

Overarching aim:

1. An ambitious and challenging curriculum

Aim: Embed our ambitious and challenging curriculum for all consistently across the whole school and teach it highly effectively across all subjects.

Strategy statement: We will ensure that all our students access our ambitious and challenging curriculum. We will build cross-curricular links across subjects and review the content of our curriculum to secure both its ongoing relevance and greater inclusivity and diversity. We will ensure effective curriculum transition from KS2 and on to KS5. We will ensure staff actively engage in high quality CPD that enhances the quality of our pedagogy and secures excellent teaching across all areas of the school. Assessment will be rigorous and will be used to address Educational Disadvantage robustly. Students will be fully supported to engage with learning beyond the classroom in order to develop their independent learning skills and academic resilience.

Targets:

1. Ensure the curriculum is regularly reviewed to secure its ongoing relevance for all students, effective transitions from KS2 and to KS5, a high level of ambition and challenge and greater inclusivity and diversity.
2. Ensure our curriculum is implemented highly effectively across all subject areas, utilising high quality CPD to secure excellent teaching across all subjects.
3. Develop and embed the effective teaching of cross-curricular links across the curriculum.
4. Embed highly effective developmental Quality Assurance processes across all subjects.
5. Establish and embed a highly effective whole school approach to literacy.
6. Strengthen our use of assessment to ensure it is rigorous and robust and used effectively to demonstrate student progress and address Educational Disadvantage.
7. Develop and embed effective strategies across all subject areas to ensure our SEN students are supported to access their curriculum effectively.
8. Develop and embed effective strategies across all subject areas to ensure our EAL students are supported to access their curriculum effectively.
9. Improve communication with parents/carers about our curriculum, teaching and learning and assessment.
10. Improve our students' learning skills and academic resilience

2. Highly effective academic support

Aim: Highly effective academic support is in place to support all students so that they can successfully access the curriculum.

Strategy statement: We will ensure that all students are provided with appropriate support from both teachers and the SEN team. Teachers will ensure they know and understand the needs of each student they teach and will adapt collaborative planning where necessary. Highly effective Teaching Assistants will provide in class support, and out of class planned support, for both EHCP and SEN Support students. We will ensure that the need for Access Arrangements are identified as early as possible and communicated with teachers and parents so students can perform to the best of their ability in exams. We will ensure that all underperforming PP students are identified and provided with 1:1 tuition.

Targets:

1. Ensure Pupil Profiles and the SEN marketplace are used effectively to provide teachers with up to date information and advice.
2. Ensure teachers use this information to adapt planning and provide the best quality teaching and learning for all students and ensure effective QA is happening.
3. Formalise how students with SEN are identified and ensure these are included on the SEN register and can access appropriate support.
4. Ensure TAs are used effectively in class to support EHCP students and SEN Support students where possible by providing high quality training.
5. Provide high quality interventions and access to specialist Literacy and Numeracy software to support both EHCP and SEN Support students in targeted areas of need.
6. Improve the identification of students requiring Access Arrangements and make sure these are communicated with teachers and parents.
7. Ensure the progress of PP students is tracked and monitored and students to provide extra 1:1 support where required.
8. Ensure that PEPs are used effectively for all CiC and PiC students to monitor and track progress and ensure they are provided with support from the school in liaison with the Virtual School.
9. Consider SEMH provision to support academic progress.

3. Exceptional student development and safeguarding

Aim: All students engage in learning and development beyond the taught curriculum, ensuring they grow up to become responsible members of our community.

Strategy statement: Students will have opportunities to attempt, practice, develop, change, explore and hone their talents, interests and skills. Students will be well guided with their career plans post-16 and well beyond; beginning this focus on their futures in Key Stage 3.

Students will be safe and know how to keep themselves and others safe.

Targets:**Student Development:**

1. Enhance our careers guidance and opportunities for KS4 and introduce more of a careers focus in KS3; through form time and beyond
2. Encourage and support all students to take part in extracurricular opportunities
3. The range of activities to be diversified to further recognise student interests and curriculum links
4. Develop and embed the student leadership, mentoring and ambassador schemes
5. Promote the use of digital badges as a celebration of student achievement beyond the taught curriculum

Safeguarding:

6. Improve capacity and work between CP staff and MH staff to develop highest quality support for students
7. Review feedback responses to staff who report issues and consider the sharing of information on students in regard to their pastoral concerns

4. Exceptional student behaviour and attitudes

Aim: Highly effective behaviour routines embedded consistently across the whole school that support all students to succeed with their learning and contribute towards a positive and respectful culture.

