunities need to be identified to support pupils' experiences of the wider world

Overall effectiveness therefore is currently "Good" overall

Whole School Priority - 01		Outcomes		Person directly accountable:
				James Yates
N e e d	Increase the rate of progress and attainment for all pupils including Service Children, SEND, Disadvantaged and the Most Able in all year groups	R e a s o n s	<ul style="list-style-type: none"> Progress across subjects is variable – especially science and KS3 Strong literacy and numeracy skills required for curriculum success Covid-19 effect in Spring/Summer 2020 hindering all progress Disadvantaged gap narrowing but not closed SEN gap variable across the school Most able not achieving highest results possible in some subjects 	

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Integrated approach to intervention (HAPs/SEND and dis.) ensuring effective, joined up delivery across both curricular and extra-curricular aspects	JYa / RSh / Subject Leads	<ul style="list-style-type: none"> Identified students follow clearly mapped out bespoke whole school intervention programmes Progress gaps narrowed Increased curriculum positives Improved progress and attainment
2	Refine assessment feeding into responsive curriculum delivering bespoke challenge and support (Focus on COVID-19 gaps)	JYa / SMn / Subject Leads	<ul style="list-style-type: none"> Learning walks show improved assessment Progress increases, gaps narrow Learning walks indicate teaching bespoke to need Use of ICT/independent learning to fill gaps
3	Establish 'best-practice' external links to develop stronger subjects and use internal best practice in more focused, bespoke manner	JYa / SMn	<ul style="list-style-type: none"> Links established and meetings evidenced Curriculum delivery improved, evidenced by QA Improved student behaviour and outcomes QA shows increase in stronger lessons
4	Key numeracy and Literacy strands delivered consistently across the curriculum with collaborative approaches to teaching them	JYa / MCa / Gro / Subject Leads	<ul style="list-style-type: none"> Curriculum plans refined to evidence consistency Curriculum plans presented to governors QA indicates more consistent delivery Improvement in exam outcomes

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	Improvement Cttee	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
TLR2/1 worked together to map Intervention for bespoke Yr11s, with initial focus on NEA elements and dis/HAPs students. PPEs at end of Nov will be first real litmus test of impact of intervention. KS3 intervention for SEND/dis.	rag	Key students re-evaluated. New intervention strands being developed, in particular referencing the CAG process, for immediate start Consistent portfolio approach established, with intervention focused on closing these gaps.	rag		rag	
	X		X			
Curriculum refined to ensure provision made for the COVID gaps, with these plans submitted. ICT mapped directly into plans, with TLR1/2 holders quality assuring use of ICT/google classroom	rag	Curriculum leaders driving an adaptive curriculum, reflecting on key areas post lockdown. Faculty moderation of pupil work to drive curriculum development	rag		rag	
	X		X			
Initial development of a more cohesive/cross-curricular approach with creative subjects. Focused line management structure in place to ensure need met more rapidly where areas of need identified.	rag	Staff HUBS allowing for more natural staff collaboration. Yr7 project planned to commence post Easter to develop creative curriculum	rag		rag	
			X			
	X					
Planning explicitly references, literacy, though improvements	rag	No change, need post	rag		rag	

required to increase commonality and consistency. Numeracy approaches, whilst shared within faculties, not explicitly referenced nor consistent in approach.		lockdown to formalise next steps in numeracy development and consistency			
	X		X		

Whole School Priority - 02		Teaching and Assessment		Person directly accountable:	
				Sarah Matthewman	
N e e d	To ensure that teacher skills and their deep knowledge of their subject enables Risedale pupils to be excited in their learning.	R e a s o n s	<ul style="list-style-type: none">● Quality of teaching delivery varies, particularly in science, humanities and all creative arts areas.● Teacher planning to be informed by the needs of individual pupils● Subject knowledge not yet consistently robust across staff team● Assessment routines have some variation in impact		

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Bespoke training package for all staff who fall below 'strong' on TILT sheet. Year-long project based around Performance Management Cycle. This to be their project.	SMn / Faculty Leads (TLR 1 + MCA)	● TILT sheet shows consistently 'strong' or 'share with others' for all staff
2	Whole staff refresher on planning expectations, followed by regular checking through Monitoring and Evaluation calendar	SMn / Line Managers (TLR1 and 2)	● TILT sheet demonstrates that students are making progress due to effective teacher planning. Gaps are closed at data drop points
3	Department meetings to have a standing focus of 'subject knowledge' with actions they are less strong in. Teachers visit A level	SMn / Faculty Leads	● Lesson walkthroughs and observations evidence strong 'Teacher Experts' sharing a love of their subject. Student Voice backs this up through positive response to subjects
4	Assessment for Learning training in September to allow for staff to build from 2019-20 focus on sequencing and assessment	SMn / SBU	<ul style="list-style-type: none"> Work scrutiny shows pupils understand how assessment fits into their learning and how it helps them make progress Data drops show steady progress for all

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	Improvement Cttee	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
Walkthroughs and evidence gathering up and running. List of staff with issues identified. Faculty leaders putting packages in place. PM in place	rag	New system now in place for Google form application of TILT sheet. Evidence at present is more limited than usual due to lockdown. All PM mid-point reviews complete. Some updates on targets	rag	TILT sheet does demonstrate that pupils are making progress due to teacher planning. The nature of Covid bubbles etc means that the system will be more fully embedded in 2021-22	rag	
	X		X		X	
Planning expectations shared in T and L guide and at Sep training,; faculty leads to assess during first walkthrough MEA	rag	Faculty leads seeing a slightly different approach due to pupils' front facing positions. Some staff more confident than others with this approach. More training on maximising pupil engagement planned now school is open.	rag	Subject expertise is quickly developing as evidenced by walkthrough TILT (put in link)	rag	
	X		X			
Faculty leaders continue to have a strong lead in curriculum. Evidenced in	rag	Faculty leads are now leading with curriculum focus and lockdown has allowed for a wider range of collaboration and team planning of	rag	Curriculum leaders have demonstrated amazing flexibility in adapting	rag	
					x	

quality in the classroom and minutes in faculty meetings	X	curriculum approaches. Curriculum now discussed as something that moves and develops rather than something static	X	approach due to not being in proper bases.	
TLG has got 3 faculties focusing on Assessment for learning for PMR target 2	rag	Faculties have now chosen trial groups and approaches to feedback. Summative assessment is featuring strongly as a way to provide more responsive teaching and focus more keenly on lowstakes assessment to build pupil confidence	rag	All faculties have share inten, implementation and impact with all staff. Target 2 completed	rag
	X		X		X

Whole School Priority - 03		Curriculum		Person directly accountable:	
				James Yates	
Need	To adapt the curriculum offer across the whole school and within internal alternative provision so that all pupils are able to succeed.	Reasons	<ul style="list-style-type: none">Some subjects' curriculum not yet achieving deepest possible learning, especially in science, music, geography, history and artMore subjects are needed to match the interests of pupilsFinal implementation of 'Lawrence House' and 'Hub' requires objective and sustainable bespoke curriculum to support vulnerable learnersStronger links required for smooth transition from primary and into FE		

