

RIPON GRAMMAR SCHOOL**5 YEAR STRATEGIC IMPROVEMENT PLAN [SIP] (2016 – 2021)**

September 2016

Overview

Judged as outstanding by OFSTED in 2012, Ripon Grammar School is committed to providing a first-class academic education appropriate for the able pupils who join the school. The objective is to enable everyone to achieve their very best, to feel stimulated and challenged intellectually, to be engaged, active and innovative learners so that they achieve the formal qualifications they need to progress smoothly and confidently to the next stage of their careers. This School Improvement Plan supports that commitment and outlines the major areas intended for improvement by August 2020.

Staff and governors are relentless in their pursuit of excellence. They are committed to at least maintaining the very high academic standards and progress already achieved and, where possible, improving them even further, especially through a time of major changes in curriculum and assessment at GCSE and GCE. School leaders will provide support, scrutiny and guidance in those subjects where achievement and/or progress are below expectations. Individuals matter: close monitoring of all students' progress will continue with particular attention paid to those in identified potentially vulnerable groups to ensure progress is in line with the rest of the cohort. Support and timely intervention will be provided where necessary. The quality of teaching and learning will never be less than good, with the majority judged to be outstanding. Governors will continue to support, encourage and challenge senior leaders and undertake in-depth analysis of results against comparable schools.

Highly able teaching staff will be appointed when vacancies arise and all staff will be provided with relevant professional development (CPD) to support high performance, including CPD that supports their career progression. Senior staff will feel confident in their new or amended roles and the SLT as a whole will be recognised as an outstanding leadership team, insistent on the highest professional standards. Feedback from staff surveys will show increasing levels of job satisfaction.

Students will continue to receive excellent pastoral care, as judged from internal monitoring and student and parent feed-back surveys. They will have access to a wide range of extra-curricular activities, supported, in part, by a vibrant House system.

Boarding will far exceed the National Minimum Boarding Standards in all aspects but especially in the care and welfare of the students, and will reach the standard to be judged outstanding by OFSTED. Through effective marketing and promotion applications for boarding places will exceed available places at all ages.

The school's teaching facilities have already benefited from a new Humanities & Languages building and girls' boarding from the extension to Johnson House. A strategic school site development plan will be completed in which other much needed capital developments will be identified and prioritised. This will be supported by a five year planned maintenance programme with outline costings.

Governors will continue to manage the school's finances prudently with the priority placed on value for money and the effective use of financial resources.

Parents, pupils, staff, alumni(ae) and governors will, increasingly, be proud of RGS and celebrate its achievements. The school's commitment to serving the local community will be clearly recognised and publicised; collaborative links with other local schools will be strengthened even further as will the relationship with North Yorkshire County Council (NYCC).

The quality of governance of the governing board will be judged as highly effective both by internal and external evaluation. The school will fully deserve its regional and national reputation as being one of the leading schools in the North of England.

TEACHING, LEARNING & CURRICULUM						
Key points						
<ul style="list-style-type: none"> Teaching of the highest quality with the majority of lessons continuing to be judged outstanding and none less than good Outstanding student achievement and progress as judged by internal criteria and external results (GCSE & GCE) and value added measures. RGS achieving well against other schools in the identified basket of similar schools. Successful introduction of revised GCSE and GCE specifications and the exam entry regime for AS in Year 12 Successful implementation of the revised National Curriculum Maintenance of a broad and balanced curriculum at all Key Stages appropriate for the abilities of the able boys and girls who attend RGS 						
Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
TLC1 SLT	1	Intervention at all KS Maximise attainment of students (including vulnerable groups) <i>such as pupil premium/SEN/gender</i>	<p>Improve life chances of all students.</p> <p>Impact/outcome: All students to make at least expected/better than expected progress. Particular focus on boy/girl performance to minimise gap. Prizegiving – proportion of boys/girls receiving prizes.</p>	Monitoring attainment at all KS. Identify under-achievers through use of SISRA and HOD meetings. Collaboration with SENCO and HOS. Weekly meetings with HOD. Action plan to highlight priorities.	Ongoing	Curriculum (HKE)
TLC 2 SLT	1	Departmental oversight	<p>Better understanding by SLT of the areas of strength and areas for development within departments.</p> <p>Review of the monitoring of departments with consideration given to re-introducing departmental review programme.</p> <p>Possible school to school support (WRA/YTSA)</p> <p>Impact/outcome: All departments have appropriate self-evaluation procedures, action plans and records to support intervention.</p>	Staff time	September 2017	Curriculum (KRA)

Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
TLC3 SLT	1	Teaching – maximise proportion of outstanding lessons.	More outstanding lessons – higher attainment and greater enjoyment producing more effective learners Impact/outcome: Greater attainment at all key stages.	Staff CPD. Visits to other schools to seek good practice; subject specific CPD. Teaching & Learning group. Paired observation. Able girls – not making sufficient oral contributions in lessons. (T & L group)	Ongoing	Curriculum (HKE)
TLC4 SLT	1	Literacy and numeracy (L&N) across the curriculum and develop a whole school reading culture.	Audit undertaken. Policies established. Monitoring and review of effectiveness of policies. Staff to encourage and promote reading for pleasure by giving it high priority and a visible presence, including modelling behaviour. Impact/outcome: Through work scrutiny and lesson observation, monitoring the quality of written communication by department. Highlight L & N in schemes of work	Baseline (LUCID EXACT) used; wide range of activities established. Effectiveness needs monitoring and review. Numeracy – range of activities reviewed. ASL role appointed for literacy and numeracy. CPD for staff.	Ongoing	Curriculum (HKE/SD)
TLC5 GS SLT	1	Review of reporting schedule	To rationalise existing system to be consistent with new progress measures (progress 8, attainment 8). Uniformity of assessment formed between subjects for 9 – 1 scale. Impact/outcome: An effective reporting system providing appropriate information for parents and targeted advice to students.	Staff time and meeting with parents/students.	2017	Curriculum (KRA)

Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
TLC6 GS SLT	1	Prepare for Ofsted	SEF up to date. Britishness/SMSC audit Website – key policies (statutory) Familiarity with Ofsted criteria	Training required Visit by Ofsted HMI to be arranged.	2017	Curriculum (KRA/MJM)
TLC 7 GS SLT	2	Explore potential of ICT to support teaching and learning.	Working party of staff and students to investigate opportunity for using mobile technologies to support teaching and learning, with a view to introducing full school wireless and VDI. Consider further development of Sharepoint (training?). Training on interactivity aspect of whiteboards. Review use of 'bring your own devices' so that laptops are redundant.	Staff time and input (ICT dept) Staff training to ensure opportunity to improve T & L is maximised (at approx. £140,000 spread according to available funding).	2017	Curriculum (KRA)
TLC 8 GS SLT	2	Induction of first years - organisation, standards of presentation, descriptors outlining expectations (by year).	Students are identified early and provided support for organisational issues (and consistent staff approach) to enhance progress and attainment.	Staff time	2018	Curriculum (KRA/BAS/SD)

STAFF EXPERTISE AND DEVELOPMENT						
Key Points <ul style="list-style-type: none"> • Staff development planned and evaluated as effective for school priorities • Staff engaging in training for promoted posts and being successful in moving on to middle and senior leadership positions. 						
Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
ST1 SLT	1	Develop staff expertise through effective CPD	Staff are our most valuable asset – increasing their expertise/skills will benefit <u>all</u> aspects of school life. Impact/outcome: Improved student attainment/staff achieving promotion.	Costs of CPD plus advertising costs for replacing promoted staff. Cover cost for paired lesson observation.	Ongoing	F & P (MJM)
ST2 GS SLT	1	Staff recruitment in line with the school's published Staffing Structure	To plan for, and recruit, staff of highest calibre and to evaluate involvement in 'schools direct' teacher training programmes eg Y TSA, White Rose Alliance. Impact/outcome: High calibre staff appointments made.	Staff & Governor time Advertising costs	Ongoing	F&P (MLP)

