

# School Improvement Plan 2021-23 – extended to include the academic year 23/24 (inclusive)

## School priorities

The key priorities are...		These are our priorities because...	Ofsted focus
<b>1</b>	Monitoring and evaluating the sequencing of the curriculum	<ul style="list-style-type: none"> <li>We have devised a curriculum model and embedded it, from EYFS through to Sixth Form, but we are not yet evaluating the impact on pupil progress (see priority 2).</li> <li>We do not yet know if the sequence of the curriculum is effective in all key stages and whether it is making an impact on pupil progress</li> <li>We need to establish that one stage is leading effectively to another – particularly from one dept to the next.</li> </ul>	Quality of the Curriculum
<b>2</b>	Tracking pupil progress through <ul style="list-style-type: none"> <li>(a) Achievement of EHCP outcomes</li> <li>(b) Accreditation(s) achieved – KS4 &amp; Sixth Form</li> <li>(c) SEND termly summative data</li> </ul>	<ul style="list-style-type: none"> <li>We have embedded the tools for assessment, but now need to use them to focus leaders and teachers on pupil progress – the data needs to tell us where to put our resources, where to focus on improvement and where to address under performance</li> <li>We need to be able to equip Governors and other school leaders with the information they need to evaluate the quality of teaching and the impact on pupil progress</li> </ul>	Quality of the Curriculum and pupil progress
<b>2a*</b>	An assessment system will be established to enable teachers to identify any gaps that pupils may have in their knowledge and skills sufficiently well. Teachers will clearly identify what pupils can and cannot do. Teachers can use information from assessments to decide what knowledge and skills they need to revisit.	<ul style="list-style-type: none"> <li>Teachers and curriculum leaders do not yet have the tools at their fingertips in a useful form.</li> <li>We want to continue to drive down work load and will therefore will seek an effective and efficient assessment system to provide the evidence teachers, subject leaders, Heads of Department and Governors require to do their job well.</li> <li>We expect teacher's to plan effectively to ensure that where knowledge and skills need to develop they are able to identify in which areas of the curriculum and plan for this to be taught and revisited.</li> </ul>	Quality of the Curriculum
<b>3</b>	To review leadership structures To review the class teacher model/structure ensuring that the wellbeing and flexible working intentions of part time teachers are met.	<ul style="list-style-type: none"> <li>The school roll has grown and is predicted to go up in September 2022. Leadership structures need to respond to this growth.</li> <li>So that teachers and heads of department have the capacity to do their jobs well</li> </ul>	Leadership and Management
<b>4</b>	To build on pre-formal teaching approaches and assessment methods	<ul style="list-style-type: none"> <li>Staff who teach these pupils feel the curriculum is least suited to these learners and that the assessment methods may not demonstrate progress effectively. These learners are not stuck, they are often making lateral progression, teachers require the tools to demonstrate this.</li> <li>We need to adopt the Engagement Model more effectively and more continuously than the summative assessment we currently do.</li> </ul>	Quality of the Curriculum and pupil progress
<b>4a*</b>	To refine the main school curriculum for pupils working at a subject specific level so that the curriculum includes carefully chosen subject-specific content. Leaders should ensure that	<ul style="list-style-type: none"> <li>For a minority of pupils within the main school there is insufficient stretch and challenge. Teachers are unclear about the gaps in pupils knowledge.</li> <li>Curriculum leaders are least clear about subject specific content and the expected progression of skills in their curriculum planning documentation.</li> </ul>	Quality of the Curriculum

	teachers use their expertise when introducing this content, so pupils are able to make meaningful links with their prior knowledge		
5	To develop our facilities and enable capacity building through close work with the Local Authority	<ul style="list-style-type: none"> <li>We want to be able to meet the needs of all the learners who require a place with us, now and in the future.</li> <li>We want our facilities and room provision to continually develop to meet the needs of all learners.</li> </ul>	Leadership and Management
6	To embed and ensure consistent approaches to our relational behaviour policy To monitor and evaluate the effectiveness of the approaches we have adopted	<ul style="list-style-type: none"> <li>We know this is making a difference to pupil well being and behaviour, we need to gather the evidence to demonstrate this</li> <li>We want all children and young people to be well supported – whatever their behaviour, or wellbeing needs – in order to be well prepared for adulthood or the next stage of their education</li> <li>Pupils who are better at managing their behaviour and wellbeing are better able to access their learning</li> </ul>	Behaviour and Attitudes
7	To embed key foundations in the classroom and to monitor and evaluate the quality of phonics and teaching early reading and total communication approaches.	<ul style="list-style-type: none"> <li>Reading and communication are essential aspects to our core curriculum and are not yet consistent.</li> </ul>	Quality of the Curriculum
8	Curriculum Leaders will monitor and evaluate the sequencing of their curriculum area and will quality assure, as well as support the delivery of a high quality, relevant curriculum for all learners.	<ul style="list-style-type: none"> <li>A new curriculum leadership structure is now in place with expectations for curriculum leaders, led by the deputy head teacher. Leaders now need to monitor and evaluate impact and make changes to the curriculum as a result of this.</li> </ul>	Quality of the Curriculum

