

# School Development Plan



**The Raise Academy**

# Introduction

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The Raise Academy is a brand-new, 11-16, 64 place, specialist provision supporting students experiencing social, emotional and/or mental health difficulties, across the Local Authorities of Halton and St. Helens, based in Widnes.

At Raise we recognise that whilst all children are different, each student deserves the same opportunities in life and therefore in order to achieve true equality and deliver an equitable experience in education, the answer is not in ensuring that all students have exactly the same, rather that all students have what they need to succeed. Through the ability to offer an individualised and personalised, engaging curriculum, delivered by specialists, we have the chance to make a real difference and affect change in a special group of young people, their families and the wider local community.

All members of staff have a commitment and passion to deliver the best possible educational experiences, encouraging all students to dream big and empowering them to lead successful and fulfilling lives, in a safe and protected, well-supported atmosphere. Our aim is to reignite that love for learning that may have been lost at some point, through inspirational teaching and provision of opportunity.

As with all schools in the YES Trust, The Raise Academy will be underpinned by the following **TRUST CORE VALUES**:

The YES Trust is committed to providing **CHILD-CENTRED** education, by developing **AUTHENTIC RELATIONSHIPS**, and being **ADAPTIVE & SENSITIVE** to each pupil's individual needs. The **MORAL PURPOSE** of the Trust is to **TRANSFORM LIVES**.

The **CURRENT** Strategic Objectives from within the SDP underpin three **CRUCIAL** priorities:

1. **MAXIMISING POTENTIAL** through high quality teaching and learning
2. Development of the **RAISE CURRICULUM**
3. Embedding school **CULTURE**

These priorities ultimately lead to the **VITAL** priority, particularly whilst in the growth phase of the school's journey, of **ATTENDANCE**.

Attendance is everything!

# World Changing Education – Maximising Potential 1

<b>RAG:</b>	● Not set	<b>Status:</b>	Not Started
<b>Priority:</b>	High	<b>Responsible:</b>	HEAD
<b>Team:</b>	SLT	<b>Monitor:</b>	HEAD
		<b>Dates:</b>	02/09/24 - 31/08/25

**Intent:** To create transparent whole school expectations to embed processes, structures, strategies and culture, which will underpin an ethos of continuous improvement across the school and the wider Trust and will maximise potential at all levels

**Impact:** The Headteacher will have rigorous and robust evidence of the school improvement journey and the steps undertaken to maximise the potential of all stakeholders. All pupils and staff will have a clear understanding of their own next steps, have the skills and time to be effectively reflective and all stakeholders will maximise their potential, whatever that potential may be

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Induction</b> <i>Full induction process into the Academy and the YES Trust for all staff to be completed by PE/LL prior to official opening for students</i>	✔ <b>Completed</b>	11/06/24 to 04/09/24	HEAD	<b>High</b>
<b>Core Values</b> <i>Through induction, all staff to be fully accustomed to Trust Moral Purpose and Core Values. These will be high profile, visible for all in school, online and evident in practice. Non-negotiables and Aspirational Values for staff to be delivered, revisited and referred to throughout the year</i>	✔ <b>Completed</b>	11/06/24 to 04/09/24	HEAD	<b>High</b>

