

# 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 and MANAGEMENT: Continue to review and refine the school wide curriculum with particular focus on the semi-formal curriculum	Whole School	07/06/2022	01/06/2023	HGE	Broad balanced curriculum which provides breadth and high quality sequencing of learning	A strong curriculum offer which provides high quality sequencing of learning development of skills across the wide range of ages and pathways.
	LEADERSHIP & MANAGEMENT: Build on the developments in leadership by embedding the roles and responsibilities of the relatively new team of middle leaders.	SLT	01/09/2022	30/06/2023	LSA	Subject co-ordinators appointed Subject co-ordinators evaluate and articulate an evaluative summary of their area of responsibility Subject areas are at least good	Implementation of the taught curriculum is high quality and consistent across the school. Subject leads are able to talk explicitly and extensively about their subjects areas and are able to use data to provide an accurate evaluation. As a result, pupils make rapid progress and outcomes are consistently high.
	LEADERSHIP & MANAGEMENT To successfully open the new Sixth form center and teaching cafe	SLT	02/09/2022	31/01/2023	LSA	Staff transition All pupils moved to new sixth form IT infrastructure in place Resources installed and ready for opening 6th form opened without sacrificing the existing high standards of T&L	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 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 maintain high quality autism practice that is effectively supported through the MDT	Autism Lead	01/09/2022	30/06/2023	LeMi	Consistent use of Autism strategies are implemented across the school which positively impacts on behavior and wellbeing data. Staff to use wellbeing bags/belts across the setting including classroom, transitions, playtimes and offsite activities. Effective training and support provided by MDT to LSAs throughout the year. All classrooms use TEACCH approach to structure and support pupils.	The taught curriculum is effectively supported through the MDT. Staff understand the particular adjustments and strategies to support children to access the taught curriculum and do this effectively, as a result, all pupils, including the most complex, make at least good progress.

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	QUALITY OF EDUCATION: Continue the focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the delivery of the curriculum.	Whole School	01/09/2022	31/07/2023	HGE	Curriculum implementation is no less than good Subject leads are skilled at leading their subject areas Teachers are able to articulate and explain the sequence of learning and how this links to the curriculum and SOW	Build teacher's subject knowledge Improve teacher planning for sequential learning in subjects as a result of improved subject knowledge. Improved confidence for teachers in delivery of subjects across the curriculum and use of differentiation and resources Teachers have a better understanding of pedagogy and its impact on learning and use this widely within their teaching practice, knowing how and when to use different pedagogical approaches.
	QUALITY OF EDUCATION: Continue to build on the developments in reading, phonics and communication to develop pupils' confidence and enjoyment in reading.	English	07/06/2022	01/06/2023	MoSt	Consistent school wide approach to reading Large majority of pupils make at least good progress in reading	
	QUALITY OF EDUCATION: Develop consistent strong curriculum delivery through sharing of skills and adoption of the school wide incremental coaching programme	Whole School	01/09/2022	11/07/2023	HGE	All staff benefit from the strongest teaching within the school to strengthen their subject knowledge and provision for sequential learning LM across the school and 6th Form are modelling and engaging their staff with incremental coaching as a school wide process Incremental coaching is embedded in practice in ALL departments	Teaching and Learning is at least good across the school and moving to consistently outstanding. Teachers become self reflective in identifying and modifying their own practice. There is a high number of staff engaging in the incremental coaching programme meaning the delivery of the taught curriculum is of high quality as a result of teachers' commitment to improving and refining their practice
	QUALITY OF EDUCATION: To refine assessment trackers to cover the breadth of the extended curriculum offer	Assessment & Data Lead	31/08/2022	11/07/2023	HGE	GCSE Tracker in place 6th Form tracker in place Successful handover to new assessment lead	Clear knowledge and understanding across the core subjects and across the pathways. The tracker will be better aligned to the wide curriculum pathways Gaps in pupils knowledge can be identified quickly and interventions implemented to close gaps
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: Embed PBS practice so staff understand functionality of behaviour and can implement actions within the PBS framework	Behaviour	01/09/2022	10/07/2023	NHU	Number of PBS practitioners increased. PBS practice is embedded within class teams Number of Physical Interventions decrease over time. Staff report that they feel more confident to plan and deliver a PBS programme.	Moving towards a culture of PBS within the school with preventative frameworks in place to support the pupils. Physical interventions should continue to decrease as a result of extensive and embedded PBS practice.
	BEHAVIOUR & ATTITUDES: Continue to address attendance across the school working towards 90%	Attendance and Welfare	01/09/2022	14/07/2023	NHU	90% attendance achieved with reduced PA Where there are PAs - a comprehensive programme of support can be evidenced	Improved attendance across the school form 87.1% in 2021-2022. Decrease in PAs (39% in 21-22) Improved attendance will impact on progress and we hope to see impact for those that fall within the PA category.