- Post Ofsted priorities (added 2022)

<b>Priority</b>	<b>1</b>	<b>To monitor and evaluate the sequencing of the curriculum</b>					
		In charge of this priority is... Andrew Sudron		In charge of monitoring is... Andrew and Heads of Department		The link governor is... Caroline Smale	

Ofsted

Link:

Quality of  
the  
Curriculum

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...		By the end of 2024, we will be able to evidence that...	By...	...the following will be completed or in place:	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates
1.i	Curriculum Leaders will be clear about the quality of their curriculum area and the impact on pupils. They will articulate the sequence of the curriculum and how one stage leads to the next.	<ul style="list-style-type: none"> <li>Each curriculum area has a sequence and progression framework</li> <li>A cohesive plan beyond the three year rolling programme is in place, except in Sixth Form where a three year plan is relevant</li> </ul>	8/03/22	Curriculum Leaders will have 'deep dive' conversations with our Senior Education Advisor ✓	Andrew and the Curriculum Leaders	Curriculum Leaders and Deputy Head Teacher	<ul style="list-style-type: none"> <li>Observations ✓</li> <li>Department evaluation conversations</li> <li>Staff questionnaire</li> <li>Parent Questionnaire</li> <li>Governor monitoring ✓</li> <li>Senior Education Advisor visits ✓</li> <li>Pupil Progress records</li> </ul>	<p><b>July 2022</b></p> <p><b>Ofsted June 2022 – curriculum evaluated as brave and cohesive.</b></p> <p><b>Key development areas are to establish the school approach to reading/literacy and to strengthen staff understanding of how pupils learn to read.</b></p> <p><b>Quality of the Curriculum: Good</b></p>
			By Easter 2022	Curriculum Leaders action plans have been updated to reflect their feedback and have put in measures/steps to address weaknesses during the Summer Term 2022 ✓				
			By July 2022	Curriculum Leaders files contain an evaluated action plan, examples of monitoring and a draft plan for 2022/23. The next curriculum steps for year three of the rolling programme are evident for each subject and the curriculum team ensure that Heads of Dept are clear about the subject plans for the Autumn Term. ✓				
			October 2022	Heads of Department and Andrew begin to evaluate the present curriculum structure and three year rolling programme. They review the impact on pupils progress. ✓	Andrew and Heads of Department			
			December 2022	Through their monitoring and evaluation of findings this team propose 1. Change, or Enhancement of current curriculum structure				

			January 2023	Curriculum Leaders and Heads of Department prepare for Year Four or a change to the curriculum structure			<ul style="list-style-type: none"> <li>• EHCP outcome review√</li> <li>• Governor Head of Department curriculum visits. √</li> <li>• Governor deputy head curriculum visit.√</li> </ul>	
			Easter 2023	Final evaluations of Autumn and Spring Term are complete and pupil progress is assessed. Curriculum Leaders prepare staff for changes to the curriculum or a continuation of the curriculum model. This may be in Key Stages or Departments, or whole school in areas such as reading.			<ul style="list-style-type: none"> <li>• Summer term staff meetings review the rolling programme and lead to modifications.</li> <li>• All teachers work in small groups during the Summer term, in order to plan consistently together.</li> </ul>	
1.ii	Department Heads will be clear about the sequence of the curriculum for their phase and will evaluate how one stage of learning is leading to the next, as well as the KS beyond it.	<ul style="list-style-type: none"> <li>• EYFS curriculum leads to KS1</li> <li>• KS2 leads to KS3</li> <li>• KS4 leads to Sixth Form (including accreditation pathways and Careers programme)</li> </ul>	March 2022 – May 2022	<p>HoDs review the sequence of the curriculum for their key stages</p> <p>HoDs engage with their department staff and evaluate their views</p> <p>HoDs engage with their parents and carers to evaluate their views</p> <p>HoDs gather pupil voice and views on how well prepared they are for the next stage of learning and why....</p>			This action is incomplete and engagement with the Heads of Department on this development is yet to happen. Use the senior leadership team meetings in the summer term to work	July 2023 Sixth Form Leavers leave with accredited results in Functional Skills in Literacy and Numeracy

		<ul style="list-style-type: none"> <li>Sixth Form curriculum leads to acquisition of relevant accreditations, effectively preparing pupils for the next stage post school</li> </ul>	May 2022 – end of the school year	HoDs address any deficits/common areas and perceived weaknesses in sequencing in time for effective implementation/action in the new school year.			towards these outcomes – with the intention of achieving deeper Head of Department engagement during the Summer Term 2023.	
			July 2022	Head of Department action plans identify areas for change to sequencing or preparation for the next key stage with clear milestones for the following academic year.				

