

School Improvement Plan 2022 - 2023



The School's Key Priorities

Improve the learning experiences and outcomes of pupils at all key stages ensuring that all individual needs are catered for.

Maintain high standards of behaviour and maximise social and personal development including emotional wellbeing.

Strengthen leadership to deliver a continually improving school; enabling staff to develop and pupils to excel.

The aims and values of the school

“Making Every Moment Matter”

Our mission of **Making Every Moment Matter** puts learners first, prepares them for their future and develops knowledge and skills which will allow them to thrive in adult life.

Our vision is to create a first class infrastructure that influences education and enables outstanding lifelong learning

To achieve this, all members of Tulip Academy Spalding aspire to and are accountable for the following shared values.

Teamwork

As a school we are committed to building supportive and collaborative working relationships with all key stakeholders built on trust with a focus of always putting the pupils needs first and providing an inspiring, secure and safe learning environment.

Understanding

Providing the best possible provision is a priority for our school. To ensure we can effectively support each pupil, we are committed to developing and sharing our collective knowledge of special educational needs and how this may be a barrier to learning.

Life Skills

Our school's curriculum is developed to prepare our pupils for their future in the wider world. An important part of this is developing life skills so they can be resilient and independent young adults who can persevere through the many challenges they may face.

Inclusion

Collectively we are committed to creating an environment of acceptance and belonging, allowing everyone to feel part of our caring and supportive school community, with equal access to high quality teaching, learning and therapeutic support.

Personalised

Our successful approach to education focuses on creating adaptive and personalised opportunities which respond to the pupils needs.

Synopsis of achievements in the last school year

The academic year 2021 - 2022 saw excellent progress towards a set of challenging school improvement priorities. Initial 2021 - 2022 data analysis evidences that an overwhelming majority of pupils made good or better progress in Maths, English and PSD. The quality of teaching and learning across the academy remains very strong when triangulating standards of lesson observations, learning walks, work scrutiny and progress data. 65% of teachers (14 in total) demonstrate outstanding teaching practice with 48% of those teachers demonstrating consistent outstanding teaching practice in all areas scrutinized in triangulation. The remaining teachers (35% - 8 teachers) demonstrate good practice consistently. Of these teachers 50% (4 teachers) are unqualified instructors who are new to teaching, showing promising capability within the profession from support provided by the academy and trust.

Formal learners, at our Waterside Campus, sat examinations in English, Mathematics, Information Technology and Science. The overall summary of outcomes has also been really positive. All year 11 leavers obtained two nationally recognised qualifications at either Entry level or above. 100% of year 11 and 14 leavers moved on to further education.

At our Springview Campus 1 pupil left at the age of 19 years. They left with AQA Accreditation at Pre-Entry Level in a wide variety of Daily Living and Vocational skills. This pupil now accessing local adult social care settings on a full time basis.

Other achievements during the past year include:

- The schools continue to enjoy an excellent reputation in the local area and we continue to receive applications for places from parents as a result. Numbers remain very strong, with both schools running at capacity.
- There were no permanent exclusions and incidents of challenging behaviour are well managed.
- The schools previous OFSTED inspections was positive being acknowledged as *Outstanding*. Internal quality assurance exercises, conducted throughout last academic year evidence that this standard is being maintained.
- Ongoing improvements to the building and teaching spaces have impacted positively on learning. Our Springview Campus has had considerable refurbishment including 5 new classrooms, a dedicated therapy and intervention space, an immersive sensory space and family liaison room. Build work at our Waterside Campus progressed nicely last academic year with an Autumn 2022 completion. This development will include 9 new classrooms, life skills provision, therapy spaces and sensory provision.
- A number of interventions and therapies have been provided including Sensory Circuits, Bespoke 1:1 Occupational Therapy sessions , Drawing and Talking Therapy, Lego Therapy, Hydrotherapy, Equine Therapy, Pets as Therapy, the Friends Programme, Speech Language Therapy and Catch Up Literacy and Numeracy.