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>PDMs</b>  <i>Following self-evaluation, line managers and staff to agree three targets:  1 - a self-identified area for development personal to the staff member  2 - a priority for development identified by the SLT  3 - a professional learning or research focus leading to triad work based on coaching and feedback</i>	● Not Completed	11/06/24 to 31/10/24	HEAD	Medium
<b>Theories of Action</b>  <i>Headteachers to meet termly with Director of Education to create protocols for the next Theory of Action.  Protocols to be disseminated via CPD and built into triad coaching groups</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	Medium
<b>Theories of Action</b>  <i>Current Theories of Action (3) and agreed protocols to be incorporated into staff induction programme and will form the basis of the initial triad and peer coaching work</i>	✔ Completed	11/06/24 to 04/09/24	HEAD	High
<b>Theories of Action</b>  <i>Every 3 weeks all staff review meetings to be scheduled to monitor progress/impact and facilitate coaching opportunities, based on triad findings. Feedback to inform PDMs for Oct 24. A coaching model to be planned and implemented for the Autumn term.</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	Medium
<b>Leading Learning and Professional Opportunity</b>  <i>Opportunities for secondment/leadership experience/additional areas of responsibility to be identified by Trust/SLT at Academy level in Autumn term</i>	● Not Completed	11/06/24 to 31/12/24	HEAD	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>CPD</b> <i>Training linked to PDMs identified by line managers and through QA processes to be reviewed by SLT in Autumn 2 and factored into weekly CPD programme</i>	● <b>Not Completed</b>	11/06/24 to 31/10/24	HEAD	<b>Medium</b>
<b>Maximising Potential</b> <i>5 colours and Trust-wide associated benchmarks linked to all areas of school life and accountability measures to be introduced and utilised for monitoring KPIs</i>	✔ <b>Completed</b>	11/06/24 to 04/09/24	HEAD	<b>High</b>
<b>Maximising Potential</b> <i>Maximising Potential Teaching and Learning Carousels to be built into half termly CPD rotations, organised twice per half term to share best practice</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>
<b>Sharing Best Practice</b> <i>WAGOLL work/activities/outcomes shared at each CPD meeting</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>
<b>Quality Assurance</b> <i>The QA (Maximising Potential) Calendar follows a common pattern, with specific areas of focus and development identified to inform training needs as emerging needs develop over the course of the academic year, at whole school, departmental and individual level. Each area of the Ofsted Framework is reviewed through a variety of systems and processes, with responsibilities shared across the Senior Leadership Team.</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>
<b>Quality Assurance</b> <i>The Maximising Potential Calendar mirrors the CPD Calendar in order to reflect accurately the training and development required in a timely manner.</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p><b>CPD</b></p> <p><i>CPD (or Professional Learning) takes place as a timetabled, weekly, compulsory session for all members of the staff body. At times when support/site/office staff are not required, alternative and role appropriate provision is made for training and development</i></p>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>
<p><b>Collaboration</b></p> <p><i>Opportunities to work together collaboratively across all Academies are organised at least once per half term, in order for colleagues to share planning, offer advice and expertise and signpost resources and training. Regular opportunities for staff from across the Trust are to support other schools in areas of expertise are provided, supported and encouraged</i></p>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>
<p><b>CPD</b></p> <p><i>Cascading levels of essential training required is to be recorded on our Single Central Record, monitored and updated by the Office Manager and DSL, each with their own levels of frequency.</i></p>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>High</b>
<p><b>Pedagogy</b></p> <p><i>High quality and in depth training provided during induction sets out the Trust's belief in a pedagogy based around the Instructional Core and a commitment to enquiry-based learning and the fostering of curiosity in line with the R-A-I-S-E Curriculum</i></p>	✔ <b>Completed</b>	11/06/24 to 04/09/24	HEAD	<b>High</b>

## Success Criteria

DESCRIPTION	COMPLETED
All new staff are inducted into the Trust core values, aspirations and minimum expectations	<input checked="" type="checkbox"/> YES
The core values, aspirations and expectations are fully embedded across the school, with all stakeholders having a full understanding of their practical application	<input type="checkbox"/> NO
Appreciative enquiry is embedded across the school, with all staff being part of a triad, quad or pair for coaching sessions	<input type="checkbox"/> NO
The impact analysis of the coaching approach shows positive trends and provides an evidence base for future practice	<input type="checkbox"/> NO
A new set of protocols is co-produced and rolled out each (half)term	<input type="checkbox"/> NO
Future leaders are routinely identified and provided with experiential opportunities to develop their skills and practice	<input type="checkbox"/> NO
Middle and Senior Leadership potential is identified, with staff allocated to bespoke professional learning programmes of development	<input type="checkbox"/> NO
The Maximising Potential Gauge is embedded into thinking and practice for all stakeholders, with a focus on small steps to improvement and success	<input type="checkbox"/> NO
Exemplary practice workshops (Master Classes) are built into whole school and Trust wide professional learning sharing and embedding best and next practice across all practitioners and stakeholders	<input type="checkbox"/> NO
Curiosity, creativity and enquiry led learning is fully embedded into the curriculum, with all pupils encouraged to take agency for their learning and all planning and delivery of lessons within and outside of the classroom is based around the instructional core	<input type="checkbox"/> NO