<b>Priority</b>	<b>2</b>	<b>To track and evaluate pupil progress</b>				
		<b>To use assessment data to ask questions and evaluate the effectiveness of teaching, and the provision of the curriculum</b>				
		In charge of this priority is... Andrew Sudron		In charge of monitoring is... Sarah and Heads of Department alongside Andrew Sudron		The link governor: Caroline Smale

Ofsted

Link:

Quality of

Education

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...		By the end of this year, we will be able to evidence that...	By...	...the following will be completed or in place:	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates
#.i	<ul style="list-style-type: none"> <li>Develop a format for and consistently record the achievement of EHCP outcomes in a tracker document.</li> <li>We will review these at the end of each dept or age group submission (for example in Nov we will review the Year 14 achievement of outcomes)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils make outstanding progress on their EHCP priorities</li> <li>We have the tools to analyse the progress of different cohorts and disadvantaged groups</li> </ul>	Easter 2022	A draft tracker is devised and in use for the Summer Term ✓	SE			Ofsted June 2022: Assessment not identified as a weakness, but it was established that it needed work. Inspector pointed out that the systems need to work with our complex curriculum. Tapestry (assessment system) no longer being used in EYFS in many specialist settings – requires review.  Evaluation: Good  Data shared with Heads of Department
			Summer Term 2022	Year Group and/or dept analysis takes place (AS)	AS			
			Summer Term 2022	The data is shared with HoDs who begin to analyse the information and talk to teachers if there are progress issues	AS and HoDs  HoDs			

			Autumn Term 2022	Are there trends in any areas of the EHCP areas where progress is less evident? Senior leadership Team Meeting and staff meeting to share early findings and to put in an action plan	HoDs and AS			Pupil Premium strategy set in response to the data showing deficit in Sensory and Physical achievements. Sensory Training established to take place in April 2023.
			Dec 2022	Analysis of previous term against this term. Trends, issues, strengths. Feedback to staff and check action plan is still relevant, adjust to respond feedback and evaluation.				Not yet complete.
			Easter 2023	Analysis of three terms of data and actions for the next School Improvement outcomes				October 2023: Pupil premium strategy under review and evaluation of impact of previous strategy to be presented to F and R on Dec 7 2023 Pupil Progress report to be received by FGB Nov 16 2023
#.ii	<ul style="list-style-type: none"> <li>Develop a parent voice format to record their views about progress on the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>That parents and carers are positive about the way that their child is achieving and that the school curriculum is meeting their needs</li> </ul>	May 2022	A draft revised parent contribution	SE and SH			Change of staff in this team meant that this priority has not been progressed, as new Assessment and Review Officer took up post in September 2022.
			May 22 – July 22	In use and evaluated				
			Sept 22	Implementation at time of EHCP				
			Dec 22	Review of views				
			April 23	Review of views				Priority will be revisited in September 2023,

		<ul style="list-style-type: none"> <li>That parents and carers are able to identify any areas of the curriculum where their child's needs are not being met and work with school to address these.</li> <li>We will be able to evidence that (1) school and parents/carers work very closely together on relevant priorities (2) a very high level of focus on relevant priorities ensuring better levels of pupil progress.</li> </ul>	July 23	Review of views and informs next School Improvement round				with the same timeframes.  Review of parent views scheduled for Nov 10 2023 – relevant to ex sixth form pupils – their destinations and their outcomes
#.iii	Develop a pupil voice/contribution on their views on their progress against their outcomes	<ul style="list-style-type: none"> <li>Pupils can contribute their views at the time of reports/ehcp reviews and at the end of a module of learning – such as an accredited course or curriculum topic.</li> <li>Pupils have planned and meaningful opportunities to reflect on their learning, ensuring that they can record how to improve on their learning.</li> </ul>	SE and senior team	First trial Summer 2022 In place for Autumn 2022 onwards				July 2022: will move to Autumn 2022 as Assessment and Review Officer left her post in June 2022 and no replacement has yet been made.  September 2022, new Assessment and review Officer in post, her Performance
			SE and SH for EHCP purposes	<ul style="list-style-type: none"> <li>Produce and implement review formats during Summer 2022</li> <li>Embed processes in academic year 22/23</li> <li>Ensure that pupils have planned and meaningful time to produce these reviews which are focussed on the process of reviewing as much as the 'end product'.</li> <li>Develop Careers Action Plans which are relevant to the EHCP process and feed into the Preparing for Adulthood section of the EHCP.</li> </ul>				

