



Strategic Overview

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.	LEADERSHIP & MANAGEMENT: Streamline and systematise the AR and EHCP process to ensure robust planning and tracking of progress.	Annual Reviews	04/09/2023	26/07/2024	LeMi	<ul style="list-style-type: none"> - Completed AR paperwork is consistently completed to a high level - AR meetings are pupil centered and follow a set process - EHCP TPs are up to date and completed to given deadlines - AR meeting spreadsheet is monitored and updated regularly - EHCP TP tracker is monitored and updated regularly 	AR meetings and reports are consistently held to a high level, insuring a pupil centered approach meaning pupil's EHCPs are regularly updated allowing for the best outcomes.
	LEADERSHIP & MANAGEMENT: To use analysis to evaluate school assessment systems so they are informative and take account of teacher workload without compromising robustness of the systems.	Assessment & Data Lead	01/09/2023	31/07/2024	HGE	Reduce teacher workload Have a streamlined system across the school Assessment systems are user friendly for teachers Assessment trackers match the taught components of knowledge and skills across the curriculum pathways	There will be a clear analysis of the assessment processes in the school and this will lead to informed decisions about how and what to streamline. This will ensure teacher workload is reduced, assessment systems are more focused and there is clarity in understanding what and how the data is used to ensure pupils make progress. Any unnecessary systems are identified and archived.
	QUALITY OF EDUCATION: Continue to build the school wide curriculum offer across all subjects & pathways, ensuring the core components of knowledge, the sequence of knowledge and the building of knowledge is explicit.	Curriculum Lead	01/09/2023	31/07/2024	HGE	Teachers are able to know what they are teaching in sequence Teachers can explicitly identify the core components of knowledge within the curriculum and how these build towards an end goal	To continue to build on the success of the curriculum work and to embed and further develop a high quality curriculum that ensures teachers have a robust framework in which to deliver high quality learning opportunities for children and young people. As a result pupils will continue to make at least good progress in all areas of the curriculum.
	QUALITY OF EDUCATION: Embed high quality practice in different pedagogical approaches	Teaching and Learning Lead	01/09/2023	01/08/2024	HGE	<ul style="list-style-type: none"> - Staff feel more confident to address co-morbid diagnoses and need - Increased understanding of Dyslexia - Increased understanding of ADHD - Staff are implementing a wide range of pedagogical approaches in their practice as noted through learning walks 	Staff understanding and increased confidence to adapt their teaching and deliver accessible learning for all students. A greater understanding of the co-morbid presentations for pupils within the school with ensure better outcomes for pupils both in their academic progress and social and emotional progress
	QUALITY OF EDUCATION: To refine the subject QA process in line with middle leadership development	Whole School	10/07/2023	31/07/2025	HGE	The subject QA process is refined and effectively implemented by middle leaders.	

Priority	Objective	Dept.	Start	Due	Lead	Success Criteria	Impact
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 a school wide implementation and culture of Trauma informed practice	Whole School	01/09/2023	31/07/2024	NHU	The school policy and strategy are shared with staff for consultation and later approved by Governors. Staff are using the referral form to seek support for named pupils. There is a beginning of year survey to analyse staff understanding of trauma. There is an end of year survey to analyse the year long work.	
	BEHAVIOUR & ATTITUDES: Strengthen the school wide culture to the playground to facilitate positive and engaging learning experiences	Behaviour	01/09/2023	31/07/2024	LoMa	-There is clarity and commitment from staff with regards to their role in the playground -Pupils receive high quality support in the playground -Pupils are engaged in a range of appropriate activities on a daily basis -Pupils are learning on the playground and developing social skills/friendships -Clear autism specific strategies will be evident on the playground -The number of incidents will overall reduce on the playground	All pupils will have access to a safe, engaging and stimulating playtime, in which their communication, regulation and autism needs are fully met.
QUALITY OF SIXTH FORM ensures outstanding, tailored learning experiences for learners which ensure successful pathways to adulthood	SIXTH FORM: Further develop the vocational curriculum offer to include the use of the 6th form café	Sixth Form	10/09/2023	31/07/2024	BEL	-Catering and Hospitality BTEC is embedded with a SOW in place. -The teaching café is developed and used for work experience and community events. -Horticulture opportunities are embedded through the development of the kitchen garden. -Pupils have access to qualifications that support their learning levels, EHCP targets and Adulthood plans. -Pupils working at Entry 1 and above will have opportunities to take part in a college program of study one day a week.	All pupils in the 6th form have access to a curriculum that develop skills and increases successful outcomes in preparation for adulthood.
	SIXTH FORM: To refine 6th form provision and wider offer in line with changing needs of students	Sixth Form	10/09/2023	31/07/2024	BEL	-The curriculum is well planned and sequenced to meet the needs of the learners -The program of study is linked coherently to the SOW and Curriculum overviews -The 6th form Curriculum overview is clearly mapped out and coherently structured. -The 6th form is promoted at SEND 6th form events	The 6th form provision is recognized within the local offer and its outstanding offer communicated effectively to external stakeholders A well planned and sequenced curriculum will ensure needs of the learners is met and provides them with the skills and knowledge for their next steps Clear links between the program of study to the SOW and Curriculum overviews ensures teachers are able to plan and deliver high quality, tailored learning A clearly mapped out and coherently structured Curriculum overview ensures prospective parents and providers understand the sixth form offer