- All staff access a programme of mandatory continuing professional development coordinated by the Headteacher and Deputy Headteachers. This has recently included training on: Safeguarding, Brooke Traffic Light, Health and Safety Training (Fire Safety, Moving and Handling, Slips, trips and falls and COSHH), a bespoke curriculum CPD package, BASIS Physical Management, Autism awareness, assessment, Sensory Bath Therapies, Sensory Circuits, Cyber Safety Training, Twinkl Phonics, Lego Therapy, First Aid at Work and School Led Tutoring. In addition to the above a number of staff member throughout the academy have completed National Professional Qualifications including Leading Teaching, Leading Behaviour and Culture and Senior Leadership.
- Professional development continues to remain a high priority for both schools. There is a vibrant apprenticeship programme with strong employment opportunities at the course completion. A growing number of staff members are supported with their professional aspirations to work towards and achieve qualified teacher status.
- The Trust's Safeguarding Health Check evidenced that procedures are secure and that pupils are safe and well looked after.
- Governance remain strong from a Local School Board whom continue to be actively involved with all aspects of the school.

Our vision for the future

1. CONTEXTUAL FACTORS

1. Tulip Academy Spalding is at the forefront of the local authority's re-organisation of SEND provision. The Priory and Garth Schools have now formally amalgamated to form Tulip Academy Spalding an all needs Special School for all children locally. Situated over two campuses in the market town of Spalding, Lincolnshire, the school caters for young people in the town and surrounding area. As of September 2022 the school has approximately 202 pupils on roll.
2. There is no doubt that the pupil population continues to change. It is expected that a greater number of pupils will present more complex learning and behavioural needs. The curriculum offered by the school will need to be kept under constant review in the light of these changing needs, as will our styles of curriculum delivery. The rise in academically higher functioning pupils continues and the associated accreditation offer requires regular review.
3. Tulip Academy Spalding converted to an Academy school within CIT in March 2016. Membership within the CIT family of schools and affiliation to the LEARN Teaching Centre has begun to impact positively on assessment, curriculum design and teaching and learning.
4. Tulip Academy Spalding will continue to develop opportunities to share best practice with mainstream partner schools within the South Holland area and further afield.

2. CURRICULUM & PUPIL LEARNING

1. The school's leadership team are passionate in working alongside teaching staff to focus on pupils' individual needs and the areas of learning and development considered most important for each individual pupil. The curriculum offer is engaging and exciting throughout each pathway, supporting pupils to make outstanding progress in all areas of their learning and development and fully preparing them for the next phase of their education and ultimately, for our oldest pupils, their transition into adulthood.
2. The school has well-established and robust data management systems for analysing pupil progress and this is supplemented by utilising CASPA for analysing pupil progress and attainment against national data sets. The school utilises a range of assessment tools including PIVATS 5, 4Adulthood, AET and MAPP. Such tools are used at certain stages of a pupils learning or dependent on their predominant area of need. The school has also devised effective assessment tools to track progress within Computing and Technology, both of which take into account our pupils' abilities and areas of learning imperative to our pupils and their needs.
3. Increased emphasis is being placed on developing and extending both vocational and life-skills provision and training. Accreditation opportunities are regularly evaluated and extended to suit the needs of the pupils. It remains a core aim of the school to ensure that pupils are well prepared for the challenges of adult life, including the world of work, further education, independent living and community engagement and this aim is highly valued by parents.
4. Our curriculum offer incorporates different pathways, formal, semi-formal and informal, derived to cater to pupils most pertinent needs, abilities and interests. The leadership team will continue to support teaching staff to ensure the associated curriculum maps are fully embedded and used effectively throughout the schools.
5. The development of teachers working within different learning pathways, to expand upon curriculum and learning opportunities, will continue to be a priority.
6. Subject leaders will continue to drive school improvement through annual curriculum action plans (CAPs). Work continues to further develop the scope and effectiveness of subject leaders. Subject leaders will be expected to develop a clear intent for their curriculum area before implementing effective change. SLT will work with subject leaders to measure the impact and drive improvement.
7. Our pupils need to be clear about their learning intentions and when they have achieved success in order to maximise their progress. We will continue to further develop our effective procedures around marking and feedback to ensure that these are clear and meaningful to children and young people across the ability range. Alongside this work we will build more robust evidence banks of the achievement of individual pupils. These will include revised learning journals, pupils work books highlighting progress over time, increased use of case studies to capture the narrative accounts of pupils receiving focused interventions, Tapestry posts (Garth School only) and improved monitoring of the impact of our therapy programmes.
8. We will continue to work closely with Boston College to develop the programme of study for our Key Stage 4 and 5 students and will seek to further develop our links with Stamford and Peterborough College. We will continue our work with local providers of alternative settings and adult social care services to ensure smooth transition for the young adults in school for whom college is not appropriate. Pupils in the upper school will have increased vocational opportunities building on existing links with local business and organisations. Pupils in Key Stages Four and Five will have increased opportunities to achieve accreditation for their achievements working towards Entry Level Qualifications and Pre-Entry Level Accreditation using the AQA Unit Award Scheme.