								Development outcomes, reflect that this piece of work needs to progress.  November 2023: All pupils views are now included in the format of the EHCP directly recording either what the pupil says or contributes, or the views of parents/staff who know the pupil well.
#.iv	Analyse the termly data on pupil achievement against either accreditation outcomes (Sixth Form and Secondary pupils) and/or SEND assessment criteria, or age related expectations (Yr 1, 2 and 3)	<ul style="list-style-type: none"> <li>More than 85 % of pupils make outstanding progress</li> <li>BY Dec 2022 90 % of pupils make outstanding progress and pupils who are below this threshold are quickly identified</li> </ul>	AS and HoDs					This outcome paused as a new assessment system was introduced in Sept 2023. Future analysis and progress reporting will use this format – led by Andrew Sudron deputy head teacher.

		<p>by department heads</p> <ul style="list-style-type: none"><li>• By April 2023 92% of pupils make outstanding progress and department heads can identify which pupils are below this and have an action plan/intervention plan to address their needs</li><li>• By July 2023 95% of pupils make outstanding progress and whilst 5% of pupils may be below this they are at expectations in 3/5 areas of the curriculum.</li></ul>						
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Priority 2a

<b>Priority</b>	<b>2a</b>	To establish an assessment system which provides ‘useful’ data to teachers, leaders and Governors, allowing classroom staff to identify gaps in learning, skills and knowledge.				
		In charge of this priority is...	AS	In charge of monitoring is... Governors		The link governor is...

Ofsted Link: Quality of the Curriculum and Leadership and Management

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...		By the end of this year, we will be able to evidence that...	By...	...the following will be completed or in place:  To be worked up by Andrew and Sarah – November 2022	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates
#.i	<ul style="list-style-type: none"> <li>Review the current assessment systems</li> <li>Review other similar schools’ assessment systems</li> <li>Evaluate the findings of this research</li> <li>Pilot the preferred scheme</li> <li>Engage with school leaders and stakeholders as to how they evaluate this.</li> <li>Make a decision to commit to change, or start research process once more</li> </ul>	<ul style="list-style-type: none"> <li>School leaders and class teachers reviewed a range of assessment systems</li> <li>Deputy Head Teacher effectively implemented change post review</li> <li>Assessment system becomes established</li> <li>Progress and learning conversations are an integral aspect of the review cycle in school</li> <li>Subject leaders engage with the data and use it to inform their forthcoming action plans</li> </ul>	Ongoing	Ensure current systems are being followed. Share expectations from Golden Guide. <ul style="list-style-type: none"> <li>Regular assessment against SEND statements or ASDAN units.</li> <li>Sharing evidence of progress with parents at the end of each half-term.</li> <li>Termly moderation staff meetings.</li> </ul>	AS			November 2023 – new assessment system in place – Evidence for Learning. All classes across school introduced to it through a series of staff meetings. New assessment system was introduced in September 2023.
			January 2023	Research alternative assessment systems. Visit schools to see assessment approaches (have visited Brooklands who are using Evidence for Learning).				
			March 2023	Evaluate and choose new assessment system to implement. <ul style="list-style-type: none"> <li>Engage with HoDs and teachers as part of the decision making process.</li> </ul>				
			April 2023	Introduce new assessment approaches. <ul style="list-style-type: none"> <li>Need to decide if this will be for selection of classes or for everyone?</li> <li>Will this be alongside current systems or in place of them?</li> <li>Evaluate new approaches with HoDs, teachers and gobs.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Implement change</li> <li>• Feed data into Governors meetings</li> <li>• Monitor impact in the classroom</li> <li>• Monitor impact on pupil progress</li> </ul>		July 2023	Train staff in new assessment approaches. ✓ Update Assessment Policy to reflect new systems and expectations.				
			Sept 2023	All classes to use new assessment approaches. ✓				
			January 2024	Write Assessment policy to reflect new approaches				
			March 2024	First set of data available as pupil progress report to Governors				
			Summer term 2024	Progress Meetings held				

<b>Priority</b>	<b>3</b>	<b>To review the leadership structure, in order to ensure it will be fit for the future expansion of the school</b>				
		<b>To review the class teacher model/structure ensuring that the wellbeing and flexible working intentions of part time teachers are met.</b>				
		In charge of this priority is...	SE	In charge of monitoring is... Governors		The link governor is...

