

RET School Development Plan (SDP) 2021-22 – Didcot Girls' School

Key Priorities Summary	From last Ofsted Report: Improve the currently good provision and outcomes to the outstanding levels achieved by other pupils in respect of the sixth form and pupils with special educational needs Reduce the need for fixed term exclusion and continue to improve further pupils' attendance Ensure that no students are made unhappy because of name calling or other misbehaviour <i>(Ofsted Report, Nov 2015)</i>	School Identified Priorities 2021-22 <ul style="list-style-type: none"> • Outstanding progress for all key groups • Improve attendance and reduce exclusion figures for Spotlight students (SEND, PP and other vulnerable students) • Provision in the sixth form is outstanding • Refine and develop curriculum intent and assessment with a focus on Key stage 3 • Maintain and improve systems, structures and facilities that ensure student wellbeing and personal development remains a strength of the school.
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Priority Area: Quality of Education		Key Considerations: - Achievement data (inc. student subgroups) implementation and impact - Teaching, learning, assessment, CPD Destinations - Curriculum intent, - Reading -			
Subsection	SLT lead	Key Objectives inc. Performance Indicators	Key Actions	Monitoring/Evaluation	Governor Oversight
Achievement/ Outcomes (Impact)	SMR AXN MXH	Improved use of data at KS3 to track progress and set targets KS3 <ul style="list-style-type: none"> Students not secure in reading and mathematics on entry are on course for EP by the end of Year 8 95% of students on track for EP target, of which a minimum of 50% students on track for their BEP target regardless of subject or student subgroup 	ASLT role reviews use of data and assessment at KS3 Baseline test results shared by E&M Literacy and EAL interventions in place and led by Learning Support.	KS3 snapshot follow-up analysis, baseline & ongoing testing in E&M	C&S LGB
	SMR	KS4 <ul style="list-style-type: none"> Progress of PP students results in a Progress 8 score in the top quintile nationally (top 20%). Progress of SEND students results in a positive Progress 8 score. Place in the top 5% nationally for overall Progress 8 At least 85% of all students will achieve at least a grade 4 in English and Maths 85% of students achieve 5 GCSEs at 4+ inc. E&M 50% of students achieve Ebacc (58% eligible). Minimum of 55% students meet their BEP target and 85% their EP target, regardless of subject or student subgroup 	Peer tutoring with Year 12 mentors as additional intervention targeted at PP students. RSL strategy is responsive. RAP meetings and RSL/support and challenge meetings with HODs. Core subjects run intervention sessions during SGT. Action plans for priority subjects and priority groups of students in place.	RAP process and Department reviews EHT scrutiny in RSL role	C&S LGB
	JFC	KS5 <ul style="list-style-type: none"> No significant difference in attainment between groups of students (SEND; Spotlight Students - 16-19 Bursary and PP). Eliminate variation in progress between subject areas. Average grade is B- with 30 % A*/A, 60+% A*-B and no U grades. 35+ EPQ completions each year 	Priority group (L20) receive additional support, monitoring and intervention. Action plans for priority subjects are in place. Support and challenge (RSL) meetings with KS5 Leads (and EPQ Lead) in larger subject areas.	RSL process EHT scrutiny in RSL role	Sixth form committee
Covid-19 mitigation	SMR MXH	Use of the Catch-up / Recovery premium to support targeted intervention ensures any gaps are swiftly addressed and students are on track to meet and exceed targets	Careful audit of catch up premium use and intervention impact in each subject Effective small group tutoring is planned with a focus on Years 7,8 and 11 for September 2021	QA of intervention and RAP process SLT link meetings' curriculum focus	C&S Trust Board
Curriculum (Intent)	FKA	Advanced learner provision ensures that the most able access wide range of supra curricular opportunities.	Mini EPQ projects, university visits and bespoke Advanced learner scheme of work in place.	SLT link meetings	C&S
	GAL/ SMR	Continue to review the Curriculum model following pandemic.	All curriculum maps and curriculum intent to be robustly monitored and quality assured. Alternative models explored and evaluated.	QA of curriculum planning, Department Reviews. SLT QA of curriculum	
	SMR	Cross-curricular links are further identified and clearly evidenced in curriculum mapping by July 2022	Teacher research groups are introduced along with collaboration through Friday 5 CPD focus	Lesson evaluations, DDIs, review days, CPD evaluations & appraisal.	
	FKA /SMR	There are clearly identified links between KS2 –3 curricula and transition points at KS3-4 and KS4-5 to develop sequencing of 3-18 curriculum	KS3 core TLR holders work together to ensure increased collaboration between KS2-3 teachers, incl SCCEPS staff in range of subjects. Wider transition projects in place for summer 2022.	Department reviews, Primary school visits, KS3 student voice	
	SMR JFC	The supra-curricular is privileged alongside the taught curriculum to ensure a “ whole education” KS5 Curriculum has a robust two-year scheme of assessment and independent learning in place with no in- subject variation	A thorough overview of the wider curriculum is in place by December 2021 and maps all strands and themes. KS5 TLR holders ensure precise collaboration between teachers in cross-site subjects	Department reviews Curriculum QA processes	

