

Strategic Overview



Priority	Objective	Dept.	Start	Due	Lead	Success Criteria	Impact
LEADERSHIP, MANAGEMENT and Governance is outstanding and enhances the effectiveness of the school ensuring the education provided has a positive impact for its pupils.	LEADERSHIP & MANAGEMENT: To ensure staff are supported to develop effective leadership skills at middle leader level and below	SLT	06/09/2021	01/07/2022	LSA	Subject leadership is good Teachers are supported to lead their teams well Department Heads are effective in their leadership skills	Stronger leadership skills across the middle leadership range Develop potential for succession planning and develop future leaders Improved teachers as leaders in classroom so building up skills to develop middle leaders along side the NPQ courses.
	LEADERSHIP & MANAGEMENT: To ensure staff wellbeing continues to be reviewed and addressed through an annual cycle of review	Staff Wellbeing and Support	01/09/2021	15/07/2022	LSA	Staff wellbeing surveys and feedback identify good satisfaction Systems are effective and provide rich data and information to staff and the school without being onerous Staff workload is reviewed regularly with un-necessary paperwork and systems being implemented	Staff attendance is good with sickness absence kept at a minimum Staff are happy and feel valued Staff turnover is low as a result of good wellbeing and this positively impacts on pupil progress
	LEADERSHIP & MANAGEMENT: To establish the commitment towards a Healthy School which is promoted and upheld consistently	Personal Development	01/09/2021	01/07/2022	DaMc	Gain healthy school status	Improved healthy living and lifestyles. Pupils understand how to keep themselves healthy and maintain healthy lifestyles. There is a whole school commitment to being a healthy school environment.
	LEADERSHIP & MANAGEMENT: Communication by leaders at all levels is effective	Whole School	01/09/2021	01/07/2022	LSA	Staff surveys and feedback Systems are run effectively	Communication is effective meaning that staff know what they are doing and when. Staff feel they are listened to and their views considered. Two way communication is effective.
	LEADERSHIP & MANAGEMENT: To ensure the curriculum provides opportunities for high quality learning experiences in foundation subjects across the school	Curriculum Lead	01/09/2021	15/07/2022	HGE	Annual auditing cycles Subject teaching is observed as consistently high across departments Medium term planning identifies cross curricular learning Pupils make at east good progress in foundation subjects SIP visits Successful Challenge Partner Review	Pupils make at least good progress across the curriculum. Subject leaders are in place to support teachers and staff across the school to enable them to deliver a non-specialist subject to a high standard.

Priority	Objective	Dept.	Start	Due	Lead	Success Criteria	Impact
QUALITY OF EDUCATION provides for outstanding learning & educational experiences for pupils and staff across the school that takes account of new ideas and practice.	QUALITY OF EDUCATION: To ensure EHCP planning and data tracking facilitates tailored high quality learning and outcomes for pupils	Annual Reviews	01/09/2021	01/06/2022	DaMc	Targets are well thought out and implemented for each pupil to support progress EHCP targets and progress is well evidenced and documented to demonstrate overall progress for pupils Staff and pupils understand their targets and what they have to do to make progress.	Pupils make at least good progress towards their EHCP targets and areas in the curriculum. Teachers match their target setting to the implementation of the curriculum with a better joined up focus working alongside the MDT. Information for the annual review has greater clarity and better matched to outcomes as identified within the EHCP.
	QUALITY OF EDUCATION: To ensure high quality evidence, data use and standards of work link to the taught curriculum and demonstrates and documents sequential learning	Teaching and Learning Lead	01/09/2021	01/07/2022	HGE	Evidence and work shows that a sequence of lessons are well planned and thought out and support sequential learning Medium term planning is effective and highlight sequential learning and links across subjects [links to SOW and progression maps] Tag and Track on Earwig generates well sequenced progress portfolios and case studies Clear learning objectives link to progression skills map and SOW High quality teacher case studies [pupil progress consultations and moderation]	Clear triangulation of planning, implementation and evidence [work] demonstrates clear progress for pupils Improved practice from teachers in understanding how sequential planning, linked to the wider SOW and progression skills map, help to detail and map out the progress for the pupils in their class. Clear, detailed and consistent evidence and work enables improved moderation processes which ensure target setting and assessment is sharper, enabling a more informed progress tracking system to measure outcomes.
	QUALITY OF EDUCATION: To embed and maintain high quality opportunities for writing, reading and phonics across the school and across subjects areas with particular reference to those accessing the formal curriculum	Reading and Phonics	12/03/2020	15/07/2022	MoSt	Staff are confident implementing phonics programmes and all pupils have an opportunity to access this All pupils are given the opportunity to practice phonics and their reading skills Pupils read from a variety of materials and engage purposefully in reading Pupils make at least good progress in reading and writing because teachers and staff are confident in delivering high quality writing, reading and phonics programmes Reading and writing is promoted across all subjects successfully	Pupils make at least good progress in reading [compared to their starting point] and progress across all areas is accelerated because of this. Pupils are engaged with books and stories and read widely, improved comprehension and practice of reading enables pupils to have better communication skills and foundations for learning next steps and cross curricular.