Ofsted  
Link:  
Leadership  
and  
Management

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...		By the end of this year, we will be able to evidence that...	By...	...the following will be completed or in place:	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates
#.i	<ul style="list-style-type: none"> <li>Review teaching responsibilities in the leadership team. Review capacity to undertake leadership responsibilities in current structure</li> <li>Jobs/tasks and aspects which are not yet the responsibility of</li> </ul>	<ul style="list-style-type: none"> <li>A considered structure has been consulted on and is agreed for introduction and implementation in the academic year 2022/23</li> </ul>	The new financial year April 2022 April - July 22 Sept 22 April 23	There will be a proposed structure being considered by the Governing Board ✓ There will be an implementation time line in place ✓ New posts/structure appointed to ✓ Further Leadership change is identified and implemented for Sept 23 changes in roll.	SE			July 2022:  Established Heads of Department (AM & MS) will reduce their teaching commitment by one day a week – to three days and will have a teacher job share in place in Sept 2022.

	<p>anyone in leadership – such as attendance, are identified</p> <ul style="list-style-type: none"> <li>Formulate 'ideal' structures, using our knowledge of the structures in other similar schools, and identifying the needs of school in future years as the roll grows.</li> </ul>							Leadership and Management Judgement: June 2022 Ofsted Inspection: Outstanding
#.ii	<ul style="list-style-type: none"> <li>Review the job share teachers and the demands on their class teaching and curriculum leadership</li> <li>Review the teaching expectations of the HLTAs against their job descriptions and HR expectations.</li> <li>Engage with wider staff team to review work load and curriculum leadership expectations.</li> </ul>	<ul style="list-style-type: none"> <li>The views of staff affected have been gathered</li> <li>The views of wider staff have been gathered</li> <li>The senior team have reviewed structures and proposed a future structure in the context of work load reduction and teacher retention/well being.</li> <li>The senior team have reviewed the job descriptions of HLTAs and their current work load and rationalise this. They propose that this is retained or re-structured.</li> </ul>	<p>March 2022</p> <p>March 2022</p> <p>By Easter 2022</p> <p>March 22 and April 22</p>		SE and the senior team			<p>July 2022:</p> <p>A teacher job share has been created for two part time teachers – blending them together to create a full time equivalent.</p> <p>January/February 2023 – staff engagement survey in place to gather their views on their working arrangements for Sept, including any flexible working requests.</p> <p>February 20<sup>th</sup> 2023 SLT meeting held to consider their views and to map requests against known pupil numbers for September 2023.</p>

		<ul style="list-style-type: none"><li>• The views of those affected are gathered</li><li>• The proposals are reviewed and adopted by the Governors.</li></ul>	April 2022					
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<b>Priority</b>	<b>4</b>	<b>To build on pre-formal teaching approaches and assessment methods</b>				
		In charge of this priority is...	SE	In charge of monitoring is...	AS	The link governor is...

Ofsted

Link:

Quality of  
Education

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...		By the end of this year, we will be able to evidence that...	By...	...the following will be completed or in place:	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates
#.i	Establish a working group to review curriculum and assessment for this cohort	<ul style="list-style-type: none"> <li>Review of the curriculum</li> <li>Review of the progress of pupils</li> <li>Review of the assessment methods</li> <li>There is an action plan for 22/23</li> </ul>	End of April 22	Evaluation record	SE			July 2022:  Pre-formal teachers met and have devised a key priorities document. Share actions and trials in place for Autumn 2022.  The working group met in January and again in February to trial engagement model planning and assessment tools. Group is debating the curriculum model for Sept 2023 onwards.  Working towards whole school implementation – for pre-formal teaching in September 2023.
			June 22	Progress analysis for pre-formal learners				
			End of May 2022	We can say whether the current assessment methods for this group of learners is an effective way of evidencing progress, and we can say what are intentions are regarding the engagement model. ✓				
			June/ July 22	Action Plan in place based on evidence/findings, for implementation Autumn 2022 ✓				
			Sept 22 – July 23	Regular pre-formal curriculum group meetings during each half term. ✓				
			Sept 23	Revised rolling programme in place				

#.ii			October 2023	Lesson observation format for pre-formal teaching in place				September 2023: Review of three year rolling programme complete and trial module implemented. Shared planning amongst pre-formal teachers Review of planning format and revised one in place. Engagement profiling in place for September 2023 Recording observations against the engagement profile in place for September 2023 and expectations for regularity of observations established. October 2023 trial lesson observation format for pre-formal teaching devised and being reviewed/used in peer reviews and Governor review.
			Sept – Oct 2023	Pre-formal teachers develop engagement profile for each of their learners				
			Oct – Nov 2023	Pre-formal teachers review pupil observations against the engagement profile descriptors				
			Nov – Dec 2023	Preformal teachers meet to review how Evidence for Learning (new assessment system), provides data and a means of record pupil engagement. Decision made about frequency, and expectations (paper observations/or Efl?)				
#.iii								
#.iv								


<b>Priority</b>	<b>4a</b>	To refine the main school curriculum for pupils working at a subject specific level so that the curriculum includes carefully chosen subject-specific content. Leaders should ensure that teachers use their expertise when introducing this content, so pupils are able to make meaningful links with their prior knowledge.						
		In charge of this priority is...	AS	In charge of monitoring is...	SE	The link governor is...		

