

# RAISING ACHIEVEMENT PLAN 2022 - 2023



The **GALLERY TRUST**

A community of special schools

## RAP 1:

To further improve outcomes in [English Spoken Word](#) by recognising gaps in student knowledge and capturing accelerated progress through the use of ICT and innovative assessment tools. All cohorts will continue to make outstanding progress. Outcomes will include: >80% of Year 11 achieving Entry 2 in S&L, with an enhanced focus on any individual students who have the ability to achieve Entry 3 or Level 1 in Year 11.



DEE TAYLOR



RUSSELL  
CHINERY

## RAP 2:

The introduction of new [learning passports](#) (feedback tool) will ensure that teachers are more able to systematically check learners' understanding, accurately identify misconceptions and provide clear, direct feedback. This will centre on intrinsic motivational tools and will be further aligned with restorative practice. All senior and middle leaders will be able to evaluate these tools and contribute to their refinement. All teachers will be confident in using the new learning passport and all students will be more able to: a) reflect on the content they have been taught; b) reflect on the relationships they have with peers and staff; and c) understand their personal goals and next steps.



NATASHA  
SMITH

## RAP 3:

The Maths curriculum will be coherently planned and sequenced towards cumulatively-sufficient knowledge and skills for future learning and employment. This target will ensure that [girls make accelerated progress in Number](#) (at least 60%) and that they have an understanding of a 'future proofed curriculum' that is appropriate to the digital age e.g. assessment will make use of the new 'Steps' assessment tools and will include relevant skills and knowledge such as managing money online, digital payments and contactless payment for travel. Measures of success include [>70% of girls in Year 13 leaving the Academy with Entry Level 2 and work scrutiny that demonstrates the curriculum goals set out above.](#)



JACQUI  
COURT

## RAP 4:

[Attendance](#) will continue to be exceptionally high and remain higher than the national average for special schools. Specific interventions will promote positive engagement and new links will be made with alternative provisions and creative bespoke curriculum opportunities. [CVCF will attend for >95%](#) and students who were [previous school refusers/reduced timetables in their primary settings will attend >90% in Year 7 at TIA.](#)





JACQUI  
COURT

## RAP 5:

Staff and students will have an enhanced understanding of how children who are (or who are perceived to be) lesbian, gay, bisexual, non-binary or trans (LGBT) can be targeted by other children, and that [sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up](#). Staff will actively promote inclusivity and will act as champions not only within the school but across The Gallery Trust. [They will demonstrate enhanced knowledge](#) (e.g. of intersectionality and how more progress is needed for people of colour and children who are trans) and understand that our cohort face additional barriers and therefore need enhanced safeguarding controls.

## RAP 6:

To further develop careers education and enhance alumni opportunities. Students at each stage of their education, will be further prepared for future success; this is accurately documented through the implementation of [Compass+ and celebrated through a highly visible, in person, annual alumni event](#). Key strands include enhanced use of SeeSaw, a continued focus on independent travel, innovative work experience placements and alumni presence throughout the school year.



DEBBIE  
NICHOLAS



TOM  
PROCTER-  
LEGG

## RAP 7:

All leaders (especially those new to post) will know and understand their roles and responsibilities and have clear, aspirational plans for their chosen areas of expertise. In practice this will include a [greater number of staff involved in middle leadership](#), making a wider contribution to strategic and evaluative work e.g., new to post Science TLR implements new curriculum and accreditation; middle leaders collaborating on STEM opportunities and all middle leaders contributing to parent programmes and external kite marks such as ArtsMark.

## RAP 8:

Staff wellbeing will be further protected, promoted and enhanced through leaders who continue to engage with staff and are aware and take account of the main pressures on them. Leaders at all levels will be realistic and constructive in the way that they manage, specifically considering workload. [The Educational Staff Wellbeing Charter](#) will be a flagship strategy for enhanced wellbeing and leaders will further breakdown the stigma of mental health, embed wellbeing in training, drive down unnecessary workload and review and reflect on the impact. Additional support will be provided to [enhance the skills and expertise of line managers](#) and all staff will be included regardless of their position or contract e.g. including staff on temporary contracts.



ELLIE  
DANBY