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Subjects deliver curriculum plans to SLT for consideration which demonstrate full sequencing and how deeper learning will be achieved	JYa / CSc / Subject Leads	<ul style="list-style-type: none"> Curriculum plans in place, used consistently Improved student engagement Improved HAPs progress Alt Prov / HUB curriculum plans in place
2	KS3 curriculum delivery broadened, allowing for successful delivery of more bespoke KS4 curriculum (in particular for vulnerable students)	JYa / Subject Leads	<ul style="list-style-type: none"> 3&5-year curriculum plan, shared with governors Refined KS3 plans to build up broader skills Improved behaviour/attendance for vulnerable Increase in vocational option take-up
3	Establish explicit KS2/KS5 links, with curriculum refined accordingly ensuring smooth transfer from KS2 and effective transfer to KS5 study	JYa / SMn / Subject leads	<ul style="list-style-type: none"> Curriculum planning reflects KS2 prior learning, bespoke to cohort KS3 QA indicates improved and relevant challenge Decreased NEET
4	Ensure more specialist staff in place. Vulnerable and other students benefit from high quality teaching, including Alt Prov	JYa / SMn / (+ Lawrence House manager yet to be appointed)	<ul style="list-style-type: none"> Effective recruitment with clear succession and growth plan shared with governors All teachers qualified or following qualifications Improved outcomes for vulnerable students

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	Improvement Cttee	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
Meetings held. Quality assured by LA Lead who agrees intent is there. Next steps are to normalise/standardise the language being used when discussing/using curriculum to ensure consistency of approach.	rag	Training delivered by LEA advisor to develop approaches to deepening curriculum and challenge through an exploration of key learning questions. Subject leads to explore this within subject areas	rag		rag	
	X		X			
Refined curriculum plans agreed with TLR1/2 holders to	rag	Further broadening of	rag		rag	

ensure students experience broad even with COVID restrictions. Refined plans to commence Nov'20, thus ensuring KS3/4 continuity.	<div><div></div><div>X</div><div></div></div>	creative curriculum experience. Yr7 project to commence post Easter. Option Carousel GCSE taster lessons planned (March) to ensure KS3/KS4	<div><div></div><div>X</div><div></div></div>		<div><div></div><div></div><div></div></div>	
Liaison with primary leads, to ensure qualitative data received to improve planning at KS3. Ready to do diagnostic Yr7 assessment to plug the gap in KS2 data due to absence of KS2 assessments.	<div><div>rag</div><div></div><div>X</div><div></div></div>	Quantitative diagnostics done, benchmarking established for new Yr7 shared with all staff. Plans being discussed to provide some online Yr5/6 academic masterclasses	<div><div>rag</div><div></div><div>X</div><div></div></div>		<div><div>rag</div><div></div><div></div><div></div></div>	
Current curriculum focused, even with COVID restrictions, on quality first teach and specialist teachers. Alt. prov yet to be appointed, but process is underway.	<div><div>rag</div><div></div><div>X</div><div></div></div>	Lawrence House leader appointed with APr provision commenced (4 students) Recruitment planned to maximise curriculum content across KS3 and APr from Sept 21->	<div><div>rag</div><div></div><div>X</div><div></div></div>		<div><div>rag</div><div></div><div></div><div></div></div>	

Whole School Priority - 04		Raising Aspirations		Person directly accountable:
				Richard Sherwood
N e e d	To create an environment of aspiration amongst all pupils so that they achieve their very best academically at all times.	R e a s o n s	<ul style="list-style-type: none"> Some pupils are still not achieving their very best, particularly the most able and SEND Not enough pupils access intervention and support where needed A significant minority of pupils 'give up' when they think they have done 'just enough' rather than expand their efforts to achieve the very best 	

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Intervention focus months	RSh / JYa / Subject Leads / Year Group Teachers / Head of Year / HWh / SBu	● Improved awareness of progress, need for resilience and improved progress of students especially key progress students/SEND/HAPs as measured in internal data/SP points
2	Yr11 Revision Parents evening	RSh / TLR1	● Improved awareness of revision techniques and expectations by both parents and students as measured by increased numbers in student and parent voice
3	Increased provision for High Ability Pupils	RSh / Subject Leads	● Increased attainment/progress of high ability pupils
4	Establish why some students don't access intervention and support and what can be do to improve this. In addition, resilience.	RSh / JHI	● Increased attendance at intervention and support. Students demonstrate increased resilience

Progress monitoring of above actions		SLT link:	Sarah Matthewman	Governor:	Improvement Ctte
Notes end of November 2020		Notes end March 2021		End year notes at June 2021	Signed
Intervention progress months already held for Year 11 (September) and Year 10	<div><div>rag</div><div></div></div>	In addition to the notes from the end of November, an intervention focus month was also held for year 8 in	<div><div>rag</div><div></div></div>		<div><div>rag</div><div></div></div>

(October) with year 9 running in November.	X	December. Intervention focus months did not run in January, February and March due to lockdown.	X		
Exploring alternative method of holding the year 11 revision parents evening. Looking at doing this virtually.	rag	As a result of the lockdown, the government decided not to run with GCSE exams for year 11 and therefore a revision parents evening for year 11 is not needed for this school year.	rag		rag
P4P sheets have one area of focus on high ability pupils. Collating to share best practice. Part of the training day in January is going to be a pedagogical approach to high ability students.	rag	The training day in January was refocussed on online learning as a result of the pandemic. P4P sheets have one area of focus on high ability pupils. Collating to share best practice	rag		rag
Students are now booked into revision. If they don't attend then this is followed up with a phone call. Staff and student voice to establish views on the new approach to intervention.	rag	The intervention that was happening before Christmas has been put on hold following the news that GCSE exams will not be happening	rag		rag
Whole School Priority - 05		Special Educational Needs		Person directly accountable:	
				Stacey Burke	
N e e d	Schools need to constantly ensure that they are fulfilling their statutory responsibilities in relation to children with SEND.		R e a s o n s	<ul style="list-style-type: none"> • Governors' statutory duty regarding SEND needs supporting • Staff are aware of their statutory responsibilities and how to meet them • Staff require updated training regularly to ensure that they maintain knowledge of how best to support children with SEND 	

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Training for teaching and support staff and governors, on the SEND Code of Practice and our statutory responsibilities	HWh	<ul style="list-style-type: none"> • All staff and governors aware of CoP 2015, and the processes in Risedale • All teaching and support staff implement high quality teaching in relation to SEND • Data demonstrates progress for majority of children with SEND are at an appropriate level for that individual •
2	Training for teaching/support staff and governors on wider SEND issues	HWh / SBU	<ul style="list-style-type: none"> • Staff aware of a variety of SEND issues and how they can best support students • Improved staff / governor knowledge on areas of ASD, working memory, dyslexia, dyscalculia
3	The named Governor for SEND effectively and regularly monitors the school's systems and procedures and records as such	HWh / SBU / Link governor	<ul style="list-style-type: none"> • Governor becomes confident to challenge school's SEND provision • SEND progress appropriately challenged • Record of actions in relation to SEND maintained •
4	Provide efficient interrogation of achievement in groups, different years/phases and between subject areas highlight emerging trends	HWh / SBU / JYa	<ul style="list-style-type: none"> • SEND interventions swiftly identified and interventions put in place • Teachers who require additional support in relation to SEND swiftly identified