Links to Ofsted Framework: Quality of the Curriculum

Planned developments	Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...	By the end of this year, we will be able to evidence that...	By...	...the following will be completed or in place:	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
#.i	Establish a timetable for a working group to review the subject specific curriculum/ or engage all the subject leaders regularly in this.	<ul style="list-style-type: none"> <li>We have reviewed our existing curriculum</li> <li>We have observed subject specific teaching in all the core areas</li> <li>We have debated/discussed and come to a conclusion about the strengths and weaknesses of the subject specific curriculum in main school.</li> <li>We have an action plan which is shared with subject leaders and department heads</li> <li>We have a training and support programme in place in order to support the development of this priority – once we understand what is happening in classes.</li> </ul>	Nov 2023	Confirm performance development outcomes for Curriculum Leaders. <ul style="list-style-type: none"> <li>CLs to have focus on clarifying subject-specific content within outcome 1 of PD.</li> </ul>			Curriculum review took place during Summer term 2023. With staff who teach subject specific learning.	
			May 2023	Evaluate the 3 year rolling programme with HoDs, CLs and teachers. Make any changes for the next 3 year cycle.				
			Jan 2024	Establish a semi-formal teachers development group (in the style of the pre-formal curriculum group) who will: review the curriculum model, analyse data to establish gaps in pupil curriculum experiences and who will propose developments to be trialled during the Summer Term 2024.				
			Summer 2024	Develop and trial new planning format for subject specific teaching.				

<b>Priority</b>	<b>5</b>	To develop our facilities and enable capacity building through close work with the Local Authority					
		In charge of this priority is...	SE	In charge of monitoring is...		The link governor is...	James Mottram

Ofsted  
Link:  
Leadership  
and  
Management

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...		By the end of this year, we will be able to evidence that...	By...	...the following will be completed or in place:	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates
#.i	Establish a capacity building plan and a business plan to support this	<ul style="list-style-type: none"> <li>We can predict future intakes for three years</li> <li>The costs of expanding the school roll</li> <li>The staff to support this and the structures to support this are planned for and in place</li> </ul>	February 2022	Relevant business plan	SE			July 2022:
			March 2022	Relevant business plan				
			January 2024	Financial Recovery plan to be proposed which models <ol style="list-style-type: none"> <li>Staffing requirements</li> <li>Larger class sizes after May 2025</li> </ol>				
							Use of 'spare' classroom for Primary expansion (Sept 2022).	
							Use of upstairs small tutor room in 109 for a third class base in 109 planned for Sixth Form (Sept 2022) and also use of Beech classrooms to no longer split pupils between the	

								<p>two classes, but use the second room as a classroom base in Sept 2022.</p> <p>The next academic year will therefore leave very little/no room for accepting pupils onto roll mid-year.</p> <p>December and January 2022/23 close financial scrutiny and support provided by the Local Authority leading to a mini financial review to review the potential positive impact of expanding the school roll to 155.</p> <p>July 2023: SMRA report received. Reviewed by Chair of Finance and Resources, Chair, Business Manager and Headteacher October 2023. Tabled at F and Resources Dec 7 2023.</p>
#.ii	Establish the building requirements to support expansion and engage with staff about this	<ul style="list-style-type: none"> <li>There is an initial plan</li> <li>There is a final plan</li> </ul>	<p>Dec 2021</p> <p>March 2022</p>	<p>Draft plans v</p> <p>Firm plans costed by the LA v</p>				<p>Firm building plans are in place. Due to be presented to the capital board – Autumn 2022.</p> <p>Executive Board decision due on February 21 2023, delayed from the</p>

								planned January 2023 meeting.	
#.iii	This outcome cannot yet be set – it is dependent on the capital board decision at the County Council		April 2023	Board decision to proceed by LA				Oct 2023: MoU being considered by Governors	
			October 2023	Memorandum of Understanding received by the Governors for consideration					
#.iv	Lobby and seek support from councillors, MPs and the LA should the plan not come to fruition  N/A								

<b>Priority</b>	<b>6</b>	To embed and ensure consistent approaches to our relational behaviour policy To monitor and evaluate the effectiveness of the approaches we have adopted				
		In charge of this priority is...	Behaviour Development Team	In charge of monitoring is...	SE and SLT	The link governor is...

