



Ruskin Community High School

Strategic Development Plan (SDP) 2022-2025

- The catch-up plan can be read in conjunction with this SDP.
- There are other action plans which should also be read alongside this overarching plan.
- At Ruskin we strive to improve and develop in all that we do in order to enhance provision for our students. Our vision is simple and we:
 - Aim to be oversubscribed
 - Provide a high-quality education
 - Provide a curriculum which develops our students for the next phase of their life

Key Actions from the previous OFSTED inspection (March 2019):

1. Develop a whole school strategy which challenges students, including the most able, to excel across a range of subject and ignites students' trust for learning.
2. Continue to improve the attendance of disadvantaged students so that they attend school more regularly and fewer are persistently absent from school.

Priority Area	Key Objective	Actions	Success Criteria	SLT Lead Monitoring & Evaluation
<p>Quality of Provision</p>	<p>Curriculum Intent: Our intent is based around: 1. Respect 2. High Aspirations 3. Confidence We are a Community.</p> <p>We should all be able to clearly articulate what we expect students to be able to know and do by being explicit in the declarative and procedural knowledge that students should learn.</p> <p>Enhancement of cultural capital and careers links to permeate through the curriculum delivery. To prepare our students for life Post-16 so that they can access opportunities and face the challenges of the 21st century world.</p>	<ul style="list-style-type: none"> • Whole school curriculum review. • Carefully sequenced curriculum map. • Each subject will have medium term plans which clearly define the declarative and procedural knowledge that students must know at each end point. • Core knowledge questions are developed for every term, explicitly identifying what students will know. • LM meetings with CLs maintain consistency in approach. • CPD and extra meeting time to be implemented linked to Curriculum Implementation Plan. • Review SEND curriculum choices at KS3 & KS4. • Curriculum clearly outlined on the school website and reviewed annually. • Opportunities to enhance cultural capital are optimised. <p>Careers education forms a thread running through department curriculum journeys.</p>	<ul style="list-style-type: none"> • Whole curriculum intent published. • Subject level materials. • Lesson observation. • Learning Walks records. • Appraisal documents. • Work scrutiny. • Reviews of department area. • Student voice. • Data/assessments. • SEND evaluations from students. • Continue to develop the curriculum to ensure that it engages all students and provides breadth (Ebacc entry to increase to 40%+). 	<ul style="list-style-type: none"> • All SLT • SZY/ROB • SIP monitoring and review of curriculum development in stages <p>Compass+ used to monitor Gatsby Benchmarks</p>

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	<p>Curriculum Implementation: Our school vision is to implement high quality learning and teaching underpinned by a curriculum that is fit for purpose.</p> <p>Bespoke and personalised CPD has an impact on the quality of teaching and learning and is linked to department/whole school priorities and the Teacher Appraisal process.</p>	<ul style="list-style-type: none"> • To support the implementation of a Ruskin's Phases of Learning. • Retrieval practice to be made more purposeful through interleaving topics, meaning that RP is used as a form of assessment for learning. • Ensure that high Quality First Teaching is evident in all lessons. • Ensure that there is consistency in the delivery of the curriculum to ensure students of all abilities receive the same diet and opportunities. • Challenge for all/High Aspirations is evident and the most able are fully supported and stretched. • A range of CPD opportunities linked to learning and teaching and themed INSET Days. • ECF development of staff. Department reviews and peer/reciprocal observations are used to identify best practice and support areas for improvement. 	<ul style="list-style-type: none"> • Lesson observation records and department reviews. • SoW reviews. • Appraisal documents. • Department data. • Review documents. • Year 6-7 bridging SoW. Curriculum tracking has taken account of KS2 curriculum science/maths/English all linked to Primary Feeders to ensure lack of overlap. • Student interviews. • Monitoring reports. 	<ul style="list-style-type: none"> • ROB/SZY • All SLT monitoring lessons and implementation of retrieval practice. • Evidence of external/internal department reviews/deep dives • Student voice evidence • Book scrutiny

