

## P.1. Effectiveness of Leadership and Management

A restructure of SLT, extended leadership team including TLR responsibilities to guide the wider team. MMCD, JJC, AS, AL, BW

**Safeguarding, behaviour and attitudes are privileged; all other progress dependent upon these building blocks.**

**Teaching that is at least 'Good' alongside proactive and effective learning support**

**Revitalise, develop, relentlessly seek to improve and embed the curriculum** across the school with a focus on 'curriculum mapping' and 'recovery'.

All staff aspire to be able to confidently and proficiently **develop relationships** with complex children and so support learning and behaviour.

**Primary admissions** will be overseen by CH and she will coordinate and support ECT mentoring and primary children in care review. AS to sponsor secondary children CIC review.

**Governance** that continues to support and robustly challenge. Knowledge, growth and development CPD

## P.2 Safeguarding (incl. recruitment)

We discuss, share and act daily and together to improve the lives and experiences of the children.

By recruiting, inducting, and supporting the new safeguarding officer and staff, **we refresh and re-energise safeguarding practices** for the whole and new team. All safeguarding will have the focal point of the DSL and DDSL's including the safeguarding officer, underpinned and supported by all. **Everyone is responsible for safeguarding and child Protection**; we keep the children safe and at the centre of school life. Any individual or group does this reliably well.

**Continue to develop our strong multi-agency working. Challenge them too, as we must be challenged to improve**

**We remain curious and alive to risks of all kinds** and respond swiftly, creatively and intelligently to understand them in order to drive continuous improvement.

**The majority of staff trained to Level 3 in Child Protection** and all new staff inducted to levels commensurate with established staff.

## P.3 Quality of Education

**Covid Recovery**; the curriculum, pedagogy and effective use of additional support to ensure children settle back into school and make substantial progress by the end of the academic year. KS 4 have a huge opportunity...

**Literacy support** will be offered in Primary & Secondary on a part-time basis to improve reading comprehension, writing and spelling. Full time Science and PSHE too. Creative subjects including Art to be re-established.

**Remote education**, where needed, will be high quality and aligns closely with in school provision (use of Zoom, Teams, Class Dojo, email).

**A review of the KS3 & KS4 curriculum** so that pupils develop necessary skills and knowledge for employment. Year 9 is explicitly described.

JJC to revitalise and re-establish careers education within the whole school curriculum.

**Lessons from staff are judged as good or better.** We peer evaluate each other and moderate judgements.

**Alternative provision of all kinds** that is of high educational and mentoring quality and follows the school's curriculum, expectations of progress and outcomes.

**We refresh our expectations around best practice** of all kinds.

This all distils down to our core values of **HARD WORK, HUMILITY AND KINDNESS** alongside **FRIENDSHIP** and **OPTIMISM**

## P.4 Behaviour and Attitudes

Continue to **prioritise relationships and relational practice**, as the foundation of the school improvement. **How are the best relationships and outcomes secured? Watch and seek support (CM and VS peer feedback)**

All staff and students to continue to develop understanding of **prejudice and tolerance**. Behaviour & attitudes to continue to be a focus of **all learning, audits and lesson observations**.

**Embed a PSHE curriculum and lead** that reinforces standards of behaviour and social acceptance. To grade serious incident (SI) and physical intervention (PI) for governor reporting.

**Embed learning mentors** to work with children with 'high end' SEMH tasked with securing greater levels of reintegration.

## P.5 Personal Development

**Curriculum to extend beyond the academic, technical or vocational** providing students a broader development enabling them to develop and discover their interests and talents. DofE, College and work experiences that nurture, guide and establish careers education.

We relentlessly search for new **opportunities that empowers the children's development**. We assess the impact of extended curriculum on personal development - think Boxhall (See AS)

**Staff also have the opportunity to access CPD.** Delivery of a CPD programme that develops skills, and also promotes and benefits the children and their learning.

## P.6 Community Well-Being (Relationships)

**We put the children first.....It's why we do the work**

**We work hard to preserve secure relationships across the community, positively role modelled by the adults – the children need and deserve frameworks for healthy relationships**

**KINDNESS!** It's powerful and healing. It uses less energy too

**Review and strengthen home-school partnerships** via PSHE lead. Access to High quality ELSA and counselling

**We avoid exclusion (where possible) and promote relational approaches**

**We remain united**, living out respect and professional friendship always – It's got us this far...We must continue