Ofsted  
Link:  
Behaviour  
and  
Attitudes

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...		By the end of this year, we will be able to evidence that...	By...	...the following will be completed or in place:	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates
#.i	Quality Assure Positive Behaviour Support Plans and take action following this – with class teams, with departments, or whole school.	<ul style="list-style-type: none"> <li>Our consistent approach to supporting pupils has led to a 50 % drop in physical intervention and a significant reduction in challenging behaviour (recorded through CB1s) compared to the same term in 2019 (pre pandemic) and the</li> </ul>	Easter 2022 & July 2022	<p>There will be an analysable data set for the summer term 2022 (not including pupils who are leaving).</p> <p>There will be two behaviour review meetings in our staff meeting calendar to scrutinise pupil plans and the effectiveness of them.</p>	Behaviour Devt Team			July 2022: Ofsted judgement Outstanding

		same term last year and the year before,	December 2023	Review specialist intervention for SEMH through Senior Mental Health Lead and Behaviour and Well being support assistant.				October 2023 twilight training held on our relational approach to behaviour/policy
#.ii	Learning Walk to review behaviour approaches and to ensure consistency of approach. SLT monitoring and review in depts	<ul style="list-style-type: none"> <li>All staff know the plan for each pupil in their class</li> <li>That they can implement the approaches which support that pupil effectively within the umbrella of our relational approach</li> <li>That pupils can identify how they have developed and improved in the way they manage themselves.</li> <li>That staff can identify case study examples of improvement</li> </ul>	Each term from Easter 22		SLT and Behaviour Team			Incomplete – capacity
#.iii	<ul style="list-style-type: none"> <li>Run regular parent support sessions and a ‘help line’ for families to support their skills and coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>Parents and carers can get the support that they need to manage their child’s behaviour in a way that is consistent with our policy</li> </ul>	From Autumn 2022		TT team			Parent workshop taking place this week (July 2023)– run by Jack Murphy King.  Attention Autism Workshop being run February 2023 (15

								<p>participants and a CRC setting).</p> <p>Moving On Careers Fayre planned for March 10<sup>th</sup> 2023.</p> <p>Parent Sensory Engagement workshop planned for the Summer Term 2023.</p>
#.iv	Monitor the effectiveness of approaches through an electronic tracking system allowing us to compare previous behaviour.		From Autumn 2022		Laura P and behaviour devt team			Not yet in place.

<b>Priority</b>	<b>7</b>	To embed key foundations in the classroom and to monitor and evaluate the quality of phonics and teaching early reading and total communication approaches.				
		In charge of this priority is...	Ali and Eryn	In charge of monitoring is...	SLT	The link governor is...

Ofsted  
Link:  
Quality of  
Education

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...		By the end of this year, we will be able to evidence that...	By...	...the following will be completed or in place:	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates
#.i	Introduce and implement a new phonics scheme	<ul style="list-style-type: none"> <li>All teachers have a consistent approach to teaching phonics.</li> <li>That wider teaching staff are able to deliver phonics teaching and assessing and are consistent in their approach to teaching early reading.</li> </ul>	June 2022	Training complete, staff meeting and roll out identified and implemented. Resources identified and bought and in place to support the introduction of the new scheme. Subject Leader monitoring and support planned.	Ali then Eryn and her curriculum team  New curriculum lead in place – new to role.			July 2022:  Ofsted Inspection outcome – reading and the implementation of phonics at early stages of implementation.  Will be an Ofsted outcome/school improvement priority
			June and July 2022, with a Sept 2022 check	Subject and senior leader monitoring in place and happening regularly (weekly?) Follow up staff meeting in place to deal with questions and misconceptions.				
			Jan 2024	Learning walks with curriculum leader to support her development and the production of a relevant action plan.				