				Bespoke and robust KS5 Subject review	
Covid-19 mitigation		Curriculum roadmaps are altered appropriately to support gaps in learning	Formative and summative in class assessment identifies gaps. Quality assurance systems, including termly curriculum conversations ensure roadmaps are reviewed regularly	SLT link meetings – curriculum conversations	C&S
Teaching, Learning and CPD (Implementation)	FKA	All teaching is outstanding with no in-school variance as evidenced in department review and learning walk data.	Responsive CPD, DDI model, instructional coaching with focus on subject specific pedagogy in place. Improved quality assurance framework which includes department reviews, DDIs, learning walks, pupil pursuits, termly curriculum focus link meetings.	Lesson evaluations; Review Days; DDIs; D6 Gobs & Main School Gobs QA Day	C&S LGB
	FKA/ SMR	Assessment is used carefully and effectively at Key Stage Three to help pupils embed and use knowledge fluently.	Assessment calendar is carefully reviewed to ensure formal assessment opportunities are planned in years 7-9 for 2021-22		
	SV	Whole school reading strategy in place which supports all Spotlight and LPA students to meet and exceed targets. Bedrock vocabulary and NGRT data show rapid in year progress in literacy.	Structured reading aloud in SGT programme funded and in place 7-9 Training on explicit vocabulary teaching in all subjects at least once per term	lesson observations, DDIs	
	JFC	Teaching and learning in KS5 lessons to be consistently outstanding as evidenced in department reviews and learning walks	Programme of KS5 subject reviews and Learning walks based on shared core KS5 teaching principles. KS5 retains strong links to main school QA and T&L development.	SGT observations, lesson evaluations, student/staff voice	6 th form committee
	NWR	Digital strategy for teaching and learning is used to support student independent learning, retrieval and assessment. All staff achieve silver level on digital PLC. All students evidence increased competence on student PLC.	Digital strategy 2021-22 is successfully launched. Digital homework approaches are trialled and embedded. Use of tablets trialled in classrooms Leadership coaching and digital pedagogy training for all staff as part of CPD model 2021-22	T&L QA processes EHT scrutiny as Digital Strategy is RET-wide T&L QA processes, remote and in school Student and staff surveys	IT forum C&S Trust Board
Covid-19 mitigation	FKA	The quality of home learning, if required, remains excellent and is delivered to a consistently high standard in line with DGS principles of home learning. Parent and student home learning surveys report 90%+satisfaction with quality of remote learning.	Remote learning contingency plans are regularly reviewed and digital competencies of all staff audited with targeted CPD in place as required.	Evaluation of staff, student, parent voice on online learning Systematic quality assurance of home learning	LGB

Priority Area: Behaviour and Attitudes		Key considerations: - Attitudes to learning - Relationships - Behaviour - Attendance - Exclusion			
	SLT lead	Key Objectives inc. Performance Indicators	Key Actions	Monitoring/Evaluation	Governor Oversight
Behaviour and Attitudes	ADT/CLD CMP	Whole school attendance exceeds 96% Disadvantaged and SEND (Spotlight students) students attend as well as non-disadvantaged and Persistent Absence is below national average (13.7%) and whole school average (10.7%) for all groups	AHT attendance implements consistent strategy across years 7-11 Transition process builds in focus on Spotlight PA students with targeted connection opportunities in years 5&6	Weekly tracking of attendance by pastoral team Reports to SLT/governors.	C&S
	ADT/ CLD CMP	Pupils' conduct and behaviour for learning are impeccable, incidences of low-level disruption are extremely rare. There are no permanent exclusions and all fixed term exclusions and repeat exclusions are very rare, with creative alternatives in place	Launch online student reward system with clear links to leadership ladder. Student leadership includes further focus on e-safety and antibullying agenda Flexipod curriculum opportunities reviewed and appropriate mentoring in place within Flexipod to support reintegration Links between pastoral and SEND teams develop to include defined early intervention approach	Termly reporting on attendance to SLT/governors Parent and staff survey Nov 21 QA of ABC process, reporting of FTE/removal data. Outcomes/reports to SLT termly.	LGB, C&S
	JFC	Attendance for all students in the sixth form is above 96%. A systematic approach to taking and responding to student voice in the sixth form is embedded. Students care about their learning and show visible ambition to do well in all lessons. Student voice surveys indicate 4.5 or above to "I feel recognised for my efforts and achievements at this sixth form". Every student receives at least three postcards per year.	Secure improvements to punctuality with more targeted use of the sanctions system and early intervention Twice-yearly wellbeing surveys using Warwick-Edinburgh model to identify those in need of support who are not self-identifying. A programme of student satisfaction surveys, and student panels on aspect of culture and climate. Develop programme of supervised study, to aid positive messaging delivered through the revised ethos, tutoring and assembly programme.	Pastoral QA processes and KPI scrutiny QA of student voice programme.	6 th form committee
Covid-19 mitigation	ADT/ CLD	Reintegration of students following any potential lockdowns or Covid-19 disruption focuses on clear systems and routines.	Consistent use of SOPS from all staff , supported by high visibility from SLT and middle leaders	Learning walks, QA of behaviour data and ABC process	C&S LGB