# World Changing Education – Maximising Potential 2

<b>RAG:</b>	● Not set	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	HEAD
<b>Team:</b>	SLT	<b>Monitor:</b>	HEAD
		<b>Dates:</b>	02/09/24 - 31/08/25

**Intent:** To embed quality assurance practices, which are routinely recorded in Perspective, fully understood and employed by all stakeholders, creating a narrative of continuous school improvement and providing an evidence base for the SEF and SDP

**Impact:** Perspective is full embedded into routines, with all stakeholders aware of its purpose and confident to use it, resulting in robust quality assurance at all levels, a higher level of self-reflection and challenging, aspirational (although achievable) goals being set at every level

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Quality Assurance</b> <i>Half termly QA schedule to be defined and shared by Curriculum Leads, including targeted and specific learning walks, book reviews and lesson observations</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>
<b>Quality Assurance</b> <i>A system of planning scrutiny to be in place to support all staff at all levels, to differing degree according to career stage, by Curriculum team</i>	● <b>Not Completed</b>	11/06/24 to 31/10/25	HEAD	<b>Medium</b>
<b>Quality Assurance</b> <i>QA schedule to be adhered to, recorded on Perspective, findings reviewed and presented to SLT and associated support work carried out by the Curriculum team</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>



TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Quality Assurance</b>  <i>The Maximising Potential Calendar (QA) mirrors the CPD Calendar seamlessly as a follow-on, to ensure that robust and regular monitoring systems are in place, and the appropriate training, guidance and development mechanisms are in place to drive improvement, in line with emerging school needs and areas of the School Development Plan.</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	Medium
<b>Learning Mentors</b>  <i>If appropriate, Line managers (SLT) to provide weekly/fortnightly support for Learning Mentors from appointment</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	Medium
<b>Progress</b>  <i>Termly progress meetings to take place to review progress of all students in all subject areas in all key stages. Template to be uploaded into Perspective</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	Medium
<b>KPIs</b>  <i>All KPI information to be transferred into Perspective Observatory ahead of Autumn, Spring and Summer LSB meetings</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	Medium
<b>Sharing Best Practice</b>  <i>Examples of best practice or exemplary work are shared at the start of each weekly CPD session to model student maximised potential and effective approaches to both content delivery and recording of student knowledge and ability</i>	● Not Completed	01/09/24 to 31/07/25	HEAD	Medium
<b>Sharing Best Practice</b>  <i>Quality work shown in assemblies (Work of the Week) as well as displayed around school and shared on ClassDojo</i>	● Not Completed	17/07/25 to 31/07/25	HEAD	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>PDMs</b> <i>All staff at all levels to have had a PDM and agreed a PDP for the next appraisal cycle</i>	● <b>Not Completed</b>	11/06/24 to 31/10/24	HEAD	<b>Medium</b>
<b>PDMs</b> <i>Interim PDMs to be completed by 1st March by SLT</i>	● <b>Not Completed</b>	11/06/24 to 01/03/25	HEAD	<b>Medium</b>
<b>PDMs</b> <i>Target 3 (self-led research leading to coaching) - SLT to collate research foci and create teams of similar focus for coaching and sharing opportunities</i>	● <b>Not Completed</b>	11/06/24 to 08/11/24	HEAD	<b>Medium</b>

## Success Criteria

DESCRIPTION	COMPLETED
A half-termly workbook scrutiny, uploaded onto Perspective, demonstrates a common pedagogy and methodology across the school, with the implementation of a sequenced curriculum evident in the workbooks	● <b>NO</b>
Termly lesson observations conclude that teaching across the school is at least Good (Strength). Feedback is recorded on Perspective, with next steps identified	● <b>NO</b>
Half-termly planning scrutiny, findings recorded on Perspective, demonstrates a consistent approach to sequencing of learning in line with school policy	● <b>NO</b>
Weekly planning scrutiny for Early Career Teachers (ECTs) and Learning Mentors (LMs), recorded on Perspective, scaffolds development, identifies areas for improvement with next steps and celebrates good practice	● <b>NO</b>
Fortnightly mentor meetings for ECTs and LMs provide opportunities for professional learning, with progress and areas for development recorded on Perspective	● <b>NO</b>
All staff complete a self-evaluation on Perspective prior to their PDM meeting, identifying areas of strength and areas which may require further support/professional learning	● <b>NO</b>
All staff are actively involved in their PDM and have a clear understanding of the expectations of their role	● <b>NO</b>
The first round of PDMs is completed by 31st October 2024, with all staff aware of the school journey and their own priorities for development	● <b>NO</b>
PDM Interim Reviews are completed for all staff by the 1st March 2025, with self-evaluation and evidence gathered showing that staff are on course to meet their objectives and robust plans/strategies are put in place where this is not the case	● <b>NO</b>
KPI tabs on Perspective are completed termly to be presented to the LSB, clearly highlighting areas of strength and areas in need of further development/urgent attention	● <b>NO</b>