Progress monitoring of above actions		SLT link:	Helen Whitehead	Governor:	Lara Vinsen
Notes end of November 2020		Notes end March 2021		End year notes at June 2021	Signed
Training powerpoint written but not delivered due to COVID-19 restrictions.	rag	Two training powerpoints written but not delivered due to COVID-19 restrictions. Planned training day (January 2021) on SEND postponed.	rag		
	X		X		
Training videos on 12 areas of SEND sent to all staff for self-directed learning.	rag	Following training opportunities shared with relevant staff: Autism in the Classroom Introduction to SEND training for NQTs AGP update for ALE's staff NYCC SEN training programme sent to all HLTAs/GTAs	rag		
	X		X		
SEND governor identified (Ms Lara Vinsen) and initial contact made. No visits/scrutiny yet due to COVID-19 restrictions.	rag	No visits/scrutiny yet due to COVID-19 restrictions. Zoom meeting with SEND Governor December 2020. Discussed school systems for SEN reviews and how these could be potentially streamlined. Shared training powerpoint/videos with them. SEND Governor to discuss with governors whether they would like them forwarding for self-directed learning.	rag		
	X		X		
First student progress data for one year group only recently submitted.	rag	Meeting with JYa and SBu not organised due to COVID-19 restrictions.	rag		
	X		X		

Whole School Priority - 06		Internal Alt Provision		Person directly accountable:
				?? New Manager ??
N e e d	Some pupils are always not always engaged in mainstream learning and require occasional structured support in order to succeed.	R e a s o n s	<ul style="list-style-type: none"> ● A few pupils transitioning from primary or other secondary school find joining a new school difficult or challenging ● A very few pupils provide challenging and sometimes extreme behaviour within mainstream schooling and would otherwise necessitate exclusion ● The curriculum for a very few needs adapting to better-support their interests 	

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Engage with early transition activities to ensure vulnerable KS2 pupils, or those new to area in KS3/4, are able to quickly settle into mainstream	(Lawrence House manager yet to be appointed)	<ul style="list-style-type: none"> ● Reduction in time taken for pupils to settle into mainstream ● Increase in numbers of children participating in transition activities
2	Produce systems to identify early those pupils who may become disengaged and/or whose behaviour indicates disengagement	(Lawrence House manager yet to be appointed)	<ul style="list-style-type: none"> ● Systems trialled and modified to ensure accuracy and children identified earlier
3	Pilot different activities and curricular to identify methods that work to re-engage children	(Lawrence House manager yet to be appointed)	<ul style="list-style-type: none"> ● Vulnerable/disengaged learners attend more ● Increase in positive behaviour rewards
4	Embed systems that include parents/carers to review progress and subsequent return to mainstream in defined timelines	(Lawrence House manager yet to be appointed)	

Progress monitoring of above actions		SLT link:	Helen Whitehead	Governor:	Lara Vinsen	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
	rag		rag		rag	
	rag		rag		rag	
	rag		rag		rag	
	rag		rag		rag	

Whole School Priority - 07		Governance		Person directly accountable:
				Colin D Scott
N e e d	The Governing Body needs to fully stabilise and develop its skills to further enhance its capabilities.	R e a s o n s	<ul style="list-style-type: none"> Some instability caused by the early loss of three governors and inability to recruit – although recruitment has now been sorted there remains a need to develop skills across whole governing body Need to ensure Governors are able to fully explain their roles and impact of the school's work and governors' challenge to leaders (Ofsted 2019) Governors yet to fully explore the potential of joining an academy trust 	

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Create a full governing body with no vacancies with the skills required (with ongoing training at each governing body meeting)	CSc / Imp Cttee	<ul style="list-style-type: none"> No governor vacancies (full complement 11) Training established part of every meeting Governors' surveys indicate improved knowledge
2	Governors to increase challenge to senior leaders – particularly in use of Pupil premium – and the impact of the use of funding	Imp Cttee	<ul style="list-style-type: none"> Governors able to identify gaps in progress and attendance/behaviour of vulnerable pupils Governors able to state impact of the use of funding
3	Full training package made available to governors to increase their overall skills via NYCC and NGA	CSc / CofG / SBI	<ul style="list-style-type: none"> Increase in the number of governors attending training
4	Governors to explore benefits and risks of joining an Academy Trust	CSc / Cllr Carl Les / John Glahome	<ul style="list-style-type: none"> Governors identify a number of Trusts whose ethos conforms to local needs Governors make decision as to whether to pursue academisation

Progress monitoring of above actions		SLT link:	James Yates	Governor:	John Glahome
Notes end of November 2020		Notes end March 2021		End year notes at June 2021	Signed
2 x new parent gov's appointed Oct 2020. 1x new co-opted gov appointed Oct 2020 (now full complement). Awaiting training and surveys.	rag X	Full governing body now in place. However, latest governors meeting on 16 th March was not quorate. Clerk to establish better timings so more can be present.	rag X	Due to online meetings needed (COvid operation) meetings have been held and are quorate again. CoG to re-visit training and skills audit in Autumn term with new vigour.	rag X
School improvement committee given greater delegated powers to enact swift challenge. PP/Service premium now clearly laid out and simple to follow in order to challenge.	rag X	School Improvement Committee renamed "School Development Group" and fortified with more governors. Meetings now regularly meeting and challenge is increasing.	rag X	SDG reformed and to be re-established fully now in-person meetings can resume. Challenge by governors in place.	rag X
All governors given access to the training package by NYCC but still low take-up. Should increase with new appointments.	rag X	Ongoing... more work to be done to get governors to access training. New parent governors now given initial training with CSC and JGL	rag X	Skills and training audit to be revisited by CoG in the Autumn term. Little uptake by governors to any NYCC - mainly CoG and Vice-CoG participating.	rag X

Need to identify opportunities to deliver training each meeting.					X	
Awaiting response from one governor on "academies committee" to begin the process/discussion.	rag	On hold – Secretary of State for Education made announcement on March 1 st in regard to MAT expansions. Awaiting clarity from DfE as no further info apparent.	rag	HT currently initially exploring another possibility with Thirsk school re potential joined up academy application.	rag	
	X		X		X	

Whole School Priority - 08		Safeguarding		Person directly accountable:	
				James Yates	
N	Schools need to constantly ensure that they provide a safe and secure place of learning and work for all.	R	<ul style="list-style-type: none"> National and local Safeguarding guidance is constantly updated and reviewed Governors' statutory duty regarding Safeguarding needs supporting Staff require update training regularly to ensure that they maintain knowledge of latest national and local threats and vulnerabilities to children 	e	
a		s		a	
s		o		s	
n		n		n	
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Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Training for <u>all</u> staff, including governors, on KCSIE part one, including any amendments for 2020-21	HWh	<ul style="list-style-type: none"> All staff know systems in school re safeguarding All staff aware of their role in local Early Help All staff know process of making referrals to CSC All staff know what to do is a student tells them they are being abused/neglected
2	Training for teaching/support staff and governors on wider safeguarding issues	HWh	<ul style="list-style-type: none"> All staff aware of all safeguarding issues that can put students at risk of harm. Improved knowledge specifically on Peer on Peer abuse, contextual safeguarding, CCE/CSE/FGM
3	Safeguarding governor effectively and regularly monitors the school's systems and procedures and records as such.	HWh / Named governor	<ul style="list-style-type: none"> Accountability in relation to safeguarding. Oversight of policies, responses to safeguarding incidents and online monitoring/filters Regular meeting with the DSLs including records
4	Develop half-termly Safeguarding e-bulletin to ensure staff stay updated with national and local safeguarding guidance.	HWh / JGa	<ul style="list-style-type: none"> All staff kept up to date with all updates in relation to national and local safeguarding guidance. Staff regularly reminded of their role in relation to safeguarding