PASTORAL (PA)						
Key points						
<ul style="list-style-type: none"> • Relatively new (September 2014) pastoral heads • Boarding quality 						
Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
PA1 GS SLT	1	To address issues relating to boarding in the 2014 Ofsted inspection report and the associated post-Ofsted action plan, e.g. minimise differences between houses; involve more staff in boarding.	To ensure boarding is 'outstanding'. To increase staff involvement in boarding (weekends, etc) to ensure termly boarders get enjoyable experience. Impact/outcome: To ensure boarders have the best possible experience.	Staff training Ongoing maintenance and refurbishment costs	Ongoing	Boarding (MJM)
PA2 SLT	2	PSHCEe curriculum development.	Support new Head of Subject. Continue to improve provision of PSHCEe. Consider curriculum content, e.g. wellbeing, mental health, resilience. Raise awareness of content with all staff. Impact/Outcome: Effective and enjoyable PSHCEe programme embedded.	Staff time and input. Attend training course and network meetings.	2017	Curriculum (HKE/LMG)

Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
PA3 SLT	2	Monitoring, evaluation and review of tutorial time.	<p>Improve programme on offer during form time. Develop activities that match needs of students at all key stages. Develop role of tutor.</p> <p>Impact/Outcome: Students are well informed about issues that impact on their day to day learning and social and emotional well-being. Students feel supported and prepared for the next Key stage.</p>	Staff time and input. Possible CPD need.	2017	Pastoral (HKE/TF/SJW/ MBB)

COMMUNITY (COM)						
Key points						
<ul style="list-style-type: none"> Careers guidance Communication with stakeholders 						
Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
COM1 GS SLT	3	Stronger links with parents and alumni; Clocktower magazine to be sustained.	To maintain contact with former students and to re-establish contact with alumni(ae). Enhanced support for school's ambitions and enhance links with former students for careers events/interview practice. Impact/outcome: Enhanced links with former students.	Possible salary costs.	Ongoing	P & CL (MLP)
COM2 GS SLT	1	School Admissions (see also FIN2)	To achieve target admission numbers for boarders and day students at Y7, Y9 and Y12 in 2017 onwards. Impact/outcome Admission numbers achieved	Staff time Particular focus on boarders Possible cost of external publicity	2016	Curriculum [Admissions Committee] (MLP)
COM3 SLT	2	Links with primary schools (feeders) strengthened	Boarding/recruitment/raising standards of attainment. Primary schools visit RGS (G & T) paired reading schemes, etc. STEM Coordinator to review primary provision/support and enhance existing programme. Impact/outcome: Strong recruitment and smooth transition from Y6.	Staff time	2017	Curriculum (MJM/HKE)

FACILITIES & RESOURCES (FR)						
Key points <ul style="list-style-type: none"> • Humanities and Languages building, and the Johnson House extension completed • Coherent site development plan including detailed planned maintenance programme • Educational resources kept up to date to meet demands from changes to curriculum and to teaching and learning styles. 						
Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
FR1 GS SLT	1	ICT facilities – ensure these are kept up to date, with effective staff training.	Support administration and teaching/learning. ICT development plan formulated. Impact/outcome: Strong staff satisfaction	Significant – spread funding costs over 3 year period Staff time for training (see TLC7).	2018	F & P (KRA)
FR2 GS SLT	1	Strategic plan for effective, costed and affordable on-going maintenance programme to identify frequency of maintenance, e.g. painting, minor repairs.	School fabric is maintained at a high standard. Impact/outcome: High degree of maintenance across whole school.	Premises Manager to oversee.	2017 (then in April annually)	Premises (MLP)

Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
FR3 GS	3	New dining facilities	To provide more appropriate facilities for dining and release school hall more for school use. Impact/outcome: Better use of facilities, e.g. hall available at lunchtime.	£800K + Fundraising cost/time	2018	Premises (MLP)
FR4 GS SLT	1	Health & Safety audit – action plan following NYCC H&S inspection	Ensure highest standards of Health and Safety around school.	Staff time (Premises Manager)	2017	Premises (MLP)
FR5 GS SLT	1	Prepare for Ofsted boarding inspection (see also PA1)	Audit practice developed. Quality assurance by sampling. Ofsted framework/familiarity Visit by external assessor prior to inspection	Staff time (MJM)	2017	Boarding (MJM)
FR6 SLT	3	ECO schools' award	Review and improve use of school resources to minimise waste and maximise efficiency. Impact/outcome: Bronze award	School Council Staff time (HKE) Funding (small)	2017	Pastoral (HKE/AH)

