Raising Standards Leader Overview

The core function of the RSL is to ensure the best possible outcomes and progress for all our students in every year group. The RSL line manages a TLR holder who monitors Years 7-9 so that a whole school strategy can be effectively deployed. The RSL is responsible for ensuring that PIXL best practice amongst leaders and teachers becomes embedded within the school. This included leadership development and a number of key leaders, led by the RSL, are participating in a PIXL accredited leadership programme.

RSL meetings are held regularly after each assessment point. SCLs receive the same template which gives them a clear analysis of student performance from each assessment point and clearly indicates where further action is quickly required. This is then reviewed at the next RSL meeting to ensure that progress is being made in the key areas with individual students. SLT are regularly updated with the latest 'live data' and percentile projections against national indicators. The RSL produces an internal IDSR report in order to demonstrate how effective the school is in terms of student performance against national indicators and this helps to drive whole school improvement by quickly identifying which gaps need to be closed to enhance student outcomes.

The RSL has a key role at the joint curriculum/pastoral meeting in selecting the key students where detailed discussions can take place in terms of progress and discussion of any barriers to learning. From 2017/18, the RSL has attended weekly pastoral meetings within SLT to ensure that key issues emerging in curriculum can be discussed at a pastoral level to ensure a joined up strategy. A targeted review meeting in April 2018 with key Y11 parents was a new initiative emerging from this alignment of pastoral and curriculum information.

Through work between the RSL and Appraisal lead, we adopted a challenging appraisal target of progress being +0.1 at GCSE in 2018. The RSL produces information for all faculties and departments to illustrate what this actually means in terms of the average grade for the department or class required in Year 11 and how many grades would need to change to achieve this, either at whole school , faculty, or individual class level. This demystifies the data and makes it far more tangible for staff. Building relationships with key Year 11 students through assemblies, presence and meetings with students and parents aims to reduce barriers and enhance engagement, resilience and outcomes.

From trends and live data, Languages, Geography, Science, , Graphics, Music, PE, Art, IT, Product Design, our Basics measure, Ebacc, and Boys are performing well against national indicators.

The challenges we are currently addressing are English, History (Y11), Maths (Y11), Pace Setters and SEN. High Ability students and our 'Open Bucket (Y10 only)' are also areas we are continuing to improve further.