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	Terry McCann	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
All staff and governors directed to read KCSIE 2020 but no training delivered.	rag	All staff and governors directed to read KCSIE 2020 but no training delivered. Reminder and link to key updates in November Safeguarding newsletter.	rag		rag	
	X		X			
All staff and governors have access to National Online Safety for self-directed learning.	rag	All staff and governors have access to National Online Safety for self-directed learning.	rag		rag	
	X		X			

Safeguarding governor identified (Mr Terry McCann). No visits or monitoring yet due to COVID-19 restrictions.	rag	No visits or monitoring yet due to COVID-19 restrictions.	rag		rag
	X		X		
No action taken yet. E-bulletin planned for Autumn Term 2.	rag	E-bulletin sent to staff and governors November 2020. Half-termly is probably too frequent, so aiming for termly. Second edition currently being drafted - to be issued before Easter.	rag		rag
			X		
	X				

Whole School Priority - 09		Staff Welfare		Person directly accountable:
				Colin D Scott
N	e	R	<ul style="list-style-type: none"> ● Covid-19 of Spring/Summer 2020 caused increased workload and a 'delay' in pupils' learning which needs to be caught up ● GCSE examination pressure for all teachers given the 2020 exams were cancelled and there is now less time for GCSE pupils to complete courses ● Some 'new' teams across school will need opportunities to further 'gel' ● Need to reduce, where possible, staff workload requirements 	
e	e	a		
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All school staff are under constant pressure and challenge with their everyday work and many need support to cope.		o		
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Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Staff questionnaires to identify personal welfare needs as a result of Covid-19 and ongoing workload issues	CSc / RSh	<ul style="list-style-type: none"> ● Leaders identification of activities to support lower stress levels and improve confidence ● Staff surveys show improved well-being over year
2	Identify areas of opportunity for new teams to gather and collaborate as individuals outside of subject-driven meetings	CSc / Faulty Leads / SMn	<ul style="list-style-type: none"> ● Opportunities become embedded for staff to team-build ● Staff surveys indicate improved confidence, well-being and attendance improves
3	Identify areas where unnecessary work or school-procedures are carried out in order to minimise	CSc / Imp Cttee / Faculty Leads	<ul style="list-style-type: none"> ● Areas of work-reduction possibilities identified, and plans established to reduce burden ● Increased staff-satisfaction shown in surveys
4			

Progress monitoring of above actions		SLT link:	Helen Whitehead	Governor:	Terry McCann
Notes end of November 2020		Notes end March 2021		End year notes at June 2021	Signed
Initial staff survey after returning from lockdown indicates no-one unhappy to return. Vast majority happy with info given and steps taken to support workload.	rag	Autumn term-end survey indicated some growth potential in the Covid procedures. Staff mostly happy. School Development Group challenged leaders as to staff support.	rag	Busyt end to the year. HT (with governors' approval) gave a day-in-lieu to all teachers involved in the extra workload of TAGs and any other staff involved with Covid - this was appreciated by all.	rag
	X				
			X		

Due to new operating procedures during Covid operations, faculties/teams each have own staff room and staff say this has improved dialogue. Residential to start for Science team to build relationships.	rag X	Staff remain content with their work areas tho vast majority would prefer to be back in classrooms when that is viable. New lockdown prevented Science residential but should happen before term end.	rag X	Staff desperate to return to normal classrooms and tiredness is evident. Government has indicated that school should be able to operate more normally from September.	rag	
As staff say they're currently happy with what has been done, will need to await a further survey to see if there are ways to further improve. Staff not giving suggestions.	rag X	Suggestions given in December survey now enacted after pupils' return from lockdown three.	rag X	Staff still hesitant to participate in giving ideas for improvement and seem to rely on managers to think of improvements. However improvements to workload have been made.	rag X	
	rag		rag		rag	

Whole School Priority - 10		Professional Development		Person directly accountable: Sarah Matthewman	
N e e d	It is vital for the whole school workforce to maintain and enhance the skills of staff in a global society in which change is regular.	R e a s o n s	<ul style="list-style-type: none"> Some staff have not received subject development training for some years Staff need to develop the depth of their subject knowledge through specific use of subject association resources Governors of the school require all staff to enhance their professional skills To feel valued many staff welcome support for their own development Not enough staff accessing available bespoke/relevant CPD opportunities 		

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Subject areas build on the use of Subject Association resources. Every other faculty meeting to have standing agenda item of 'Subject Training – Subject Association info'	SMn (+ Faculty Leads / Subject Leads)	● Evidence of success tracked through minutes of meetings/training identified and attended and quality of teaching through TILT sheet
2	Staff to complete a subject confidence rating questionnaire to identify gaps/ areas of need/deficit	SMn	● Final questionnaire at the end of the year indicates that staff have been given opportunities and taken them about improving their own professional development
3	Networking/CPD opportunities. Priority to given to staff who want to experience subject in different settings. FE/private school/primary	SMn	● Numbers of staff networking and collaborating is triangulated with data drops to show that quality of teaching and therefore outcomes have improved
4			

Progress monitoring of above actions			SLT link:	James Yates	Governor:	Improvement Ctte
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
	rag	All subject association memberships have been	rag	Continuation of deepening subject knowledge.	rag	

Faculty Leader Meeting Nov 10 th has this as a focus. Standing agenda items in place	<div><div></div><div>X</div><div></div></div>	renewed. Subject specific pedagogy much stronger when lessons observed.	<div><div></div><div>X</div><div></div></div>		<div><div>X</div><div></div><div></div></div>	
Questionnaire not yet completed. Covid 'new normal' is now bedded in so questionnaire will be completed by Dec ready for Jan training day	<div><div>rag</div><div></div><div>X</div><div></div></div>	Lockdown had changed priorities to quickly upskilling all staff on remote learning approaches including new live lesson provision.	<div><div>rag</div><div></div><div></div><div>X</div></div>	Questionnaire now completed by 13 staff. Results have fed into plan for next academic year. Link to results	<div><div>rag</div><div>X</div><div></div><div></div></div>	
All staff keeping a log of CPD opportunities. COVID is making visits in person more challenging	<div><div>rag</div><div></div><div>X</div><div></div></div>	The new interactive T and L guide is now in use by all staff and mid-point reviews evidence all online CPD being completed. Some staff have significantly increased their CPD over lockdown. School to look at future CPD approach	<div><div>rag</div><div></div><div>X</div><div></div></div>	All staff are required to show this log at their Performance Management Review.	<div><div>rag</div><div>X</div><div></div><div></div></div>	
	<div><div>rag</div><div></div><div></div><div></div></div>		<div><div>rag</div><div></div><div></div><div></div></div>		<div><div>rag</div><div></div><div></div><div></div></div>	