FINANCE (FIN)						
Key Points						
<ul style="list-style-type: none"> • Disciplined financial management and forward financial planning • Well planned and closely monitored budgets • Emphasis on value for money in all the school's transactions • Repayment of JH extension on or ahead of schedule 						
Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
FIN1 GS	1	To ensure school budget is healthy and school is financially viable. Coping with challenges at time of decreasing revenue funding, e.g. sixth form funding.	Securing long term future of school Impact/outcome: Healthy budgetary surplus to ensure ambitions are met. NYCC loan repayments always on or ahead of schedule. Size of sixth form kept under review	Staff time – new bursar	Ongoing	F & P (MLP)
FIN2 GS	1	Recruit boarders, consistent with admissions code and DfE requirements (UK, EU passport holders) especially at sixth form level. (link to COM2)	Marketing strategy – identify key geographical areas for recruitment. Conduct primary school visits Produce promotional literature, i.e. leaflet, DVD of boarders. Impact/outcome: Recruitment good at all levels.	Staff time and P&CL governors	Ongoing	Boarding (MLP)
FIN3 SLT	2	Activities Fund	Ensure higher uptake by parents to contribute to this Ensure better financial support for extra-curricular – small take-up at present (10-15%)	Staff time and P&CL governor time	2017	P & CL (MLP)

GOVERNANCE (GOV)						
Key points <ul style="list-style-type: none"> • Governing board reconstituted July 2015 • All governor vacancies filled and all new governor appointments matched to identified skills, experience and personal qualities required • Training fully embedded in governance 						
Reference	Priority (1,2,3)	AREA	RATIONALE & IMPACT/OUTCOME	RESOURCE IMPLICATIONS	TIMESCALE (end date)	GOVERNORS' COMMITTEE
GOV1 GS	1	To continue to maintain strong links with NYCC whilst keeping Academy Status under review	Long term financial gain and greater independence. Impact/outcome: Strong support for RGS from NYCC.	Staff & Governors' time	ongoing	FGB (MLP/PRM)
GOV2 GS	1	Governor effectiveness	To ensure that RGS Governance meets the criteria to be judged outstanding. Impact/outcome: Highly efficient and effective strategic governance. Governor vacancies filled.	Governors' & staff time. Some CPD funding for bought-in advice	September 2017	FGB (PRM/ERM)
GOV3 GS	1	Review and improve Governor communication with key stakeholders: Students, Parents, Staff and Alumni(ae) (see also COM1)	To ensure Governors and their work are known and understood by all RGS stakeholders Impact/outcome: Greater feeling of school community	To be costed subject to communications media used	2018	P&CL (PRM/APr/MDA)
GOV4 GS SLT	1	NYCC safeguarding audit for schools.	Governors to ensure safeguarding procedures are implemented , monitored, evaluated and reviewed.	Nil	2017	Pastoral (MJM)

Explanatory notes**Staff**

MLP	Mr Martin Pearman	Headmaster
MJM	Miss Marita Murray	Deputy Head
KRA	Mr Kevin Auger	Deputy Head
TF	Mr Terry Fell	Head of Sixth Form
HKE	Mrs Helen Keelan-Edwards	Assistant Head
SD	Mrs Sally Dring	Librarian
LMG	Mrs Louise Garmory	Head of PSHCEe
SJW	Mrs Sarah Wright	Head of Upper School
MBB	Mr Mike Barker	Head of Lower School
AH	Mr Andrew Hogg	Premises Manager

Governors

PRM	Dr Peter Mason	Chair of Governors
ERM	Mr Eric Medway	Vice-Chair of Governors
MDA	Mr Mark Avery	Chair of the P&CL committee
APr	Mrs Antonia Praud	Clerk to the Governors

Key (column 1)

GS Strategic: Governors directly responsible and actively involved in implementation

SLT Operational: SLT responsible for implementation and report to Governors on progress

Priority (column 2)

Priority 1 Update from committee chair or SLT member at each meeting of the committee and/or FGB. Committee chair liaises with SLT member to ensure necessary resources are identified and made available. Progress assessed annually and reported to the FGB at the final meeting of the year.

Priority 2 Progress monitored by the committee at least once each calendar year. Inclusion and priority reviewed annually.

Priority 3 Progress monitored as necessary but strand kept on SIP as a desirable intention. Inclusion and priority reviewed annually.