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: Achieve Advanced Autism re-accreditation.	Whole School	01/09/2023	01/12/2023	LeMi	<ul style="list-style-type: none"> - Completed Autism Accreditation Audit - To achieve Advanced Autism re-accreditation - Communication strategies are embedded throughout the school 	Pupils have access to outstanding Autism practice.
	LEADERSHIP & MANAGEMENT: Continue to develop a culture of high quality leadership and ensure a process of professional development and support is embedded	SLT	10/07/2023	31/07/2024	LSA	Strategy is approved by Governors and agreed Detailed strategy has been formulated and taken account of data and horizon scanning tools	Through a robust implementation of leadership planning and development we will establish a new wave of middle leaders and senior leaders in readiness for succession. Systems and processes for training and development will be embedded within the school cycle
	LEADERSHIP & MANAGEMENT: Develop a Plan for a comprehensive People Strategy which includes an approach to Workforce Planning	SLT	01/02/2024	31/08/2024	LSA	<p>People Strategy Implemented and Reviewed Annually School has a clear picture of its Workforce - Needs of the Staff - Analysis of Micro- and Macro Factors that Influence Workforce Planning - Agile and responses to changes in Workforce Demands - Strategy addresses Workforce Planning and People through collaboration between Leaders, Finance and HR</p>	Good workforce planning and a commitment to a people strategy will place the school in a better position to address the changing market and trends within recruitment, retention, succession planning, and professional development. Developing a comprehensive plan will provide a guide to annual review and cycle of commitment. It will bring together joined up working between finance and HR and leaders to provide a comprehensive overview of the landscape and internal and external influences on change.
	LEADERSHIP & MANAGEMENT: Sustaining external links for the continuation of growth and success	SLT	04/09/2023	19/07/2024	LSA	<p>Up to date data base for enrichment Attendance and engagement with MAG teams College links are maintained External partnerships are maintained and expanded Trust links are strong</p>	Achieve a model of sustainability for growth and external partnerships to broaden and strengthen the curriculum offer and outcomes for pupils. The profile of the school is at the heart of the community and reputational risk is mitigated.

Priority	Objective	Dept.	Start	Due	Lead	Success Criteria	Impact
	LEADERSHIP & MANGEMENT: Move to a model of incremental coaching at all levels for school wide professional development	SLT	01/09/2023	31/07/2024	HGE	Large majority of teachers are involved in the incremental process Senior leaders are all trained in coaching techniques LW feedback identifies that pupils are making at least good progress as a result of high standards of pedagogical understanding and approaches to deliver the curriculum.	Improved learning in the classroom – raised self-awareness, deepens self-reflection, and delivers the most effective progress and results. Improved creativity in the classroom and across the school, allowing the school to thrive in today's changing and challenging world, where speed of adaptation and innovation is so important. A greater openness for staff to share practice, take risks in trying new things, to admit and learn from mistakes and to create a whole school learning culture. Improved relationships – if staff feel valued they will, in turn, value the school Provides much more time for leaders over the medium to long term – staff are more effective when they become more self-responsible and take greater personal initiative. Better use of talent and resources – leaders uncover people's talents and encourage them to find answers to problems and do not have to find all the solutions themselves or shoulder the stress of thinking they have to. Greater engagement from staff – by involving them in their work, sharing responsibility for learning and creating more independence.
Pupils' PERSONAL DEVELOPMENT is promoted to the highest standard so they are well prepared for their adult lives	PERSONAL DEVELOPMENT: Create an early intervention programme for Social Skills (pre Alex Kelly social skills)	MDT	01/09/2023	31/07/2024	NHU	All pupils pre Alex Kelly will have access to a social skills programme Social skills programme is embedded Decline in behaviour of concern	Further develop and target specific social skills so that pupils have the skills to develop their social communication, form and sustain richer relationships and begin to identify and navigate the complicated social world.
	PERSONAL DEVELOPMENT: To continue to embed high quality enrichment and career activities through clear strategic planning that aligns enrichment with the intent of the curriculum	Enrichment	01/09/2023	01/08/2024	BEL	-Enrichment activities and experiences are planned within the curriculum framework for West, East, Primary and 6th Form. -Faculty leads and senior faculty lead work alongside the enrichment lead to plan strategically across the year. -Pupils across the school have at least one experience of internal and external enrichment opportunities. -The careers offer continues to meet the Gatsby Benchmarks at 80% or above in all areas. - All pupils receive at least one enrichment or careers based activity across the year that enhances their experiences and develops their life skills towards adulthood.	Learning for pupils will be enhanced by a range of enriching learning experiences and help them to generalize learning that has taken place in the classroom. A variety of activities will ensure pupils have the opportunity to experience activities and experiences that are new and do these in a structured and safe place.