Whole School Priority - 11		Equalities		Person directly accountable:
				Sarah Cox
N	Global society is constantly changing to adapt and accept everyone from all faiths and backgrounds. Risedale wants to show itself as an inclusive and accepting community.	R	<ul style="list-style-type: none"> There is an increasing awareness of an increase in pupils and staff who identify as LGBTQ+ Catterick is a military garrison town in which some of the community hold views which are not always accepting of others Governors require leaders to ensure that we encourage those with disabilities to work for the team 	
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Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Equality Policy is renewed, action plan updated considering statutory updates and societal changes	SCo	<ul style="list-style-type: none"> Increase in RAG rating over period Link finalised between LGBTQ+ in MoD and school Student voice indicates increase in awareness of LGBTQ+ issues
2	Further develop and embed the Equality Group within school	SCo / HAh	<ul style="list-style-type: none"> LGBTQ+ ambassadors to be identified and trained LGBTQ+ Assemblies led by ambassadors and become embedded in school cycle Pride events established and completed
3	Identify and Lead Equality training in school ensuring staff and students understand roles and responsibilities in relation to E&D	SCo	<ul style="list-style-type: none"> Increased numbers of school-staff able to counsel children More children trained in diverse needs such as disabilities and special needs
4	Review current subject curriculum provision relating to equality and identify gaps in delivery and content	SCo	<ul style="list-style-type: none"> 'No Outsiders' programme launched successfully More subjects refer to LGBTQ+, gender and disabilities in their schemes of work

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	Lt Col Jim Turner
Notes end of November 2020		Notes end March 2021		End year notes at June 2021	Signed
Equality policy is renewed and action plan has been updated. Governors have approved the Single Equality Scheme. Link with MOD is established and awaiting dates for MOD LGBTQ speakers to come into school. Student voice still to be done	rag X	Covid restrictions mean speakers are unable to attend school. Discussion with J Turner underway to identify military support.	rag X		rag
Current COVID situation is preventing the Equalities group to meet currently as it is across bubble year groups.	rag X	Current COVID situation is preventing the Equalities group to meet currently as it is across bubble year groups.	rag X		rag
Training has been sourced through the Equality Award and the Wake Up Call. Dates and details need to be finalised.	rag X	Awaiting Covid restrictions to be eased in order to fulfil the workshops. Whole school staff training identified for September 2021. Governor Training to be raised in further meeting	rag X		rag
Equality Award has been applied for and will start this academic year at GOLD level. Audit of subject specific needs to be undertaken as per the Equality Award.	rag X	Initial Meeting with Equalities Award 5.2.21. Planning underway to complete award. Subject review of provision undertaken, results to be collated. Key staff identified in order to complete award.	rag X		rag

Whole School Priority - 12		Learning Technologies		Person directly accountable:
				Sarah Matthewman
N	The school should be maintaining an approach to newer technologies that matches pupils' interests.	R	<ul style="list-style-type: none"> Learning technologies are evolving rapidly The school needs to adapt to new approaches to learning to make sure pupils are not left behind and remain interested Not enough teachers either confident with, or exploiting opportunities by, newer technologies 	
e		a		
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Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Training with the 30 new Chromebooks ensure that pupils are enthused by using them as a tool in their learning	LDu /AHi / ALi (Google Educators)	<ul style="list-style-type: none"> Lesson walkthroughs and observations evidence students using technology in more innovative ways to build independence

2	Maintain the Learning Technology group to spearhead the thrust of new development. Second strand to be VR headsets (specifically to focus on students being able to experience the wider world even if social distancing and travel restrictions in place in Autumn)	SMn / LDu / JWe / RMc / HAh	<ul style="list-style-type: none"> More technologies understood and used by teachers compared to 2019-2020 Student voice supports pupils' increased experience of using different technologies Pupils can fully describe how VR has supported their understanding in topic
3	New team of Google Educators to provide training on a rotation basis to Faculty teams	SMn	<ul style="list-style-type: none"> Staff cohort more confident with Google Class. Lesson walkthroughs and data drops evidence technology supporting increased progress with learning

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	Improvement Ctte
Notes end of November 2020		Notes end March 2021		End year notes at June 2021	Signed
Training completed. Students using chromebooks effectively. More training from external providers 9.11.2020	rag 	The program has been rolled out much more quickly and all of y9 now have chromebooks as well as y7. Staff drop-in sessions to commence now back in school. Darlington College to also provide advances session training.	rag 		rag
Learning Tech group are in place and enthusiastically trying out a range of learning opportunities. To be shared with staff on Jan training day.	rag 	January training day had to be changed significantly due to lockdown. New applications and approaches will be now built into April training day	rag 		rag
We have 2 Google Educators. Spring term training rota to be implemented.	rag 	We now have 4 Google Educators. Again lockdown has slowed progress but this will be actioned this term	rag 		rag
	rag 		rag 		rag

Whole School Priority - 13		Literacy		Person directly accountable:
				Gemma Roberts
N e e d	To develop teachers' confidence in embedding the 'writing' branch of Risedale's disciplinary literacy framework into their teaching.	R e a s o n s	<ul style="list-style-type: none"> Pupils need to use the written form as a platform to voice their opinions and support them in becoming compassionate people Staff voice indicates that writing as a strand of literacy is an area, they wish to develop further Extended writing has been identified as an area of concern for Risedale pupils through internal assessment 	

Actions/activity to be undertaken:	Person(s) responsible:	Success Criteria Expected by year end:
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1	All staff to be supported and trained in strategies related to modelling writing and extended writing frameworks	GRo / SMn / Faculty Leads	<ul style="list-style-type: none"> T + S voice to evidence confidence in modelling writing and delivering extended writing Lesson Walk Throughs to evidence training strategies being implemented
2	Identify subjects that lack extended writing opportunities and provide further support	GRo / Faculty Leads / Heads of Subjects	<ul style="list-style-type: none"> All subjects evidence students' extended writing KS3 and 4 schemes of work to be updated with extended writing opportunities More students gain wide spread of marks in exam
3	Tutor time literacy competitions and creative activities introduced for each half term	GRo / JHl	<ul style="list-style-type: none"> Student uptake increases throughout year Quality of work shows of improvement Staff confidence in delivering literacy lessons increases - evidenced through staff voice
4	Written literacy to have a high profile across the school through display and collaboration with the library	GRo / JSe / SBu	<ul style="list-style-type: none"> Student attendance to handwriting club leading to improvement in pride in presentation Displays linked to termly themes Library lessons focus on improving vocab/writing skills

Progress monitoring of above actions		SLT link:	Stacey Burke	Governor:	Improvement Cttee	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
GRo has plans to create a Google Form which will be sent to Subject Leads to baseline the support needed. To be organised for November Half Term. All classrooms now have visualisers which allow for modelling of writing in all subject areas.	rag	Survey on modelling writing has been sent to subject leads and responses collated. Training to be provided in response.	rag		rag	
			X			
	X					
Nothing started as of yet.	rag	Writing Modelling Strategies CPD has been designed by GRO.	rag		rag	
			X			
	X					
A literacy competitions timetable created to be run across the year for students. Tier 2 Spelling Bee House Competition run for KS3. Further rounds to be run across the year. New externally run poetry competition being set up which is based around the theme of belonging for years 9-11. Internal variation for all years to run alongside.	rag	Staff from other subject disciplines have begun to introduce extended writing in tutor time competitions. The English team are looking to get involved with the Swaledale Poetry Festival. As part of World Book Day, competitions set up by GRO and introduced by tutors.	rag		rag	
	X		X			
JSe is looking at ways of getting other subjects into the library to focus on developing research and written literacy skills. English have reintroduced library lessons with Year 10 students. Written tasks have been introduced as part of AR time.	rag	English have reintroduced library lessons with Year 8 and 9 students. Exploring Myon Projects as a way of encouraging writing to start during March.	rag		rag	
	X		X			

Whole School Priority - 14	Covid-19 Boost	Person directly accountable:
		Stacey Burke