9. The use of ICT in general will continue to develop, both as a skill in its own right and as a cross-curricular aid to learning. The school will prioritise the extension and development of its ICT infrastructure to improve teaching and learning throughout.

3. STAFF DEVELOPMENT / SCHOOL MANAGEMENT

1. Spalding is an area in which it is difficult to recruit staff externally and we have a strategy to develop the most promising people in the area to reach their maximum potential. We recruit most new teaching assistants through our Teaching Assistant Apprenticeship programme, linked to Boston College. We continuously develop these staff further through in-house training, through supporting access to degree level studies and for our most promising staff through to qualified teacher status. Our existing staff will be the core team which will carry us forward as we continue to develop as a newly amalgamated school. They will need to be highly skilled and thoroughly committed to the vision and values of the schools to ensure that these are maintained through a period of rapid change.
2. The schools are committed to developing the role and skill base of Teaching Assistants and support staff. In light of health authority cuts and a reduction in SALT and OT service levels to schools, the further development of specific roles for TAs in these areas will continue to be a priority.
3. The schools will strive to ensure that all staff receive their entitlement to a quality driven, rigorous cycle of professional development that links strategically to school and self-improvement. Teaching staff will be supported to and will continue to take on greater responsibility for the management of the professional development of teaching assistants within their class teams.
4. Staff confidence and competence in using ICT, both as a personal professional tool and as a curriculum resource, will continue to develop in importance. As the school moves more and more towards electronic systems of reporting and recording, good ICT skills amongst staff become increasingly crucial. The school will continue to support staff with appropriate advice and training.
5. The health and welfare of all staff is a vital component in any school's success and our policies and practices in this respect will be reviewed and developed through meeting the Healthy Schools Standard

4. PREMISES AND MATERIAL RESOURCES

1. The high standard of buildings and grounds currently enjoyed will be maintained and enhanced. The provision of a high quality and attractive environment is a very high priority. Not only is it important that staff and pupils should have a good working environment but it is essential that the message our building and grounds give out to parents and visitors is one of quality - special education is not a second-rate type of provision but a very real quality alternative to mainstream school.
2. As a result of sound financial planning, the school has been able to fully fund all bids for curriculum resource development for the past five years. Last year's spend on curriculum development was £34,835 and this year's curriculum budget will be £37,000.

5. PUBLIC RELATIONS AND COMMUNITY

1. Broadcasting the work, successes and achievements of the school will continue to be a priority.
2. Seeking external accreditation for success is an important aspect of the school's public relations and a vital element in our contribution to developing an inclusive approach to education as defined in the Lincolnshire County Plan for Special Educational Needs.

6. THE SCHOOL AS A WHOLE

1. The school is well regarded within the community and its relationship with the local Authority is very strong.
2. Staff and Governors are firmly committed to the philosophy of the schools as expressed in the school's mission statement and aims of the school. This strong consensus about the very purpose of the two schools is a major strength and will continue to drive school development and improvement.
3. The school remain committed to strive towards achieving outstanding outcomes for pupils, staff and families alike in all areas.

School Improvement Plan 2022 – 2023

Quality of Education

Improve the learning experiences and outcomes of pupils at all key stages ensuring that all individual needs are catered for.

- To further strengthen and develop the curriculum offer ensuring all elements are meeting curriculum intentions.
- Develop appropriate monitoring and assessment systems in line with the revised curriculum.
- Further develop the role of subject leaders across the establishment.
- Increase the proportion of outstanding teaching across the schools.
- Improve the teaching of core English and mathematic knowledge and skills.
- Continue to create an adaptive learning environment where the teaching, resources, attitudes and the learning environment meets the individual needs of all pupils.
- Pupil progress will be maximised with the support of work books and evidence folders highlighting attainment, progress over time and next steps for learning.
- Well thought-out academic and therapy based intervention will be planned for and delivered to support pupil in accessing and engaging with learning.
- 100% of students, in English, Maths and PSD, to make expected progress with 35% achieving stretch targets.
- Maintain high standards of qualification outcomes so...
 - 100% of formal learners in Year 11 achieving a qualification, meeting predicted grade, in English and mathematics.
 - 100% of semi-formal learners to leave with AQA Accreditation and Pre-Entry Level in a variety of English and Communication and Maths and Cognitions skills.