Priority Area: Personal Development		Key Considerations: - SMSC development - British Values - Healthy Living - Citizenship - Careers - Equality, diversity and inclusivity - Preparation for next stage of education - Wellbeing			
	SLT lead	Key Objectives inc. Performance Indicators	Key Actions	Monitoring/Evaluation	Governor Oversight
Personal Development	ADT	Pupil mental health and wellbeing improves following lockdowns Pupils take an active role in supporting the wellbeing of other pupils. Student surveys and safeguarding data show 95%+ feel happy and safe at school. Incidences of self harm are reduced.	School counsellor support and 1-1/ small group strategy in place with clear 6 -week reviews built in Wellbeing centre space is planned, led and managed with clear ownership and regular use by key groups. Student leadership, including the peer mentoring role of 6 th formers supports student wellbeing Personal development curriculum is rewritten with additional focus on mental health and safeguarding Edinburgh Warwick and online pupil survey data used twice a year to track impact.	Lesson evaluations, curriculum review/QA, Department Link Reviews. Ongoing QA of wellbeing provision through data, referrals, engagement, student voice EW student survey	LGB
	MXH /CC	Wide range of clubs, trips and activities are in place with a focus on broadening access and enrichment experience for Spotlight students 85% + spotlight students are engaged in extra-curricular activities	Spotlight progress practitioner to develop system & track spotlight students involvement in extra-curricular New Leadership ladder established as an entitlement for all students 7-10 Seek external opportunities to share DGS character education framework eg. We are in Beta		
	GKK	Character Education continues to be a distinctive strength of the school and national recognition is achieved through the Schools of Character Kitemark Plus		Participation tracking, student voice	
	GAL	Schools section of RET Equalities, Inclusion and Diversity strategy is implemented. Student, staff, parent voice shows greater understanding. Equaliteach Bronze mark is achieved	Review curriculum roadmaps and relevant teaching materials with EDI focus Appropriate training for all staff and students in place including September Inset Day for all teaching & support staff	EHT scrutiny as Ethos is Trust wide role QA of ethos activities, termly reporting to SLT. EDI survey EHT scrutiny as EDI Strategy is Trust wide	Trust Board
	JFC	Sixth form D6 Executive and DGS student leaders work together to provide opportunities for collaboration across sites and year groups. Systematic use of student voice is embedded in line with key whole school priorities both within curriculum and wider curriculum. Develop Pivot programme at KS5 so that students are equipped with skills to live well beyond sixth form. Exit Survey: 4.5/5 or above satisfaction rating with the Pivot Programme.	Leadership framework in place which ensures over 50% of sixth form are involved with mentoring and volunteering, including links with main school DGS. Wide variety of 8+ visiting speakers and at least three grand challenge seminars planned for the year. Further develop RSE and RE programmes, delivered through mixture of enrichment, student guidance time, and drop-down days.	QA of assemblies and SGT Termly curriculum QA Student, staff, parent, voice Student and staff voice	Sixth form committee
	SRG	Careers To re-establish achievement of all 8 Gatsby Benchmarks Embed and expand delivery of impactful virtual online delivery of careers initiatives especially 6 th Form Careers Mentoring and Careers Pioneers Mentoring for Yrs 9 and 10 Spotlight students Further develop destinations programmes in the sixth form: <ul style="list-style-type: none"> 10% L3+ apprenticeship take-up within 6 months of leaving 5+ students gain entry to Oxbridge 8+ students gain entry to Medicine/Dentistry 50% of cohort gain entry to RG universities 100% work experience take-up with 80% in aspirational placements.	Implement meaningful engagements and interactions with employers for all year groups To expand and embed use of employers contacts database to beyond 100 contacts and to include alumni Use of above database, and online training materials developed via Teams	Stakeholder voice, careers targets Number of students and Sectors represented by mentors participating in the program and feedback from evaluation survey.	C&S LGB Sixth form committee