N e e d	The school was forced to close in Spring/Summer 2020 due to pandemic causing pupils to fall behind.	R e a s o n s	<ul style="list-style-type: none"> Y10 going into Y11 in Sept 2020 will have missed a full quarter of their GCSE learning time so need urgent repair and rebuild for their examinations New Y7 pupils joining secondary will not have sat KS2 SATs and their achievement will be completely unknown All year groups will need 'repair and rebuild' to get them caught up and settled back into work
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Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Early identification of the need for extra provision for GCSE students	SBu / Senior Teachers	<ul style="list-style-type: none"> Provision adapted to boost progress of Year 10 students shown through data performance Student mentoring system has been established to support well-being of students concerned about loss of education and social interactions
2	Identify gaps in knowledge and skills for all students to be established and autumn curriculum modified in response	SBu / SMn / JYa / Subject Leads	<ul style="list-style-type: none"> Curriculum closes knowledge gap gained during school closure and data indicate a closing of gaps Early interventions in and outside the classroom Students are identified and strategies monitored
3	Core subject baseline assessments to establish Year 7 achievement are undertaken and reviewed	SBu + Subject Leads	<ul style="list-style-type: none"> Robust baseline used and students who require support identified early and interventions in place Reviewed assessments indicate progress Quality First Teaching seen through observations
4	Remote learning to be purposeful and consistent	SBu / SMn + subject leads	<ul style="list-style-type: none"> All stakeholders are aware of expectations relating to remote learning. Students are regularly provided work and it is purposeful. Students who have to isolate progress is not hindered as a direct result

Progress monitoring of above actions		SLT link:	Sarah Matthewman	Governor:	Improvement Cttee	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
Online tutoring has been explored. Names are being chosen of students by Maths and English in the first instance.	rag	Online tutoring was paused as a result of lockdown 3. Deferred focus of 1:1 and 3:1 (2021). Leads to meet to finalise names in March 2021.	rag		rag	
	X		X			
Students in Year 11 have been identified using P4P sheets in all subjects in September. Intervention embedded during lesson time on a fortnightly basis. (12.5%). After-school provision has now started for all subjects.	rag	Curriculum in Autumn term developed to include classroom intervention. After school intervention offered to Y11 across all subjects. January lockdown resulted in change to exams. Training to take place reference Year 11 Portfolios in March 2021. Meeting with faculty leads to discuss moving learning forward for all year groups required.	rag		rag	
	X		X			
GL Assessments to take place in Autumn 2 in Year 7.	rag	CAT4 tests undertaken by all current Year 7. Data distributed to staff Feb 2021 to support SP2 data entry. Meeting with JYa & JTo to explore data patterns in more depth required.	rag		rag	
	X		X			
Remote learning policy and protocol has been created. Policy to be agreed by governors. Strategy shared with staff 2/11.	rag	Remote learning policy and protocol created and established in Autumn term. Spring lockdown remote learning monitored through registers for KS4 and subject leads for KS3.	rag		rag	
	X		X			

Students requiring paper copies of work identified.				
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Whole School Priority - 15		Military Support		Person directly accountable:
				Helen Porritt
N e e d	The Risedale School Community, due to its transitional population, changes weekly and needs stability.	R e a s o n s	<ul style="list-style-type: none"> ● Half of the school population comes from families who move regularly ● As Catterick Garrison expands to become a “super garrison” more children unfamiliar with an English school will arrive across all year groups ● The military have opportunities to support the school that are not always exploited ● Risedale <i>could</i> encourage army-leavers into work through ‘experience’ opps 	

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Attend Service family Group meetings	HPO	<ul style="list-style-type: none"> ● Increase in opportunities and events that Risedale pupils participate in ● Increased use of available outside support as identified through meetings
2	Attend SCiP Alliance	HPO	<ul style="list-style-type: none"> ● Risedale becomes ‘hub’ of excellence for SCiP
3	Festival of Friends participation	HPO	<ul style="list-style-type: none"> ● Service Children Questionnaire responses show increased enjoyment of school by service children
4			

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	Lt Col Jim Turner	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
Sporadic (illness) meaning only minutes being sent to us. Initiatives to support pupil army careers begun.. CSC awaiting army resettlement contact to support army leavers	rag	meetings attended - virtual	rag		rag	
	X		X			
No information yet	rag	meetings attended virtual. Audit to be completed July 2021	rag		rag	
			X			
	X					
No information yet	rag	Re-started April 2021 now school open. Study to be complete by May	rag		rag	
			X			
	X					
	rag		rag		rag	

The figure consists of three identical bar charts arranged horizontally. Each chart has a vertical axis labeled 'Sales' and a horizontal axis labeled 'Year'. The vertical axis has a tick mark at 100. Each chart displays two bars: a blue bar for the year 2019 and a red bar for the year 2020. The 2019 bar reaches the 100 mark on the vertical axis. The 2020 bar reaches the 150 mark, which is halfway between the 100 and 200 marks. This represents a 50% increase in sales from 2019 to 2020.

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Review and further amend the Behaviour Policy/Risedale Way and the report card system. Re-launch with all staff and pupils by September 2020.	HWh	<ul style="list-style-type: none"> ● Simplified response to inappropriate behaviour ● Improved consistency in staff responses to inappropriate behaviour ● Reduction in number of incidents of low-level disruption ●
2	Identify staff for Team Teach training and book Positive Behaviour Management Level 1 for identified staff.	HWh	<ul style="list-style-type: none"> ● More staff equipped with de-escalation strategies ● Identified staff equipped with positive handling techniques to deal with challenging behaviour
3	Further develop staff confidence in effectively managing challenging pupil behaviour.	HWh	<ul style="list-style-type: none"> ● Behaviour focus meetings held on regular basis ● Coaching sessions established for identified staff. ● Staff report increased confidence
4	Fully establish Lawrence House as a part of the continuum of support to inappropriate behaviour.	HWh (+ Lawrence House manager yet to be appointed)	<ul style="list-style-type: none"> ● Lawrence house staffing stabilised ● Entrance/exit protocols for students embedded ● Appropriate curriculum developed ● Zero/low fixed and permanent exclusions

Not possible due to COVID-19 restrictions.	rag	Lawrence House Manager appointed and in post 22.02.21. Lawrence House to re-open as its own 'bubble'	rag		rag
			X		
	X				

Whole School Priority - 17		Rewards and Excellence		Person directly accountable:	
				Aidan Hindhaugh	
N	More pupils need to feel confident to accept challenge and be recognised for their positive attitudes learning and contribution to school life.	R	<ul style="list-style-type: none"> The school does not yet have a consistent, effective approach to rewards Some pupils are reluctant to engage in learning and extra-curricular activities Some pupils lack confidence and resilience to accept challenges Some pupils have low aspirations 		
		e			
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		n			
		s			

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Launch EPraise an online rewards system and monitor the number of students/parents registered through the online app	AHn / GLa	<ul style="list-style-type: none"> Rewards system launched through assemblies All students given their login details to access/download EPraise and do so All parents respond a letter regarding ePraise and parent access
2	Organise training for staff on how to use EPraise effectively	AHn / GLa	<ul style="list-style-type: none"> Teaching/support staff will have completed an online training session from EPraise and are using it effectively
3	Create an online rewards shop where students can 'exchange' their points for prizes	AHn / JHIEpraise is consistently used by staff, students and parents. 86% students and 79% parents signed in on EPraise.	<ul style="list-style-type: none"> Rewards list becomes a fluid and fully updated 'prize' to use rewards pupils want Prizes are achievable for all yet challenging to 'save' enough points
4	Ensure the consistency of application of rewards through EPraise	AHn / GLa / JHl	<ul style="list-style-type: none"> Regular monitoring of the consistency of points allocation from staff through EPraise shows it is being administered fairly across all staff