Behaviour, Attitudes and Personal Development

Maintain high standards of behaviour and maximise social and personal development including emotional wellbeing.

- Ensure pupil attendance is above national averages, embed monitoring and support programmes for pupils with attendance below 95%.
- Continue to embed new procedures, policies and ethos around the positive management and support for pupils who's behaviours challenge
- Ensure pupil profile and specific plans (behaviour/safety) remain up to date and reviewed periodically ensuring they reflect pupils current needs, level of intervention required and bespoke provision and techniques which should be deployed.
- Develop an understanding of more complex SEMH barriers to learning and subsequent supportive approaches and strategies
- Continue to raise pupil awareness and engagement in EHCP process
- Continue to develop community engagement links within the local area.

Leadership and Management

Strengthen leadership to deliver a continually improving school; enabling staff to develop and pupils to excel.

- All teachers will have the opportunity to arrange 'buddying' meetings with a colleague between learning pathways and another at an alternative CIT school, based on their professional development targets and/or subject area leadership.
- Work with LCC, Kier and Willmot Dixon to ensure timely delivery of a fit for purpose building in November 2022
- Liaison with all stakeholders to agree numbers and ages of new admissions for 2023 and 2024

Quality of Education

Improve the learning experiences and outcomes of pupils at all key stages ensuring that all individual needs are catered for.

Strategic lead: Headteacher Matthew Bloodworth-Flatt and Senior Deputy Headteacher Claire Moore

Link Governor: Full Governing Body

What will continue?

- ✓ Pupils will make expected or more than expected progress in Core Curriculum Subjects.
- ✓ Continue to ensure that all pupils are appropriately challenged in all lessons.
- ✓ Underachieving pupils will have personalised Intervention Plans and make expected progress, closing the attainment gap relative to their peers.
- ✓ Attainment against EHCP Outcomes will be high.
- ✓ Students in Key Stages Four and Five will all receive external accreditation at a level commensurate with their current attainments.
- ✓ Post school outcomes for students will continue to be monitored over time.
- ✓ Pupils will access learning opportunities in well-structured and safe classrooms and outdoor learning areas which are matched to their individual learning needs and abilities.
- ✓ Teaching and learning across all subject and learning areas will always good and often outstanding.

What will we further develop?

- To further strengthen and develop the curriculum offer ensuring all elements are meeting curriculum intentions.
- Further develop the role of subject leaders across the establishment.
- Increase the proportion of outstanding teaching across the schools.
- Improve the teaching of core English and mathematic knowledge and skills.
- Continue to create an adaptive learning environment where the teaching, resources, attitudes and the learning environment meets the individual needs of all pupils.
- Pupil progress will be maximised with the support of work books highlighting attainment, progress over time and next steps for learning.
- Well thought-out academic and therapy based intervention will be planned for and delivered to support pupil in accessing and engaging with learning.
- 100% of students, in English, Maths and PSD, to make expected progress with 35% achieving stretch targets.
- Maintain high standards of qualification outcomes so...
 - 100% of formal learners in Year 11 achieving a qualification, meeting predicted grade, in English and mathematics.
 - 100% of semi-formal learners to leave with AQA Accreditation and Pre-Entry Level in a variety of English and Communication and Maths and Cognitions skills.

Target	Actions	Target Date	Monitoring, Evaluation and Cost	Progress and Evaluation
To further strengthen and develop the curriculum offer ensuring all elements are meeting curriculum intentions.	<ul style="list-style-type: none"> • Teachers to review curriculum planning ensuring planned content is appropriate to the pathway (formal, semi-formal and/or informal) in line with the current cohort needs, the school's curriculum aims and intentions. 	September 2022	Exec Head MBF SDep Head CM Cost N/A	

