

# School Priorities 24-25

## Ripplevale School & College Rochester

<p><b>Priority 1- Quality of Education</b></p>	<p><b>1:1 Staff curriculum knowledge</b> - Continue to ensure that teachers have good subject and pedagogical knowledge so that students routinely learn and remember the knowledge intended.</p>
	<p><b>1:2 Assessment</b> - Ensure that assessment is used consistently &amp; effectively to show expected progress, to identify &amp; address misconceptions, to close gaps &amp; to embed learning.</p>
	<p><b>1:3 Reading culture</b> - Further develop and promote the school's culture for reading, including ensuring that students read widely and often and that the embedded reading strategies ensure older students who are behind with their reading are helped to catch up, including through accessing texts with engaging content matched to their reading skills.</p>
	<p><b>1:4 Curriculum plans</b>- Continue to ensure that all SOW are fully embedded and that these and the wider curriculum is adapted to meet students' individual learning needs, including their EHCP targets.</p>
	<p><b>1:5 Evidence of an inclusive and adapted curriculum/environment</b>- Continue to ensure all teaching staff are aware of each student's needs/ individual strategies to support them, and that staff are equipped with the knowledge of how to meet their needs.</p>
<p><b>Priority 2 - Behaviour &amp; Attitudes</b></p>	<p><b>2:1 Attendance systems</b>- Continue to improve attendance rates across the school. Monitor and ensure that agreed systems and practices to secure good attendance continue to be robustly implemented and that the impact of the policy is evaluated termly (6 terms) to further decrease the proportion of persistently absent students, particularly in the older year groups.</p>

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	<p><b>2:2 Behaviour and Attitudes to learning</b> - Further strengthen students' attitudes to learning, so that they show commitment, study effectively and are resilient to setbacks.</p> <p>Continue to ensure that staff respond consistently to incidents of unacceptable behaviour to further reduce incidents of bullying, prejudiced &amp; discriminatory behaviour &amp; language, and that all members of the school community understand what constitutes acceptable/unacceptable behaviour and why.</p>
<p><b><u>Priority 3 - Personal Development</u></b></p>	<p><b>2:3 Rewards and Sanction</b> - Continue to ensure that there is a clearly understood, and consistently implemented system of rewards and sanctions with rewards linked to interests.</p>
<p><b><u>Priority 4 - Leadership &amp; Management</u></b></p>	<p><b>3:1 Charters of experiences</b> - Continue to review and implement the planned opportunities for students' experiences beyond the subject curriculum, providing opportunities to engage in meaningful experiences &amp; to develop responsible, active citizens.</p>
	<p><b>3:2 Preparation for adulthood</b> - Increase opportunities for students to prepare for life beyond school, to include travel training.</p>
	<p><b>4:1 Curriculum offer</b> - Continue to strengthen the capacity, effectiveness and impact of curriculum subject leadership ensuring that students have access to a curriculum that builds on previous knowledge, culminates in a shared endpoint and allows students to build on accreditations gained by offering appropriate P16 courses, ensuring students do not become NEET beyond Ripplevale.</p>
	<p><b>4:2 CPD</b> - Ensure that staff continue to feel valued, through a clear CPD offer, linked to performance management, through bespoke support &amp; enhanced opportunities for career progression.</p>

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	<p><b>4:3 Communication</b> - Continue to strengthen systems for communication so that all staff, students and parents feel considered and well informed about school priorities, routines, events and changes.</p>
	<p><b>4:4 SEND provision</b> - Continue to strengthen the leadership of SEND ensuring that students receive the provision identified on their plans, annual reviews continue to be completed on time and students are prepared well for transitions. Foster a whole-school commitment to inclusion, where every staff member is responsible for supporting SEN students and where diversity is celebrated. Continue to embed SEN provision as a core element of the school's strategic plan, ensuring that resources, training, and policies are aligned with the goal of providing high-quality education for SEN students.</p>
<p><b>Priority 5 - Quality of 6th Form Provision</b></p>	<p><b>5:1 Attendance and punctuality</b> - Review and refine systems where needed to ensure students have high attendance and are punctual to lessons.</p>
	<p><b>5:2 Curriculum review</b> - Review and refine the curriculum (including RSE in line with latest DfE guidance) to ensure it continues to be ambitious, coherently planned and tailored to meet individual needs. Continue to monitor and review that teachers have expert knowledge of the subjects &amp; courses that they teach and how to teach, and that leaders provide effective support to teachers, especially those teaching outside their areas of expertise.</p>
	<p><b>5:3 Progress</b> - Monitor to ensure students continue to acquire detailed knowledge across the curriculum &amp; achieve well in their programmes of study. And that they continue to make substantial and continuous progress from their starting points in their programmes of study.</p>

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**5:4 Successful Transitions** - Continue to ensure students are ready for the next stages in their education, employment or training. That they take part in worthwhile experiences, visit other colleges and providers and go on to destinations that meet their interests and aspirations.