# Leading with Passion – Safeguarding, Mental Health

<b>RAG:</b>	● Not set	<b>Status:</b>	Not Started
<b>Priority:</b>	High	<b>Responsible:</b>	HEAD
<b>Team:</b>	SLT	<b>Monitor:</b>	HEAD
		<b>Dates:</b>	02/09/24 - 31/08/25

**Intent:** To ensure that safeguarding, mental health and trauma informed practice is fully embedded into the school's culture, underpinning the holistic curriculum, evident in every day practice and routinely monitored, with audits, evidence and actions reported to the LSB on a termly basis

**Impact:** All stakeholders are regularly updated with and fully aware of the safeguarding, mental health and trauma informed practices in the school, are confident that systems, processes and practice are compliant with statutory requirements

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Section 175</b> <i>Section 175 to be completed by the Pastoral &amp; Safeguarding Lead, uploaded as evidence in Perspective, emailed to the Local Authority and included as an appendix the Autumn LSB</i>	● Not Completed	11/06/24 to 08/11/24	HEAD	High
<b>Local Support Board</b> <i>Safeguarding/Mental Health/Trauma Informed Lead meet Trustee link in prior to Autumn 2 to discuss action plans</i>	● Not Completed	11/06/24 to 08/11/24	HEAD	Medium
<b>Local Support Board</b> <i>Pastoral Lead to meet link Trustee to identify actions for 2024/25 and to review Section 175 initial evaluation</i>	● Not Completed	11/06/24 to 08/11/24	HEAD	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Trauma Informed UK Training</b> <i>TISUK whole school webinar training to be completed by all staff in all roles as part of the induction programme</i>	● Not Completed	11/06/24 to 06/01/25	HEAD	High
<b>Trauma Informed UK Training</b> <i>If required, TISUK Level 2 reaccreditation course to be completed by Headteacher</i>	● Not Completed	11/06/24 to 31/10/24	HEAD	Medium
<b>Trauma Informed UK Training</b> <i>TISUK Diploma to be undertaken by appropriate in-school leads (Pastoral Lead and Mental Health Counsellor) and an appropriate action plan to be shared with staff</i>	● Not Completed	11/06/24 to 31/12/24	HEAD	Medium
<b>Team Teach Training</b> <i>Level 2 training (12 hour) course to be planned and delivered for all Raise staff as part of mandatory training in the induction programme</i>	✔ Completed	11/06/24 to 04/09/24	HEAD	High
<b>Team Teach Training</b> <i>L2 Trainer Reaccreditation Course to be completed by PE ahead of induction</i>	✔ Completed	11/06/24 to 27/08/24	HEAD	High
<b>Team Teach Training</b> <i>An appropriate second staff member to be identified and to complete "Train the Trainer" course</i>	● Not Completed	11/06/24 to 31/10/24	HEAD	High
<b>Mental Health</b> <i>Audits to be completed, with findings and actions shared with LSB and the wider staff, informing the next round of CPD</i>	● Not Completed	11/06/24 to 31/10/24	HEAD	Medium
<b>PSHRE</b> <i>PSHE Association membership obtained to support planning of content, resourcing and compliant delivery</i>	● Not Completed	11/06/24 to 31/10/24	HEAD	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>PSHRE</b> <i>PSHE and RSE audits to be completed, demonstrating successful compliance, with strengths and actions identified and shared</i>	● <b>Not Completed</b>	11/06/24 to 31/10/24	HEAD	<b>High</b>
<b>PSHRE</b> <i>Specific PSHRE observations to be carried out as part of quality assurance, with support deployed as necessary</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>
<b>PSHRE</b> <i>All staff to contribute towards the population of Gridmaker in order to map provision across subjects, classes and age groups</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>
<b>Safeguarding</b> <i>SLA to be purchased annually via the LA Safeguarding Team (Halton Safeguarding Children Partnership) which includes training packages, resources and staff meetings</i>	✔ <b>Completed</b>	11/06/24 to 04/09/24	HEAD	<b>High</b>
<b>Safeguarding</b> <i>Vulnerable Student tracker to be created and updated half termly, to be shared with key staff as appropriate to preserve confidentiality</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>High</b>
<b>Single Central Record (SCR)</b> <i>SCR Training matrix to be updated by Office Manager regularly, with qualifications kept up to date, in collaboration with the Headteacher and DSL</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>High</b>
<b>Boxall</b> <i>Boxall training to be completed by Pastoral Lead to prepare for first round of PSD data collation</i>	● <b>Not Completed</b>	11/06/24 to 31/10/25	HEAD	<b>High</b>