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	BEHAVIOUR & ATTITUDES: Build and develop whole school strategic plan via the DFE Behaviour Hub programme	SLT	28/09/2022	01/06/2023	LoMa	Comprehensive strategic plan in place Links with outstanding schools in place Attendance improves from baseline compared to 20/21 and 21/22 Pupils demonstrate positive behaviour for learning across the school and departments Staff are consistent in their expectations for positive behaviour for learning	Provide the school with a strong strategic approach to addressing areas of behaviour for improvement. Strong partnerships with Lead school and engage in effective dialogue about continued evaluation and refinement for behaviour support.
Pupils' PERSONAL DEVELOPMENT is promoted to the highest standard so they are well prepared for their adult lives	PERSONAL DEVELOPMENT: To establish the commitment towards a Healthy School which is promoted and upheld consistently	Personal Development	01/09/2022	01/07/2023	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.
	PERSONAL DEVELOPMENT: Continue to extend and build on the curriculum enrichment offer to enhance the delivery of the taught curriculum	Enrichment	01/09/2022	31/07/2023	BEL	To introduce new enrichment opportunities from outside networks and to link the enrichment offer to the departments curriculum planning to support the termly focus and schemes of work.	Pupils in Primary, Secondary and Post 16 have the opportunity to take part in activities that enrich their curriculum and their cultural capital and knowledge of the world.
QUALITY OF SIXTH FORM ensures outstanding, tailored learning experiences for learners which ensure successful pathways to adulthood	SIXTH FORM: Review and build on SOW in place to ensure they meet the needs of the learners and prepare them for adulthood	Post 16	01/09/2022	11/07/2023	BEL	The Sixth Form offer will continue to be outstanding and prepare pupils for successful transition to adulthood. SOW are sequenced and build on knowledge and skills that 6th formers need to develop as they prepare for adulthood.	Students are well equipped for their move onto adulthood because the SOW provide a detailed framework for learning in academic skills and knowledge and also in vocational studies, personal, social and emotional learning and independent living. The curriculum is rich, broad and well laid out so that consistency in teaching and delivery of the programme is embedded rather than reliant only on individual teaching. As a result, students are successful in moving onto the next step and being able to pursue their goals towards success.
	LEADERSHIP & MANAGEMENT To successfully open the new Sixth form center and teaching cafe	SLT	02/09/2022	31/01/2023	LSA	Staff transition All pupils moved to new sixth form IT infrastructure in place Resources installed and ready for opening 6th form opened without sacrificing the existing high standards of T&L	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.

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N/A	BEHAVIOUR & ATTITUDES: To introduce and deliver the THRIVE approach and design a school wide approach to profiling and assessing pupils to understand the communicative intent of their behaviour.	Behaviour	31/08/2022	10/07/2023	NHU	<p>Comprehensive strategic plan in place Lead staff are trained and using the Thrive Approach. Pupils demonstrate positive behaviour for learning across the school and departments. Staff have access to the Thrive team to gain support in understanding behaviour.</p>	<p>Wide spread school culture of understanding and seeking to understand the communicative intent through behaviours and recognising this is intrinsic to pupils' wellbeing and behaviours. Staff confidence in understanding and assessing pupils' needs and behaviours improves whereby they feel more autonomous to make decisions and adjust PSPs where necessary.</p>