

✓ How will we know when we're successful?

Preparing for Adulthood

The overwhelming majority of students successfully

1. achieve a broad range of appropriate accreditation outcomes as they progress towards ambitious 'Preparing for Adulthood' EHC Plan outcomes
2. progress from Key Stages 4 and 5 with clear evidence over time that progression leads to higher levels of study and/or employment
3. participate in at least one successful residential school journey, work experience placement, and external sporting/public performance event

Visible Learning

1. Teachers systematically evaluate their impact, using research, data and professional development to improve the quality of teaching and learning.
2. Learners progressing from Key Stage 2-4 match or exceed previous 'outstanding' cohorts despite accreditation changes, and maintain or increase their rate of progress in Maths and English
3. Learners consistently demonstrate a range of visible learning dispositions, in particular being 'assessment capable'.
4. Teachers are confident in their baseline assessments of learners and use data regularly to evaluate progress, reshaping their own practice in light of it

Well-Being

1. Evidence that all students' voices are developed, captured, and responded to.
2. Staff awareness of mental health issues consistently leads to appropriate support
3. Attendance is significantly higher than special school averages and comparable to secondary mainstream, with minimal unauthorised absence
4. High staff morale evidenced through positive engagement in and feedback on CPD, line management, appraisal, wellbeing events and surveys

Parent/Carer Priorities

1. Positive parental feedback with high levels of engagement at events/meetings and through Friends of Stormont House
2. Parent governors work closely with leaders and actively involved in governance
3. Clear leadership team responses to parent/ carer priorities e.g. 'You said, we did'

Student Priorities

Actions to address student priorities are increasingly student-led, their evaluations of progress are positive, and improvements are achieved in a timely manner

External Evaluations and Wider Impact

1. Quality of Education remains outstanding and continues to improve (SIP/Ofsted)
2. Resources are deployed efficiently and effectively to achieve school priorities
3. High-quality safeguarding and SEN processes are externally quality-assured
4. Effective practice in leadership; teaching & learning; interventions and SEN systems is systematically shared within and beyond the school



Our Vision

Achievement for all in a unique world-class school

Whole-School Priorities

Preparing for Adulthood

Visible Learning

Well-Being

Student
Priorities

- Student Leadership
- Action Teams

Parent/Carer
Priorities

- Community
- Communication
- Curriculum

Resource
Priorities

- Plan for possible school expansion
- Improved efficiency and effectiveness

Focused Priorities 26-27

Priority	Strand & Intended Successful Outcomes	Lead
1. Preparing for Adulthood (PfA)	<p>1. Inclusion and personalisation to achieve PfA Outcomes</p> <ol style="list-style-type: none"> Continue to develop subject leaders to support consistent subject/ departmental self-evaluation, action planning, curriculum development and Key Stage 4/5 accreditation pathways for current and future cohorts. (FC) Review implementation and impact of new RHSE guidance (FC) Review Careers Guidance offer using updated Gatsby Benchmarks. Develop, embed and share best practice (FC) Continue to develop and quality assure new post-16 pathways for students with greatest learning need. Review how school-based and external provider curriculum offers 'mesh' in the Sixth Form, revise as necessary (FC) 	FC
2. Visible Learning (VL)	<p>2. Use Visible Learning (VL) and other research evidence to inform improvement strategies</p> <ol style="list-style-type: none"> Larger-scale (but fewer) VL Impact Cycles aligned with teaching and learning priorities (KM): <ul style="list-style-type: none"> Further develop SOLO taxonomy for 'learning to do' as well as 'describe' (PW) Effective Questioning for support staff and teachers (KF) Reading strategy 2.0: Equip all teachers and support staff to: <ul style="list-style-type: none"> Use reading data and knowledge of reading strategies to adapt resources to increase access to all areas of the curriculum Confidently support learners to use an appropriate range of assistive technology to access curriculum content Review and develop the use of technology to enhance learning and leadership (JM) Review and consolidate Teaching and Learning Policy and guidance to staff/ T&L Toolkits (KF) Review assessment frameworks/ software/ systems and how to use them most effectively (FC) 	KF
3. Well-Being	<p>3.1 Student Well-Being (See also SDP 4.1 Student Priorities)</p> <ol style="list-style-type: none"> Student attendance/ persistent absence return to pre-pandemic levels, benchmarked against secondary mainstream (SC) Healthy and appropriate student use of technology, including online and smartphone safety, and support to parents/carers (JM/ SC) Review how we use evaluations of individual or small group interventions to inform future provision (JS) 	SC

Priority	Strand & Intended Successful Outcomes	Lead
	<p>3.2 Staff Well-Being: A long-term strategy based on the Education Staff Wellbeing Charter</p> <ol style="list-style-type: none"> Streamline staff access to key information, guidance, policies, procedures, and support mechanisms. (LF) Implement and keep under review long-term equalities & diversity action plans, including race, gender, identity, and disability (KF) Strengthen consistency of line management, linked to clear professional development opportunities, resulting in increased leadership capacity and clearer progression routes (KF) Further develop Restorative Approaches, Reflective Practice and Behaviour Policy to deepen understanding and improve consistency and communication (SC) Focused support staff role review & development (KM) 	KM
4.1 Student Priorities	<p>Student Leadership and Smart School Council Action Teams</p> <p>Further develop and celebrate <i>student voice and</i> student leadership, including through Smart School Council class questions and Student Action Teams (e.g. mentoring other students, celebrating cultures, <i>play facilities & choice; greening the environment</i>)</p>	AM
4.2 Parent/ Carer Priorities	<p>Use priority themes of Community, Communication & Curriculum to promote parental engagement, including opportunities to socialise and better support each other; have ready access to information; and support their children's learning outside school. <i>Relaunch 'Friends of Stormont House'</i> to support this</p>	SC
5. Improved efficiency & effectiveness	<ol style="list-style-type: none"> Ensure school vision and purpose underpins exploration of expansion without loss of quality: Governing Body and SLT negotiation with Local Authority. Full stakeholder consultation needed. Align any expansion with development of mainstream resourced SEND provision (KM) A sustainable financial base with effective use of limited resources in curriculum, staffing, contracts and premises (MB) Develop more systematic policy, system and structure review schedules at leadership and governance levels (MB) Sequenced further development of 'School Synergy', as a unified classroom- and home-facing MIS & Communication system (SC) Evaluate school effectiveness using the new Ofsted Framework. Identify areas for further improvement and exemplary practice to share (KM) 	MB