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Safeguarding</b> <i>Collaboration across the Trust and other LA schools in order to support the embedding of positive safeguarding practices</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	Medium
<b>CPD</b> <i>Specific and appropriate Pastoral Support Officer (PSO) training to be sourced and completed, in collaboration with Early Help</i>	● Not Completed	11/06/24 to 31/10/24	HEAD	Medium
<b>Collaboration</b> <i>Effective and regular multi-agency collaboration, particularly with CAMHS evident in order to support all students and their families</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High
<b>CPOMS</b> <i>Effective initial set up and whole staff training on the recording of all communications and incidents via CPOMS to ensure a clear chronology of events over time, alerting ALL SLT to all incidents, ensuring increased awareness</i>	✔ Completed	11/06/24 to 04/09/24	HEAD	High
<b>Safeguarding</b> <i>Headteacher to complete Local Authority (Halton) Level 3 Designated Safeguarding Lead training in order to support the DSL and Pastoral Team effectively</i>	✔ Completed	11/06/24 to 04/09/24	HEAD	High

## Success Criteria

DESCRIPTION	COMPLETED
The Section 175 summary and evaluation is shared with the LSB in the Autumn Term, with evidence showing statutory compliance and areas of strength and those needing further development	<input type="radio"/> NO
The link governor/Trustee regularly reviews documentation and practice with the Safeguarding/MH/Trauma Informed leads	<input type="radio"/> NO
All staff have had trauma informed practice training and implement the necessary/appropriate strategies in their own daily practice	<input type="radio"/> NO
All staff are up to date with their Team Teach training. In-house sessions are completed timeously for new staff and use of strategies and approaches are evident in practice	<input checked="" type="radio"/> YES
The Mental Health and Trauma Informed Practice Audit is completed and shared with the LSB in the Spring Term, demonstrating the whole school approach which has been embedded into practice. Areas of strength and those in need of further development are clearly identified with clear action plans shared	<input type="radio"/> NO
PHSE and RSE audits completed in the Autumn Term and shared with the LSB in the Spring Term. Data highlights full compliance with statutory requirements, areas for strength and excellence and actions to be taken for those in need of further development	<input type="radio"/> NO

<b>RAG:</b>	● Not set	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	HEAD
<b>Team:</b>	SLT	<b>Monitor:</b>	HEAD
		<b>Dates:</b>	02/09/24 - 31/08/25

**Intent:** To ensure that all pupils maximise their potential, have the best possible outcomes and are fully equipped to take the next steps in their journey within school and beyond into further education, training or employment

**Impact:** All pupils maximise their potential and are ready to take the next steps in their own journey through school and towards adulthood

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Curriculum</b> <i>Curriculum design, KS4 Options process and timetabling supports the attainment of 5+ GCSEs or equivalent from the outset for new Year 10 cohort at opening stage</i>	✔ <b>Completed</b>	11/06/24 to 04/09/24	HEAD	<b>High</b>
<b>Curriculum</b> <i>GCSE/KS4 exam entries in terms of subject and level support aspirations</i>	● <b>Not Completed</b>	11/06/24 to 31/07/25	HEAD	<b>Medium</b>
<b>Curriculum</b> <i>Baseline testing taking place in spelling, reading and CAT4s using GL Assessment package, as part of transition activities before end of Autumn 1.</i>	● <b>Not Completed</b>	11/06/24 to 18/10/24	HEAD	<b>High</b>
<b>Curriculum</b> <i>Following project based working Autumn 1, additional subject level baselining to take place to inform starting point against which all future progress will be measured at each half termly data drop</i>	● <b>Not Completed</b>	11/06/24 to 31/10/24	HEAD	<b>High</b>



TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Curriculum</b> <i>Aspirational progress target setting of 100% of a grade or level per year, per subject, per student, from given starting point</i>	● Not Completed	11/06/24 to 31/10/24	HEAD	High
<b>Curriculum</b> <i>Progress monitored regularly (via termly progress meetings) and robustly to ensure students on target in all key stages in all subjects, including reading. "At risk" students are identified for the correct and appropriate intervention and support</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High
<b>Exams</b> <i>An Exams Officer to be appointed from within the staff team, tasked with the registration of The Raise Academy as an Exam Centre with the JCQ and undertake all relevant activities required as well as any training necessary</i>	✔ Completed	11/06/24 to 04/09/24	HEAD	High
<b>SEND</b> <i>Provision map to be in place, providing consolidation of needs to ensure needs are being met, removing barriers to attendance and encouraging a trauma-informed approach - updated regularly and training to be provided for all staff accordingly</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High
<b>SEND</b> <i>Specially trained Teaching Assistants, Learning Mentors and Teachers to be deployed strategically, receiving additional training and support where necessary to best meet the needs of individuals and groups and support the effectively delivery of subject areas</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High
<b>SEND</b> <i>Exam Access Arrangements to be in place (especially at KS4) as normal ways of working and are implemented for all mock exam series as well as all external examinations</i>	● Not Completed	17/10/24 to 31/10/24	HEAD	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Reading</b> <i>A whole school Reading Strategy to be in place, as a targeted intervention each day, which is monitored and progress tracked at agreed intervals throughout the year and reported to parents with curriculum progress information</i>	● Not Completed	11/06/24 to 31/10/24	HEAD	High
<b>Reading</b> <i>Using the baseline reading age data to support the stocking of the school library, the Accelerated Reader programme to be explored and implemented across the school as part of the strategy, with appropriate staff receiving training as required</i>	● Not Completed	11/06/24 to 31/10/24	HEAD	High
<b>Attendance</b> <i>A clearly communicated, robustly enforced Attendance Policy to be in place, setting out clear roles and responsibilities, strategies, actions and consequences, driven by the Pastoral Lead, supported by the Admin team</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High
<b>Attendance</b> <i>Attendance as the top (VITAL) priority, significant time and training to be allocated to this shared responsibility as part of induction for all staff</i>	✔ Completed	11/06/24 to 04/09/24	HEAD	High
<b>Attendance</b> <i>Accurate recording of attendance using Arbor, which is monitored and updated multiple times on a daily basis, with contact made and follow ups taking place, including inhouse communication and strategies to support a return to school, in line with the Attendance Policy</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High
<b>Attendance</b> <i>External agency work taking place regularly to support attendance/engagement - CAMHS, Medical Needs, Social Care, Early Help</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Parental Engagement</b> <i>Parent Consultation evenings scheduled termly and shared with all stakeholders to discuss and promote progress and celebrate success and achievement</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High
<b>Parental Engagement</b> <i>Additional parent meetings with KS4 families to support the maximisation of potential and encourage support at home for revision and help to complete independent study</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High
<b>Exams</b> <i>Appropriate opportunities for revision and support to be in place year round (during school, after school, during holiday KIT Days), including subscriptions to be purchased for accessible packages well suited to student needs such as GCSE Pod</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High
<b>Attendance</b> <i>Responsibility assigned and training provided for administrative support in order to oversee attendance at Stage 1</i>	✔ Completed	11/06/24 to 04/09/24	HEAD	High
<b>Attendance</b> <i>Attendance meetings and plans in place, agreed with parents/carers and updated regularly</i>	● Not Completed	11/06/24 to 31/07/25	HEAD	High

## Success Criteria

DESCRIPTION	COMPLETED
Attendance at school is 90%	● NO
Where students fall below 85% and this is not improved over a half term clear action plans are in place which can be demonstrated and articulated	● NO
All pupils are entered for a minimum of 5 GCSEs or equivalent	● NO
The average progress made in reading is one year or above	● NO
The average progress in English and Maths is a minimum of 70% of a level	● NO

