

✓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 and to reshape 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

The large majority of parents/carers report that they are well-informed on what their child is learning, how well they are doing and how to help them at home

Student Priorities

The Smart School Council priorities are systematically responded to, 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



Achievement for all in a unique world-class school

Whole-School Priorities 2020-23

Preparing for Adulthood

Visible Learning

Well-Being

Student Priorities

- Helping each other
- Helping those less fortunate
- one more tbc

Parent/Carer Priorities

- Practical strategies
- tailor communications
- signpost support

Resource Priorities

- Plan for possible school expansion
- Improved efficiency and effectiveness

Focused Priorities 2022-23

Priority	Strand & Intended Successful Outcomes	Lead
1. Preparing for Adulthood (PfA)	1. Inclusion and personalisation to achieve PfA Outcomes <ol style="list-style-type: none"> Education, Health and Care Planning and Review processes from Year 9 onwards utilise the 'wave model' of provision and curriculum opportunities linked to the 4 PfA outcomes Revised curriculum; content, sequencing, and Key Stage 4/5 accreditation pathways for current and future cohorts Refreshed opportunities in the wider curriculum (clubs, visits, residentials, volunteering) Clear mapping of new curriculum requirements for Relationships, sex and health education (RSHE), with evaluation of implementation and impact Achieving the Quality in Careers Standard by fully meeting the Gatsby Benchmarks through our PfA and PSD curriculum planning and delivery 	SCo
2. Visible Learning (VL)	2. Consolidate Visible Learning systems and plan next phase <ol style="list-style-type: none"> Further develop home learning and effective remote learning using research evidence and evaluate impact Update 'a year's worth of progress' / ambitious flightpaths following changes to GCSEs and Functional Skills exams Develop a forward plan of evidence-informed CPD as external VL programme concludes initial phase Integrate the work of Visible Learning 'Impact Coaches' into Teaching & Learning Team to support VL Impact Cycles Phased plan to revisit opportunities across the curriculum to improve students' communication skills (reading, writing, oracy) so that they can deepen their learning 	KF
3. Well-Being	3.1 Student Well-Being <ol style="list-style-type: none"> Students' individual and collective voices are systematically heard and responded to through PfA Annual Reviews and the Smart School Council Communication Teams Updated safeguarding processes to provide better access to early help. Staff training, 'My Concern' and 'Live list' systems used effectively, with a linked Attendance Strategy. Quality Assurance via External safeguarding audit 	SCo

Priority	Strand & Intended Successful Outcomes	Lead
	3.2 Staff Well-Being <ol style="list-style-type: none"> A long-term strategy based on the Education Staff Wellbeing Charter and 'Keep, Improve, Stop, Start' strategy Systematic professional development pathways and opportunities; strengthening linkage between line management, appraisal and CPD for all staff, and increasing leadership capacity through developing common language and structures of leadership Develop long-term equalities & diversity action plans, including race, gender, identity, and disability Updated Staff Handbook, Behaviour Policy and appendices to provide improved guidance and information flow 	KM
4.1 Student Priorities	Smart School Council priorities (involving all students) <ul style="list-style-type: none"> Students being able to help others if they're not happy Helping those less fortunate than ourselves [one new priority to be agreed as 'play' has been successfully improved] 	SCo
4.2 Parent/Carer Priorities	Work with newly-elected parent governors to develop a parental engagement strategy by: providing practical strategies to support learning at home; tailoring school communications; offering/ signposting more support where needed	SCo
5. Improved efficiency & effectiveness	<ol style="list-style-type: none"> Revisit school vision and purpose to explore expansion without loss of quality: Governing Body and SLT negotiation with Local Authority. Full stakeholder consultation needed. Enhance the role of middle and subject/curriculum leads in self-evaluation processes, including alignment of curriculum intent, implementation, and impact A sustainable financial base, strengthening the link between curriculum and financial planning Active key risk register and mitigation (Covid, Finance, Facilities, H&S, Policy Review) Long-term IT strategies to develop (5.1) Technology-Enhanced Learning; Online Safety; Infrastructure; Website (5.2) Productivity (Office 365 and MIS) and Communication Develop the use of 'School Synergy', as a unified classroom- and home-facing MIS & Communication system 	GC