

# Strategic Overview



Priority	Objective	Dept.	Start	Due	Lead	Success Criteria	Impact
Ensure school compliance & school wide operations are completed in readiness for inspection	Ensure systems and school operations are embedded as part of a successful school start up	Whole School	01/05/2018	23/07/2021	LSA	School wide systems in place to enable effective day to day operations	School wide systems, including communication systems and operational systems are well embedded across the school and staff are trained and confident in their usage The school is fit for purpose The school is compliant in all areas
LEADERSHIP and Governance enhances the effectiveness of the school ensuring the education provided has a positive impact for its pupils.	LEADERSHIP & MANAGEMENT: Leadership and management is highly effective at all levels	SLT	28/08/2018	01/09/2021	LSA	Leaders are effective because there are robust systems in place to monitor and evaluate performance. Challenge is effective at all levels and leaders and governors know what they have to do to improve.	Education provided is effective and promotes learning because leaders are relentless in influencing and driving progress. Pupils make at least good progress overall. The school is highly effective in all areas ensuring pupils make at least good progress in every area. The curriculum is ambitious and creative and matched to pupil need. Stakeholders feel they are listened to and heard and feel valued and that they contribute to the school. Staff are well supported and developed which impacts positively on the quality of education delivered in the classroom. The ethos and culture of the school fosters ambition and progression and there is a real sense of achievement and excellence for all.
QUALITY OF EDUCATION provides for a high quality learning & educational experiences for pupils and staff across the school that takes account of new ideas and practice. .	QUALITY OF EDUCATION: Reading, Writing and Phonics is coherently planned and delivered across the school at all levels	Curriculum Lead	28/08/2019	30/07/2021	HGE	Consistent approach to support pupils to read Consistent approach to phonics is observed across staff and departments Consistent use of reading books and texts books in classes to promote reading from a variety of mediums Reading is well promoted across the school Staff are skilled at supporting pupil's barriers to comprehension	Pupils make progress with their reading, writing and phonics. Staff will have developed the skills to ensure high quality experiences are delivered in the classroom and cross curricular. Staff feel confident at teaching phonics and draw on the reading schemes and phonics schemes to support this. Pupils are excited about reading and writing and this is seen in their work across the school.

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	INTENT: To ensure a strong school wide curriculum that is well thought out and personalised and promotes successful outcomes across key stages and all ability ranges.	Curriculum Lead	28/08/2018	01/09/2021	HGE	Progression Skills in place for each department SOW are developed on a cycle & audited each term for their WWW/EBI SOW indicate how pupils will achieve goals in progression skills Primary Curriculum is completed Secondary East Curriculum is completed Secondary West Curriculum is completed P16 Curriculum is completed Whole school curriculum planning PE, PHSE and RSE are completed.	Pupils make at least good progress because the curriculum is well thought out and develops sequential learning building the knowledge and skills pupils need to move forward and progress. Staff are clear about the curriculum intent and know where pupils are at and how to move them on, pupils can articulate what and how they are learning according to their need. This approach is consistent across the school and its departments.
	IMPLEMENTATION: To ensure school wide understanding of pedagogy and the effective use of data underpins the planning and delivery of the curriculum for each child.	Teaching and Learning Lead	01/09/2020	01/09/2021	HGE	Staff understanding of pedagogy is sound Staff knowledge of autism practice is sound Planning is linked effectively to SOW and to formative assessment so the daily delivery of the curriculum sharply matches pupil's attainment Lessons are challenging and staff understand end goals and how to get there Assessment systems are robust with QA that quickly identifies misconceptions	Teaching, learning and assessment is effective and ensures pupils make good or better progress. There is no discrepancy between groups of learners in their progress, where there are, interventions are timely because the data and planning is accurate. Effective autism strategies support the delivery and access to the curriculum. Staff know what they are teaching and how it links to the curriculum. They are clear about the end goals and how to sequentially plan to support the pupils to reach these.
Promote an outstanding provision for wellbeing, BEHAVIOUR & ATTITUDES throughout the school environment where every member of the community is valued.	BEHAVIOUR and ATTITUDES: To improve pupils' ability to regulate themselves and promote a positive attitude towards learning and progress.	Behaviour	01/09/2020	01/09/2021	NHU	Attendance is 92% Decrease in negative incidents on Sleuth for individuals Increase in positive incidents on Sleuth for individuals Successful PBS case studies demonstrate the success of strategies and interventions Anti-bullying Award Mental Health Award High levels of engagement 80% pupils make good or better progress	Pupils have a positive attitude to learning and to school and this is reflected by high attendance and well-regulated pupils. Pupils make progress as a result. Bullying incidents are low Respectful culture amongst pupils, pupils feel safe at school. There is a strong sense of community in the school
Pupils' PERSONAL DEVELOPMENT is promoted to the highest standard so they are well prepared for their adult lives	CAREERS - PERSONAL DEVELOPMENT: To drive a whole school approach to ensure the Careers strategy is in line with the Gatsby Benchmarks and allows clear progression routes for pupils at KS4, at Post 16 and Post 19.	Careers	01/09/2020	23/09/2021	BEL	Implement a whole school careers strategy and plan. Achievement of Gatsby Benchmarking Markers to provide a successful careers offer across the school	Pupils will be prepared for next steps in education, training or employment Comprehensive support and framework in school supports pathways to success beyond school All Pupils receive high quality careers advice and they experience a range of good experiences in the world of work linked to their areas of preference. Pupils, families and teachers are very clear about pathways for pupils in their classes which ensures transition planning is accurate and relevant.

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	PERSONAL DEVELOPMENT: Provide high quality experiences & opportunities for personal development and wellbeing so pupils can contribute positively to life outside and beyond school.	Personal Development	01/09/2020	15/10/2021	DaMc	Clear SMSC framework that is implemented across the school year Pupils are provided with opportunities to take part in enrichment activities Curriculum provides for social skills development SEARCH values are embedded across the school RSE is implemented effectively. Progress towards the Gatsby Benchmarks	Curriculum extends beyond the academic to provide pupils with the skills and experiences to support them in life beyond school. Pupils are well supported in understanding how to remain healthy There wider support and pastoral care supports pupils to make progress Wider learning such as Character, MBV and SMSC are woven well into the curriculum Pupils are well prepared for the next step of their education