Covid-19 mitigation	FKA/ NWR	In the event of a return to remote / blended learning appropriate platforms and technologies are used to ensure ongoing access to high quality wider curriculum and personal development opportunities	Robust quality assurance of remote wider curriculum provision , ongoing remote student voice opportunities in place, along with whole school and year group live assemblies.	Student, staff, parent voice QA of remote academic and pastoral provision	C&S
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Priority Area: Leadership and Management		Key Considerations: - Safeguarding - School ethos and vision - Well-being and workload - Governance - Staff development and retention			
	SLT lead	Key Objectives inc. Performance Indicators	Key Actions	Monitoring/Evaluation	Governor Oversight
Leadership and Management	GAL	Continue to actively and regularly seek and respond to staff feedback on wellbeing and workload	Engage with external surveys/staff voice as a key source of information to drive development	Staff surveys Autumn and Spring 21-22, staff voice	LGB
	GAL	RET Leadership DNA programme used to develop culture of 'Everyone a Leader', facilitating cross-site collaboration and ensuring senior, middle and aspiring leaders are supported to develop into outstanding leaders, any in-school variance is reduced and effective succession planning is in place.	Associate SLT posts with clear SDP foci created to support aspiring senior leader development Universal, targeted and bespoke leadership CPD for all staff at all levels HoD and HoY core leadership principles in place to improve consistency.	QA through Half termly leadership meetings EHT scrutiny as L'ship DNA is RET wide	LGB
	FKA/SV	Successful implementation of the Early Careers Framework supports 100% retention of newly qualified and second year teachers	ECF training package supports new in-school induction programme for ECTs Lead practitioners undertake coaching training and time allocated for support of NQT+1	QA of mentoring sessions EHT scrutiny as ECF Lead is RET role	LGB
	MXH	Safeguarding remains highly effective. 95%+ of students/parents report that they feel happy and safe at school. External safeguarding reviews highlight strong practice.	Increased scrutiny of data and record keeping on sexual violence and specifically peer on peer and online sexual abuse at SLT and Governor level RHSE curriculum reviewed and appropriate enhanced staff training in place.	Safeguarding audit, external QA of SCR	LGB, pay committee
	CoG	Governors hold senior leaders to account for all aspects of the school's performance	Governors' Quality Assurance Day; Visits to Staff Briefing and Exit Interviews	Governor minutes	LGB
	GAL	Increase the recruitment % from DAP schools to over 80% from 72% (2020-2021)	Headteacher visits to key schools take place Autumn 2021. Open Mornings and marketing visits to DAP schools treated as priority in Term 1.	Primary recruitment data	LGB
Covid-19 mitigation		Staff wellbeing and the effective remote operation of the school continue to be prioritised when working remotely,	Ongoing staff training and IT investment strategy supports remote functioning of school.	Stakeholder surveys	LGB

Priority Area: Resources		Key considerations : Premises Catering IT			
Resources					
Catering	CS/TG	Enhance catering provision	Successful induction of RET executive chef	RET management meetings	F&GP
Premises			Review of catering provision, action plan to develop and enhance catering services		
IT			Increase student access to recreational/ eating spaces		
			Secure funding and Install permanent covered break/ lunch space. (30K)		
	CS/CG	Improve safety and access around the school site. Health and safety audit shows required improvement in condition of surfaces.	Resurfacing work to be completed summer 2022	RET management meetings, Health and Safety committee	F&GP
	CS	Schools Estates Strategy and plan	Undertake and scrutinized Condition needs survey and Capacity needs plan		
			Prioritise estate development needs into immediate, medium term and long term requirements		
			Review financial implications of strategy		
	CS		Work with CIF partner in applying for funding to replace windows and roof in Frids building		

	TM/ CS	<div>Increase community use of facilities</div> <div>Continue to develop IT infrastructure in line with Digital strategy 2021-22 objectives</div>	<div>Review current lettings income and current provision</div> <div>Renegotiate contract with 3rd party provider</div> <div>Second phase of replacement projectors and teacher PCs which are >8 year old</div> <div>Final phase of wifi upgrade during October half term 2021</div>		
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