Strategy statement: We will ensure that all our students behave consistently well, demonstrating high levels of self-control, motivation, resilience and consistently positive attitudes and commitment to their learning. We will ensure staff engage in high quality CPD that enhances our behaviour routines so that they are responsive, intelligent, fair and ensure highly effective action to support all students to succeed with their learning. Students will be fully supported in playing a highly positive role in creating a school environment in which commonalities are celebrated, difference is valued and nurtured and all students actively support the wellbeing of other students. We will continue to develop a culture where bullying, prejudices, harassment and violence are never tolerated and all members of our community behave with consistently high levels of respect for others.

Targets:

1. Ensure our behaviour routines are regularly reviewed, using an evidence based/research approach, to secure high standards across all areas of behaviour
2. Ensure our behaviour routines are implemented highly effectively across all subject areas, utilising high quality CPD to secure excellent student behaviour and attitudes
3. Embed highly effective developmental Quality Assurance processes across all year groups and subject areas
4. Develop and embed support strategies and alternative provision for students displaying high levels of need
5. Develop and embed effective strategies across all year groups to support students' engagement with restorative work to enable them to reflect on their behaviour and the consequence of their actions
6. Enhance our use of positive reinforcement through normative messaging, precise praise, use of passport points and reward rooms
7. Further develop form time programme to enhance students' attitudes to learning and their relationships with other students and staff
8. Improve attendance and punctuality for all students, particularly persistent absentees
9. Develop and embed effective strategies to ensure all of our PP students are supported to attend school regularly
10. Develop and embed effective strategies to communicate with and engage students, parents/carers and staff about behaviour and attitudes, work ethic, attendance and punctuality

5. Highly effective deployment of resources

Aim: A safe and secure environment that supports the school priorities. Coordinated and strategic use of resources aiming to overcome boundaries and obstacles experienced by students, staff and our wider community.

Strategy statement: We will maximise the funding and resources available to the school and will allocate use reflecting the ethos of the school and following the principles and priorities of the school improvement plan. We will encourage a whole school collegiate sense of recognition of the finite nature of resources and mutual responsibility for considered and planned use. We will

be transparent in our decision making and encourage a wider understanding of budgetary systems and context. All members of our community respect our shared resources and recognise the impact of damage whether through intent or negligence. We will review and challenge our systems to reduce waste of financial and environmental resources.

Targets:

1. Synchronise the School Improvement Plan and budget planning; consideration of resources being part of school wide decision making.
2. Embed forward planning and a project management approach, include reviews in order to improve.
3. Coordinate the use of existing resources across the school to reduce duplication and waste.
4. Continually strive for best value and consider the balance of financial and environmental costs.
5. Encourage innovation and experimentation in pushing boundaries and staying at the forefront of technology.
6. Formalise and publicise the processes and communication channels between decision makers on SLT and the school community, consider levels of transparency around decision making.
7. Explore and encourage applications for financial support or sponsorship within the principles of the school ethos and priorities.
8. Plan for regular reviews of allocation of resources and associated procedures, including staffing, to ensure that our organisation is fit to best meet the needs of the school.

6. Inspirational leadership at all levels

Aim:

Develop inspirational and high-performing teams across the whole school who deliver sustainable school improvement.

Strategy statement:

We will create a culture of deliberate and continuous improvement at all levels of school leadership. We will achieve this through a commitment to collaborating with and learning from others and from challenging ourselves and supporting each other. We will build a culture where professional trust is the default and meaningful professional development is valued by all.

Targets:

1. Develop our CPD programme to provide greater support and bespoke training, including that at all levels of leadership, using an evidence-based, research-informed approach
2. Evaluate and improve the induction of new staff
3. Promote and embed equality and diversity across all areas of the school, utilising external support where needed
4. Develop and embed staff well-being provision
5. Improve our use of staff voice across all areas of the school
6. Improve our use of developmental appraisal
7. Improve communication across all areas of the school including with families
8. Establish and develop meaningful partnerships beyond Blatch
9. Strengthen governors' working knowledge of the school, utilising their expertise at a strategic level