	<p>Staff to be aware of what they can do to stretch and challenge the most able students. High aspirations are an integral part of our curriculum implementation.</p> <p>Whole School Literacy</p> <p>Support the whole school literacy policy, ensuring that there is a consistency of approach in the development of students' literacy skills.</p> <p>Students have access to challenging and interesting texts in lessons which are accessed using the whole school reading strategies.</p> <p>Promote a love of reading through the Department and through links with the Library.</p> <p>Establish a new reading age programme of assessment and develop reading across the</p>	<ul style="list-style-type: none"> • Ruskin CPD crib sheets surrounding key areas created for all staff. • Evidence of a whole school strategy which challenges students including the most able, to excel across a range of subjects and ignites a thirst for learning. • Range of extra-curricular activities available • Stretch and challenge CPD for staff • Careers programme to enhance aspirations. <ul style="list-style-type: none"> • Whole school literacy CPD sessions. • TLR postholder to develop whole school Literacy. • Reading intervention postholder appointed who continues to work closely with the English Department. • Maintain the school Library after reopening in September 2021 to further promote reading. • Whole staff CPD regularly around reading and a whole school approach. • Phonics scheme delivered to key students. 	<ul style="list-style-type: none"> • Lesson observations • Medium Term Plans • Student Voice <ul style="list-style-type: none"> • Staff member to undertake NPQ in leading Literacy. • Literacy review. • Review of reading across the school. 	<ul style="list-style-type: none"> • ROB/SLT/CLs <ul style="list-style-type: none"> • ALA/ROB to monitor and review whole school literacy policy and strategies
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	<p>school, encouraging reading challenging tests.</p> <p>Purposeful KS3 Assessment:</p> <p>Declarative Knowledge identified in the Core Knowledge Questions is routinely and cumulatively assessed at end points throughout KS3.</p> <p>In addition, procedural knowledge will be assessed through tasks identified in the curriculum.</p> <p>Outcomes of assessments are used by teachers to inform future teaching.</p> <p>Feedback will be used effectively to improve student progress, the impact of which will be reviewed and practice adapted.</p> <p>Outcomes of assessment is utilised to plan interventions (in and out of class) for those who have fallen behind.</p>	<ul style="list-style-type: none"> • English department work closely with colleagues • Disciplinary literacy focus to develop students' literacy skills in order to promote and stretch and challenge • KS3&4 Assessment map clearly identifies assessment pieces used to test both declarative and procedural knowledge. • Core Knowledge Questions are used as the basis for Retrieval Practice, Pause and Review, End Point Assessments and End of Year Assessments. • Time is written into Medium Term Plans to ensure there is time to respond to outcomes of assessments. • Moderation of assessment takes place in departments. • Different forms of feedback are used by teachers and recognised by students e.g. live marking. • Students identified through Achievement Documents and support planned by teachers and C/SL. 	<ul style="list-style-type: none"> • Assessment pieces • Pause and Review • Retrieval Practice • Whole school data • Department data • Group data • Intervention records • Achievement documents 	<ul style="list-style-type: none"> • SZY/ROB/CLs • Approaching end of review and evaluation period – new assessment map created for all years • Moderation & Achievement meetings. Vital these are maintained for Sept.
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	Targeted academic support (see Catch-up Plan) to ensure effective intervention.	<ul style="list-style-type: none"> • Staffing employed as academic mentors. • Maths and English tutors embedded into departmental work. 	<ul style="list-style-type: none"> • Record of interventions/ meetings. • Year 11 holiday catch-up programmes. • Lesson 6. 	<ul style="list-style-type: none"> • SZY <p>Hours for intervention.</p>