Progress monitoring of above actions		SLT link:	Helen Whitehead	Governor:	???	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
-417/ 570 Students signed up to Epraise app. -560 Parents have logged into the Epraise app/ website.	rag	Epraise is consistently used by staff, students and parents. 86% students and 79% parents signed in on Epraise.	rag		rag	
	X					
-Staff are aware of online guides and tutorials through the Epraise platform.	rag		rag		rag	

-Online training video shared with all staff. -IT training/ support available.	X	Epraise training was held for all staff at the beginning of the year.			
		Online training opportunities for staff.			
-Online rewards shop includes a range of prizes such as: skip the lunch queue for a week, positive phone call home, £10 one4all voucher etc. -Student rewards questionnaire feedback used to select prizes.	rag X	10 unique items added to the online rewards shop on Epraise	rag		rag
-To improve staff consistency in awarding points for above and beyond what is expected a staff quota of 40 points was introduced. -Epraise rewards guidance shared with staff. -IT/ HoH continue to monitor the consistency of Epraise House point's application.	rag X	Rewards framework and guidance given to all staff to improve consistency. Some staff still require further training to improve consistency.	rag		rag

Whole School Priority - 18		Attendance and Exclusion		Person directly accountable:
				Gary Morley
N e e d	Schools should make sure all children attend school as regular as possible.	R e a s o n s	<ul style="list-style-type: none"> ● Persistent absence rates are still too high, although they have reduced ● Attendance rates are only at national averages overall and there is room to further improve them ● Too many parents still allow their children to remain off school without good cause ● The attendance gap between those pupils who are FSM and others remains 	

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Initiate legal procedures (PACE) for poor attendance earlier and when 90% is reached with warning issued at 93% where there is no good cause for absences	GMI / NYCC (if not NYCC then external partner) / AOF	<ul style="list-style-type: none"> ● Reduction in PA and overall absence rates ● Gaps narrowed between different groups of learners
2	Increase in home-visits targeting families where a child's attendance reaches 93% without cause	GMI / AOF	<ul style="list-style-type: none"> ● Increased home-school partnership working affecting improved attendance and behaviours
3	Support better attendance by introducing 'competition' and rewards for good attendance (e.g. visits to Beamish / cinema)	CSc / GMI	<ul style="list-style-type: none"> ● Tutor groups rewarded with weekly trophies encouraging competition within and between new Houses established in 2020 ● Pupils' attendance increases overall
4			

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	Lara Vinsen
Notes end of November 2020		Notes end March 2021		End year notes at June 2021	
	rag		rag		rag
				Signed	

Due to Covid operations, more work is being done to persuade through anxieties. English secondary attendance is 87%, Risedale remains at 95% <u>despite national picture</u> .	<div><div></div><div>X</div><div></div></div>	I did 24 home visits in March, most of which was to deliver LFT kits as well as supporting parents of pupils who have been excluded. Impact on attendance was limited due to the very short return to school and the Easter holiday.	<div><div></div><div>x</div><div></div></div>		<div><div></div><div></div><div></div></div>	
GMO visiting regularly those identified as needing support. More work needs to be done in identifying those who are reaching threshold.	<div><div>rag</div><div></div><div>X</div></div>	Pace meeting Nov 2020 April 2021 has been only 2 with 1 postponed until 21st of this week due to lockdown.	<div><div>rag</div><div></div><div>x</div></div>		<div><div>rag</div><div></div><div></div></div>	
Weekly attendance trophy still issued even though there is no assembly at present. Attendance remains above where it was pre 2016, despite national picture.	<div><div>rag</div><div>X</div><div></div></div>	On hold currently due to covid restrictions. Launch due in September with the return of assemblies including tutor attendance.	<div><div>rag</div><div></div><div>x</div></div>		<div><div>rag</div><div></div><div></div></div>	

Whole School Priority - 19		Confidence and Independence		Person directly accountable: Jane Hailwood	
N e e d	A greater variety of	R e a s o n s			
	<div>I did 24 home visits in March, most of which was to deliver LFT kits as well as supporting parents of pupils who have been excluded. Impact on attendance was limited due to the very short return to school and the Easter holiday.</div> <div>extra-curricular activities is needed to enrich the lives of our pupils and help develop responsible citizens who are valued members of the community.</div>				
			<ul style="list-style-type: none"> Highest attendance of extra-curricular activities is in sport or art. Not enough pupils take part in extra-curricular activities, limiting cultural capital opportunities Not enough pupils are encouraged to take on leadership roles or take on supportive roles within our community 		

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Create whole school programme of student leader/subject ambassador programme (linked to house system)	JHI / RSh / Subject Leads / AHn / SCo	<ul style="list-style-type: none"> Student voice shows increased satisfaction at opportunities to lead More leader extra-curricular activities available Leadership roles established within the House system
2	Become a UNICEF rights respecting school, and embed this within the whole school curriculum (links to Social Studies)	JHI / SCo / JYa / LDu	<ul style="list-style-type: none"> Pupils increasingly attend UNICEF training courses UNICEF Bronze status awarded
3	Create a community and charity driven enterprise programme, with strong local charity links (links to Careers)	JHI / HPo / Hah / CFo / AHn / RFo	<ul style="list-style-type: none"> Each house establishes community fund-raising project Students complete new enterprise challenge Funds raised delivered to 4 different projects

4	Develop an outdoor adventure and leadership programme (links to many areas)	JHI / GMo / KPe / (+ Lawrence House manager yet to be appointed)	<ul style="list-style-type: none"> Improved behaviour and/or attendance of targeted groups of children First outdoor challenge completed
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Progress monitoring of above actions		SLT link:	James Yates	Governor:	Improvement Ctte
Notes end of November 2020		Notes end March 2021		End year notes at June 2021	Signed
House system launched to pupils and competitions underway. House captains selected but now need to raise their profile and look at other aspects of student leadership.	rag 	Covid-19 has prevented making the progress we would like BUT House system is becoming embedded, thanks to HoH and tutors. Next step to focus on student leadership, not just within the house system.	rag 		rag
Still to organise. First step to agree funding to join the scheme, then discuss with LDU how we can incorporate part of this into SS.	rag 	On hold due to Covid-19. To put aside and review potential benefits for September.	rag 		rag
Proposal discussed with HoH to launch charity work 2020-21, with an outline for each term. Autumn term ready to launch to pupils. Enterprise opportunities yet to discuss with HPO.	rag 	Autumn term focussed on charity in the local community. Food parcels were donated and selected pupils helped make this up within the community. Spring term House charity project on hold due to Covid-19, but we will be able to stay on track with each house choosing a charity next half term. Hopeful we may be able to organise a Charity walk again in the summer, whole school.	rag 		rag
To be focused around spring/summer terms if possible due to covid. Need to organise a meeting with JYa/GMI to identify a group of pupils and suggested project. DofE expedition on hold but training completed by MCA/ETH and LDU as assessors.	rag 	On hold due to Covid-19. Meeting with DofE advisor 16th March to discuss alternative approach to DofE, new licence agreed. Met with CSc to discuss student leadership and a more focussed, higher profile and co-ordinated approach to this and personal development in general.	rag 		rag