Priority	Objective	Dept.	Start	Due	Lead	Success Criteria	Impact
	QUALITY OF EDUCATION: To embed high quality practice and generalisation of mathematics knowledge and skills, including opportunities for problem solving across the school and across subjects areas	Mathematics	07/09/2021	01/07/2022	ShBr	Staff are confident to support pupils to develop key knowledge and mathematical skills Pupils develop mathematical skills and knowledge as a result of a well thought out sequence of learning experiences Pupils are given opportunities across the curriculum to use their understanding of mathematics to tackle and solve problems Cross curricular activities are well embedded and provide opportunities for pupils to practice and generalise their mathematics skills Pupils make at least good progress in mathematics Staff are provided with training they need to be confident to implement well structured and sequenced mathematics lessons	Pupils make at least good progress in all areas of mathematics [compared to their starting point]. Pupils understand and remember mathematical knowledge, concepts and processes ready for the next step Pupils are able to generalise and apply their knowledge and skills because they practice across the curriculum.
	QUALITY OF EDUCATION: To ensure staff have and use knowledge and understanding of pedagogy and sequential learning to provide high quality learning experiences for pupils	Teaching and Learning Lead	01/09/2021	15/07/2022	HGE	Teachers plan effective lessons that are based on their understanding of how children learn Autism practice is outstanding across the school Teachers and staff are able to talk about learning development (such as schema and cultural capital)	Implementation of the curriculum is at least good across all key stages. Pupils make progress because teaching is effective. Teachers use their knowledge and skills of pedagogy [and autism] to deliver well thought out, imaginative and creative learning experiences that facilitate progress.
BEHAVIOUR & ATTITUDES is promoted through an outstanding provision for wellbeing; there is a positive school environment where every member of the community is valued.	BEHAVIOUR & ATTITUDES: To ensure effective working with families has positive improvements on attendance supporting those pupils' and their families where attendance is a cause for concern	Attendance and Welfare	01/09/2021	16/07/2022	NHU	Attendance is at 90% or more Case studies identify the support and interventions that support families who are a cause for concern	Attendance is good or better, (92%+) where it is not, there is high quality support for families and the pupils. Progress and outcomes are good or better because pupils' attendance is good.
	BEHAVIOUR & ATTITUDES: To ensure behaviour tracking is used effectively at all levels to inform practice and to identify interventions and celebrate successes	Pastoral	01/09/2021	16/07/2022	NHU	Positive records on Sleuth provide rich data to track progress Negative incidents logged on Sleuth provide rich data for tracking behaviour and interventions Staff use Sleuth data regularly to address and consider timely interventions	Behaviour and attitudes are excellent because staff understand, from using data, how to plan for timely interventions to support pupils. As a result pupils make progress because they are engaged, enjoy learning and their emotional regulation enables them to access teaching.
Pupils' PERSONAL DEVELOPMENT is promoted to the highest standard so they are well prepared for their adult lives	PERSONAL DEVELOPMENT: To ensure the careers offer from KS3 provides a wide range of experiences tailored to pupil's interests and pathways to adulthood	Careers	02/09/2021	31/07/2022	BEL	All KS4 and KS5 pupils access high quality and relevant careers experiences and advice Annual Careers Fair Gatsby Benchmarks are achieved	All pupils have access to high quality and bespoke careers advice and work experience, as a result they have a wider set of tools to make decisions about their pathway toward adulthood.

Priority	Objective	Dept.	Start	Due	Lead	Success Criteria	Impact
	PERSONAL DEVELOPMENT: To ensure a comprehensive and sequential life skills SOW enables pupils to make progress in their independence towards adulthood	Life Skills	02/09/2021	31/07/2022	LSA	Progression Skills Map in place SOW are in place to support the life skills curriculum EHCP Targets for Self Help and Independence are appropriately set and tracked using the Life Skills framework Staff are clear about outcomes and how they are planning for these	Pupils make good or better progress in their independence towards adulthood Target setting is clearly linked to progression and development of skills appropriate to the pupil, because of this, pupils make progress
	PERSONAL DEVELOPMENT: To design and implement a clear strategic plan to embed a school wide approach to effective support for mental health and wellbeing	Pastoral	02/09/2021	31/07/2022	NHU	Gain Optimus Mental Health Award	Strong strategic focus on the development of mental health and wellbeing plans across the school for both pupils, families and staff. Embed whole school, clearly planned and documented approach to mental health and wellbeing
	PERSONAL DEVELOPMENT: To ensure work to enhance pupil's SMSC and understanding of FBV is well supported and evidenced across the curriculum enabling them to make excellent progress in their personal development	SMSC	02/09/2021	31/07/2022	DaMc	SMSC is embedded and well evidenced across the school Promoting MBV is embedded and well evidenced across the school Enrichment provides rich learning opportunities for pupils	Pupils make progress beyond the academic curriculum and this is well tracked and documented through curriculum delivery. Pupils' understanding and development of values including SMSC, FBV will enable them to thrive Developing character and qualities to become successful citizens and flourish in society. Preparing pupils to transition successfully towards adulthood through developing non-academic skills.
QUALITY OF SIXTH FORM ensures outstanding, tailored learning experiences for learners which ensure successful pathways to adulthood	QUALITY OF SIXTH FORM: To open the new Sixth form center and teaching cafe	Whole School	02/09/2021	31/07/2022	LSA	Opening event All pupils moved to new sixth form	The provision will help to create a centre of excellence, providing an outstanding provision for P16 learners More opportunities for partnership working with other schools who can use the training cafe as a facility. Opening of the new provision will provide a better environment, more appropriately suited to the curriculum for adult pathways Better outcomes for post 19 learners because of the experiences and extended range of qualifications we will be able to offer.
	QUALITY OF SIXTH FORM: To ensure the curriculum provides a range of qualifications and learning experiences that are tailored to the pupils' needs and to the new provision on offer	Post 16	02/09/2021	31/07/2022	BEL	Maintain the quality of the Functional Skills qualifications and curriculum Maintain the successful pass rate for year 14 pupils in their Functional Skills examinations Develop an additional Hospitality and catering qualification to be implemented in September 2022 Develop links with supported internships that have the potential to increase the Post 16 offer to 25	Increased offer of relevant qualifications. We will be able to offer a catering and hospitality course and paid internships for pupils to help them secure better, meaningful employment post school. 100% of students are able to leave at 19 with relevant qualifications and pathways