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	<p>Curriculum Impact:</p> <ul style="list-style-type: none"> • Proportions of students reaching each step of KS3 Steps to Fluency tracked in each year group. • Assessment accurately informs the successful acquisition of essential knowledge identified in the curriculum. • To reduce attainment gaps across vulnerable groups. - PP, Gender, SEND, EAL. • Students confidently discuss their learning and experiences. 	<ul style="list-style-type: none"> • Outcomes of assessment to be analysed for each year group by CL/SL. • Departmental attainment gaps identified for each year group. • Actions planned for reduction in gaps through use of Achievement Documents in every class. • Students can articulate what they are learning instead of what they are doing. • Whole staff CPD linking to analysis of assessment and effective interventions. 	<p>Year 11 2024</p> <ul style="list-style-type: none"> • Progress 8 figure of at least 0 • Basics targets <table border="1" data-bbox="1323 539 1738 679"> <thead> <tr> <th></th> <th>E&M</th> <th>Eng.</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>9-7+</td> <td>7%</td> <td>23%</td> <td>12%</td> </tr> <tr> <td>9-5+</td> <td>51%</td> <td>66%</td> <td>58%</td> </tr> <tr> <td>9-4+</td> <td>70%</td> <td>78%</td> <td>75%</td> </tr> </tbody> </table> <table border="1" data-bbox="1323 715 1738 820"> <tbody> <tr> <td>EBacc Entry</td> <td>36%</td> </tr> <tr> <td>EBacc 9-4</td> <td>27%</td> </tr> <tr> <td>EBacc 9-5</td> <td>20%</td> </tr> </tbody> </table> <table border="1" data-bbox="1323 855 1738 1031"> <thead> <tr> <th colspan="2">Gap Data</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td><0.25</td> </tr> <tr> <td>SEN</td> <td></td> </tr> <tr> <td>Boys</td> <td><0.3</td> </tr> <tr> <td>EAL</td> <td></td> </tr> </tbody> </table>		E&M	Eng.	Maths	9-7+	7%	23%	12%	9-5+	51%	66%	58%	9-4+	70%	78%	75%	EBacc Entry	36%	EBacc 9-4	27%	EBacc 9-5	20%	Gap Data		PP	<0.25	SEN		Boys	<0.3	EAL		<ul style="list-style-type: none"> • SZY/ROB
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Behaviour and Attitudes	<ul style="list-style-type: none"> • For students to behave well in all areas of school both in and outside of the classroom. To maintain high expectations inline with the schools Behaviour Policy and continue to deal robustly with low level disruption. • To ensure all staff members are clear about the behaviour systems in place and how to manage poor behaviour incidences. • To establish a clear system for rewards and consequences. • To ensure students are safe and feel safe at all times. 	<ul style="list-style-type: none"> • To collaborate with DfE after being accepted onto the national Behaviour Hubs programme for core support. • To implement an action plan based on Behaviour Hubs program of work. • To implement a new behaviour system to reduce low level disruption in lessons. • To develop a new intervention support centre to improve the provision for students regarding their behaviour. • Develop a mentoring team to deliver intervention modules to students. • Embed behaviour support plans so identified students have additional appropriate intervention and monitoring. • Closer tracking of inappropriate behaviour and 	<ul style="list-style-type: none"> • Collaboration project in line with DfE Hub. • Learning Walks. • Lesson evaluations. • Behaviour monitoring reports. • Student/staff survey. • Data from FTEs (suspensions) • Data from Inclusion Resource Centre. • CPOMS incidents logged and dealt with. • Monitoring of intervention modules and their impact. 	<ul style="list-style-type: none"> • All SLT • HAR/BUR

		<p>aim to reduce repeat Fixed Term suspensions</p> <ul style="list-style-type: none"> • Continue to support timetable and Code 1 systems of support for staff. • Remote working development for students in the Inclusion Resource Centre. • Implement BSP's and monitor progress. • Mentoring modules to be implemented to support students. 		
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Attendance	<ul style="list-style-type: none"> • Improve attendance across all year groups and monitor and close gaps in PP/ non PP attendance. (also see Attendance Action Plan) (PP Action Plan) 	<ul style="list-style-type: none"> • Appoint full time and part time Educational Family Support Worker to reduce barriers to attendance and be able to visit families to support and intervene. • Appoint a fulltime Attendance & Welfare Officer to focus on attendance/parental and student liaison. 	<ul style="list-style-type: none"> • Weekly tracking of attendance. • Letters of intervention to be sent at the correct times. • Termly reporting of attendance to SLT and Governors. 	<ul style="list-style-type: none"> • HAR/BUR

		<ul style="list-style-type: none">• Review the use of ClassCharts to improve processes and procedure and amend accordingly to support attendance processes.• Rigorous tracking of attendance by the pastoral team and monitoring the high profile of attendance with students and parents.• SLT lead to strategically lead this area and work with the LA to implement 'deep dives'.• To feedback to governors around progress regularly.• From Sept 2023, improve and develop working with the ACOSS team, with an EFSW dedicated to the school one day a week in school and at least one further day outside of school.• Continue to monitor school attendance against local/regional and national %s regularly.	<ul style="list-style-type: none">• Early intervention evident by the Education Family Support Worker.• Deep dive feedback from LA.	
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Priority Area	Key Objective	Actions	Success Criteria	SLT Lead Monitoring & Evaluation
<p>Personal Development</p>	<ul style="list-style-type: none"> • Our intent around student personal development is to extend opportunities and the curriculum beyond the academic, technical and vocational curricular offer. • We aim to prepare students for adult lives and integration into wider society building characteristics to support them to do this in their community. • Leadership skills and opportunities will be a focus of the schools PSHCE programme and wider extra-curricular offers. 	<ul style="list-style-type: none"> • Increased hours across all year groups and PSHCE a discrete element of overall curriculum. • Curriculum time to be enhanced by planning 5 extra days that target and link to curricular intent developing student's confidence, resilience and knowledge. • Further develop the School Council, Student Leadership in Sports and PE, ECO Committee, Duke of Edinburgh Award and visit opportunities to enhance provision. • Develop a Charity Committee to enable specific planning across the year. • Online social media risks, RSE, physical health and British values to be promoted via assemblies and lessons. • Healthy food linked to school priorities and cultural awareness weeks. • Further inbed MHWB into the PSHCE curriculum along with clear points of 	<ul style="list-style-type: none"> • Student evaluation surveys. • Assemblies and wider external agency evidence of involvement. • Committee's and groups active in school. • Evidence of wider curricular visits and trips linked to the curriculum intent. • Evidence of Mental Health and Wellbeing awareness and support in place. • Mental Health first aiders and Senior Strategic Lead in place. 	<ul style="list-style-type: none"> • BUR/HAR • All SLT