Whole School Priority - 20		Health & Safety		Person directly accountable:
				Gill Morrissey
N e e d	To enhance the school learning environment and the safeguarding for all.	R e a s o n s	<ul style="list-style-type: none"> School environment has limited CCTV area coverage due to the age and camera failures within the existing system Several external doors are beyond repair and failing to close securely Improve the overall external environment to assist in reducing slips, trips and falls Improve and enhance the overall internal learning environment for all 	

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Replace most of the existing CCTV system	GLA / GMo	<ul style="list-style-type: none"> Replace the existing failing CCTV system by end of July 2020 All vulnerable areas of the school identified now have CCTV coverage System meets the GDPR Policy requirements

2	Replace identified failing external doors within main school building	GMO	<ul style="list-style-type: none"> Gain quotations for new doors Gain agreement for a replacement plan Plan installation within 2020/21 budget period
3	Improve the external environment. Reduce potential slips, trips and falls and create an environment to enhance the learning experience	GMO / Site Team	<ul style="list-style-type: none"> Loose and uneven hard surfaces are levelled Moss covered areas are treated and moss removed Surfaces are kept clear and clean Safety markings are replenished as required to maintain a visual aid
4	Improve the internal environment by refurbishing and painting communal areas	GMO / Site Team	<ul style="list-style-type: none"> Draw up a maintenance plan for painting Staged implementation is adhered to School is re-decorated within the timeframe

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	John Glahome	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
All new CCTV cameras installed July 2020. Additional cameras now in place in the identified vulnerable areas System/procedures checked to ensure we meet the GDPR Policy	rag		rag		rag	
	X					
No doors replaced at this time due to additional expenditure for the school related to COVID-19 Any available budget will be allocated to these works nearer the end of the financial year.	rag		rag		rag	
	X					
New grounds person has already made massive inroads to the improvements identified Paving stones levelled Moss requires treating spring of 2021 All surfaces clearer and markings re-marked over the summer.	rag		rag		rag	
	X					
Maintenance plan for 2020/21 painting now in place. Plan agreed with site team and work already commenced. A number of tasks already completed and completions recorded on plan Painting Plan is ongoing	rag		rag		rag	
	X					

Whole School Priority - 21		Social Studies		Person directly accountable:
				Laura Dunphy
N e e d	the PSHCEe curriculum must ensure that pupils have the knowledge and skills to enter adult life safely.	R e a s o n s	<ul style="list-style-type: none"> • New statutory guidance comes into effect in September 2020 for RSE • The PSHCEe programme needs to revisit topics annually so students are taught in an age-appropriate manner • Tutor-time activities and the PSHCEe curriculum needs to support and enhance each other alongside the assembly programme 	

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	Regain healthy school status under the new assessment regime (a minimum of Bronze award in the first year)	LDu	<ul style="list-style-type: none"> • Accepted for the programme • School audit fully completed • Action plan started as a result of audit
2	Create a whole school PSHCEe calendar that incorporates relevant National and International days of celebration	LDu / JHI	<ul style="list-style-type: none"> • Staff can access full calendar and use it to achieve learning in the classroom • Tutor time website fully completed
3	Rewrite the PoS to incorporate the changes with RSE and to create a spiral curriculum that allows subjects to be revisited annually	LDu	<ul style="list-style-type: none"> • RSE changes fully implemented into programme and accessed by teachers • PoS changes completed and reflected in action 2
4	Retrain / Train new staff that are added to the team and complete central resource store	LDu	<ul style="list-style-type: none"> • All topics are fully-resourced and accessible by all teachers of social studies.

Progress monitoring of above actions		SLT link:	Jane Hailwood	Governor:	Improvement Cttee	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
Booked onto a course in November to begin Bronze level of HSA.	rag	Training completed Bronze Award started Badge ready to put on new website	rag		rag	
			X			
	X					
Need to coordinate with House Captains and Chromebook team to ensure that all people involved in tutor time activities are on the same page.	rag	Resources shared with JHa who is coordinating the timetable at the moment	rag		rag	
			X			
	X					
PoS completely up to date and available online to all teaching staff via Risedale Favourites menu. Tweaks will be made following PSHCEe network meetings as new information is learnt. year 7 are paperless and online workbooks have been created.	rag	PoS modified to incorporate changes for home learning during Jan/Feb lockdown Online work books in production as more students have chromebooks now.	rag		rag	
	X		X			
Completely new team this year, all have been given individual packs and 1:1 training to access resources.	rag	Five changes to staffing has meant constant updating and training of new team members.	rag		rag	

Positive feedback from staff "enjoying teaching it so far and the resources are fab". Still work to be done on assessment for learning.	X	(Currently HWi has been replaced with supply (hopefully the same teacher long term - but may have several different teachers).	X		
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Whole School Priority - 22		Careers		Person directly accountable: Helen Porritt	
N e e d	Pupils need to be aware of the opportunities that exists in the global world to increase their aspiration to be the best they can be.	R e a s o n s	<ul style="list-style-type: none"> The Covid-19 crisis in Spring/Summer 2020 has delayed our re-introduction of work experience to GCSE pupils who now have a 'gap' The Gatesby benchmarks require further solidification to further secure careers education in school More opportunities need to be given to pupils of all ages to experience work routines in 'work' environment or with visiting employers 		

Actions/activity to be undertaken:		Person(s) responsible:	Success Criteria Expected by year end:
1	NCOP funding – Years 9, 10, and 11	HPO	<ul style="list-style-type: none"> From Gatsby benchmarks all activities offered are now logged against students NCOP in 3rd year with reduced amount from Government. Has funded trips, careers resources on Google classroom for student and parent access, employer assemblies etc.
2	Careers Adviser	Aspire - Igen /HPO	<ul style="list-style-type: none"> All students from Years 9, 10 & 11 have had a 1:1 careers interview (vulnerable students have had more) ensuring they are clear on their next steps for career progression
3	Quality in Careers standard	HPO	<ul style="list-style-type: none"> Risedale awarded Quality in Careers Awarded in March 2019 (current to March 2022) Compass audit significantly above national average on all Gatsby 8 benchmarks
4	Careers Webpage and newsletter	HPO	<ul style="list-style-type: none"> Regular updates established and published Resources placed on Google classroom for students from all year groups to access and parents and use measured

Progress monitoring of above actions		SLT link:	Colin D Scott	Governor:	Cllr Carl Les	
Notes end of November 2020		Notes end March 2021		End year notes at June 2021		Signed
Meetings held with 2 liaisons for NCOP. Spreadsheet to be updated re codes. Funds spent on SEND through departments.	rag	New identity list issued. Core prospectus given to KPe for additional sessions. Erd input for alternative provision	rag		rag	
	X					
Contact through SHINE finished. Due to Covid operations , currently unable to bring outside visitors in. Hope is to begin this toward end of autumn term.Sourcing new careers provision. HPo undertaking brief 1-2-1s	rag	New advisor started 13.4.2021. Y10 interviews due to start.	rag		rag	
	X					
HPo to carry out audit of where we are at (not done due to absence).	rag	Audit done. Alt provision sorted for key students recontact with outside providers.	rag		rag	

	X				
Some resources (via social studies) now online.	rag	All updated Booklets to be issued to PT - careers delivery during tutor time	rag		rag
	X				