		<ul style="list-style-type: none"> <li>That all pupils (except the independence and employment pathway, and Year 14s) have a phonics baseline assessment and an end of year assessment in place</li> </ul>	July 2022	<p>There will be a consistent and transparent format for recording phonics assessments and reading progress.</p> <p>Staff use the system</p> <p>A phonics policy is in place by June 22 which identifies expectations and assessment cycles.</p>				<p>Phonic baseline/assessment in place</p> <p>Subject Leader presently absent</p> <p>February 2023 – there has been a change in subject leadership and further change to come Easter 2023.</p> <p>Review priorities once the leadership is established and stable.</p> <p>Autumn Term 2022 observations identify strong practice in most phonics lessons where observed. Inconsistencies and concerns are being addressed through further follow up and lesson observation to develop practice.</p> <p>Autumn 2023: New phonics and literacy leader in place and is making good use of subject leader networks.</p>
#.ii	We will raise the importance of reading and literacy in all areas of school to include the	<ul style="list-style-type: none"> <li>The reading materials have been reviewed and enriched</li> </ul>	Sept and Oct 2022		Eryn and her curriкул			Curriculum Leader change in September 2022. This priority has not yet been

	reading environment in each classroom, the quality of reading material available, inter class competition, or clubs, reading champions and support for pupils to read at home	<ul style="list-style-type: none"> <li>All pupils can access books which interest them and stimulate their enjoyment and progress</li> </ul>	November 2022	Subject Leader has an over view of reading material available and whether it meets the needs of pupil in each class.	<del>team</del>  (New curriculum leader Sept 22)			progressed and will be developed after April 2023.
		<ul style="list-style-type: none"> <li>There are whole school/department events which flag that reading is important and fun.</li> </ul>	During each term 22/23	Subject Leader and School Council plan events which take place each term.				
		<ul style="list-style-type: none"> <li>That parents understand the importance of reading and know how to support their child even though they have learning needs.</li> </ul>	Termly parent workshop	Termly workshop for parents and carers, and/or siblings, on different themes. Accessible and evaluated.				
#.iii	We will audit and review the quality of the total communication environment in each class in school ensuring that pupils have all the tools/approaches they need to access their	<ul style="list-style-type: none"> <li>The Summer term audit identifies that all classes are at green when RAG rating their total communication provision.</li> </ul>	May 2022  √		Eryn & Kelly Simpson Wendy Brotherton and Commu			July 2022:  Learning Walk with Speech and Language Therapist evidences improvement in total communication

education offer as effectively as possible.	<ul style="list-style-type: none"> <li>Support and staff training addresses any fall off over the Summer Holiday or any gaps in expertise.</li> <li>Autumn Term audit identifies no less than 80% of needed provision is in place</li> <li>Spring Term and Summer Term audits identify that each class is at green. Identifying that all pupils have the access and resources that they require to meet their communication needs.</li> </ul>	September 2022		nication Action Group.			approaches across the board and that all teachers have actioned.
		October 2022 before half term					Communication Team met February 1 <sup>st</sup> to evaluate the current support in school – through the SaLT team.
		February 2022 & May 2022					<div style="background-color: #f4a460; padding: 5px;">           Communication team meeting regularly, with two experienced teachers leading this – Kelly S (Makaton tutor) and Ali D (just communication lead). Feedback being sought – Nov 3 2023.         </div>

<b>Priority</b>	<b>8</b>	Curriculum Leaders will monitor and evaluate the sequencing of their curriculum area and will quality assure, as well as support the delivery of a high quality, relevant curriculum for all learners.				
		In charge of this priority is...		In charge of monitoring is...		The link governor is...
		AS leading the curriculum team		AS and Heads of Department		

Ofsted

Link:

Quality of  
Education

Planned developments		Outcomes	Milestones, with dates		Leader	Under the bonnet	Evaluation	
To work towards this priority, we will...		By the end of this year, we will be able to evidence that...	By...	...the following will be completed or in place:	Leading this is...	Related action plan & information is in/at...	Monitoring will involve...	Progress and impact, with dates
#.i	Ensure that curriculum leaders have guidance and support to develop their curriculum plans and to scrutinise the quality of them.	All curriculum leaders have reviewed the sequence of their curriculum and met with the Senior Education Advisor to scrutinise what is being delivered.	March 2022	Meeting with SEA March. ✓				Evaluation: June 2022: Good
#.ii	Curriculum leaders will monitor and ask questions about the delivery of their curriculum plans. They will act on findings and ensure that they support staff with any development areas.	All curriculum leaders will observe others teaching their curriculum area. They will record their findings and use this evidence base to support staff in the summer term.	March 22 – June 22	Monitoring and observations complete and recorded as learning walks or quality assurance records. ✓				

#.iii	<p>Set out clear actions for improvement for the academic year 22/23 which are based on an evidence base from work scrutiny, review of assessment materials – such as the SEND summative data, observations and learning walks.</p> <p>Set out clear actions for improvement for the academic year 23/24 (as above).</p>	<p>Curriculum Leaders know about the strengths and weaknesses of their curriculum area against key criteria and have a clear action plan with defined goals and milestones.</p>	June 22	Curriculum Leader Action Plans for 22/23 in place and feed into the school priorities for academic year 22/23	AS and Curriculum Leaders			
			December 2023	As above for the remainder of the academic year 23/24.				