		wellbeing monitoring for each year group.		
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Priority Area	Key Objective	Actions	Success Criteria	SLT Lead Monitoring & Evaluation
	<p>Career Information Education, Advice and Guidance (see Careers Action Plan)</p> <p>We aim to provide opportunities for a range of education and training providers to deliver to our students.</p> <p>To deliver unbiased Careers advice and guidance to all of our students.</p> <p>To use the Gatsby Benchmarks to guide and evaluate our CIEAG provision.</p>	<ul style="list-style-type: none"> • Appoint a Careers Advisor with Level 6 training attached. • Extend and further support strategic lead CIEAG. • Link Careers through the new PSHCE programme. • Increase external links and opportunities from external visits to school. • Enhance the implementation of all Gatsby Benchmarks. • Maintain relationship with 'Pledge' organisation. 	<ul style="list-style-type: none"> • Evaluation and use of COMPASS+ to consider provision and delivery. • To foster relationships with Cheshire and Warrington Pledge and liaise/implement strategies/ opportunities offered. • Develop and improve the understanding of appropriate evaluation techniques (wider Pledge target evidence). • Evidence of improvement against Gatsby Benchmarks and in particular Gatsby Benchmark 1. • Student Surveys/ questionnaire/ evaluations. • Lesson observations. • Monitoring by strategic lead. 	<ul style="list-style-type: none"> • SZY/WHS

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<p>Leadership & Management</p>	<p>To ensure that leaders, managers and Governors ensure that the school provides has a positive impact on all of our students.</p> <p>For leaders and all staff to maintain high expectations of all students in the school.</p> <p>To distribute leadership across SLT and other leaders to empower and build confidence around decision making and a sense of pride in the school and its core values.</p> <p>To support overall governance and link Governors in holding senior leaders to account for all aspects of the school's performance. Governors should have a clear understanding of the schools strengths and its areas for further development.</p>	<ul style="list-style-type: none"> • Marketing and transition targeted well to ensure that Ruskin remains oversubscribed. • To continue to liaise with LA and Governors/staff regularly all opportunities that arise to join a MAT in line with the White Paper. • Provide leadership opportunities for staff (NPQs) or similar and identify future leaders to succession plan. • Ensure Line Management is strong and consistent and provides the quality assurance across all middle leadership. • Regular Governor meetings and liaison encouraged with SLT and Governors additionally to calendared Governor meetings. • Reports at meetings. 	<ul style="list-style-type: none"> • Year groups remain over subscribed. • Prospectus and other marketing strategies evident. • Evidence of collaboration with LA and possibly other MATs. • NPQs in place for staff. • CPD monitored and evidence. • Targeted INSET Days planned. • Line Management framework in place. • Monthly communication with an SLT link via call or an email detailed communication. • Governors meetings • Regular meetings with the Chair of Governors. 	<ul style="list-style-type: none"> • All SLT • Governor link meetings

	<p>Ensure Governors are aware of the school's financial position and sustainability.</p> <p>Options process for KS4 and destinations demonstrate that all students have been successful supported for the next phase post-16.</p>	<ul style="list-style-type: none">• Evidence from LA support meetings shared.• Assemblies• Parent liaison• Extra CIAG	<ul style="list-style-type: none">• Reports to Governors Body.• LA finance liaison to ensure robust analysis.• Year Manager focus on Year 9 and supporting the process.• Parent liaison via Careers and guidance.	
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