	<ul style="list-style-type: none"> • Curriculum Leaders to provide required support to colleagues to ensure they have the necessary information, skills and knowledge to effectively teach the wider curriculum. • Subject leaders to review current monitoring and/or assessment frameworks in line with the revised curriculum offer. Is the current framework fit for purpose and where, if required, is there a need for development? • Curriculum Leaders to meet with a member of leadership exploring the above points. • Where required subject leaders to explore, amend and/or develop a method of tracking pupil achievement within their curriculum area. • All subject leaders to visit a similar education setting to work with a peer, leading the same curriculum area, to ensure high standards within that subject area. 	<p>September 2022 Then ongoing throughout the year.</p> <p>Nov 2022</p> <p>Dec 2022</p> <p>March 2023</p> <p>July 2023</p>	<p>Teachers (Subject Co-ordinators) Cost N/A</p> <p>Teachers (Subject Co-ordinators) Cost N/A</p> <p>Teachers (Subject Co-ordinators) Cost N/A</p> <p>Teachers (Subject Co-ordinators) Cost unknown</p> <p>Teachers (Subject Co-ordinators) Cost N/A</p>	
<p>Further develop the role of subject leaders across the establishment.</p>	<ul style="list-style-type: none"> • Subject Area Leaders will devise schemes of work; pre-formal, semi-formal and formal learners. • Schemes of work will be shared with all staff. • Subject Area Leaders will conduct learning walks for their subject and compile a report highlighting strengths and areas for development. • Subject Area Leaders will attend an SLT meeting to share developments and findings in their subject area and discuss potential ways forward for their subject. 	<p>Sept 2022</p> <p>Sept 2022</p> <p>Dec 2022</p> <p>Feb 2023</p>	<p>SDep Head CM Subject Leaders Cost N/A</p> <p>SDep Head CM Subject Leaders Cost N/A</p> <p>Subject Leaders Cost N/A</p> <p>Senior Leadership Team Subject Leaders Cost N/A</p>	

	<ul style="list-style-type: none"> Subject leaders will engage within at least two meetings with a peer leading within a different pathway and at least one meeting with a peer within another school. 	April 2023	Subject Leaders Cost N/A	
Increase the proportion of outstanding teaching across the schools.	<ul style="list-style-type: none"> Training through staff meetings, INSET, buddying and the induction programme to build understanding of what good and outstanding looks like. Focused learning walks to take place 2 per short term, as per quality assurance calendar. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. Lesson observations termly (involving external professionals). Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. Workbook and planning monitoring. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. Good quality detailed feedback to teachers within 24 hours of observation. 	<p>Throughout the academic year</p> <p>2 x Termly</p> <p>3 x per academic year</p> <p>1 x Termly</p> <p>Throughout the academic year.</p>	<p>Senior Leadership Team Cost drawn from £3000 INSET budget</p> <p>Senior Leadership Team Cost N/A</p> <p>Senior Leadership Team Cost N/A</p> <p>Senior Leadership Team Cost N/A</p> <p>Senior Leadership Team Cost N/A</p>	
Improve the teaching of core English and mathematic knowledge and skills.	<ul style="list-style-type: none"> Bespoke training, coaching and mentoring sessions with the wider teaching population matched to their individual skills, capabilities and confidence to further improve their confidence and capability of teaching synthetic phonics, SPaG (Spelling, Punctuation and Grammar) and Mastery Mathematics. Training through staff meetings, INSET, buddying and the induction programme to build understanding. Focused learning walks to take place 2 per short term as per quality assurance calendar. Follow up detailed feedback, guidance and coaching to 	<p>Sept 2022 Throughout the academic year thereafter.</p> <p>Throughout the academic year</p> <p>2 x Termly</p>	<p>Subject co-ordinators</p> <p>Subject co-ordinators</p> <p>Senior Leadership Team and Subject co-ordinators</p>	

	<p>take place to support personal/whole school development.</p> <ul style="list-style-type: none"> Lesson observations termly (involving external professionals). Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. Workbook and planning monitoring. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. Develop links with local partners to further develop outstanding practice. 	<p>3 x per academic year</p> <p>1 x Termly</p> <p>December 2022 and then ongoing</p>	<p>Senior Leadership Team Cost N/A</p> <p>Senior Leadership Team and Subject co-ordinators</p> <p>Subject co-ordinators</p>	
<p>Continue to create an adaptive learning environment where the teaching, resources, attitudes and the learning environment meets the individual needs of all pupils.</p>	<ul style="list-style-type: none"> Medium term planning will be scrutinised by SLT at the start of each short term. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. Focused learning walks to take place 2 per short term as per quality assurance calendar. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. Lesson observations termly (involving external professionals). Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. Develop links with local partners to further develop outstanding practice Focused INSET training targeting the needs of the current cohort – inclusive of Quality First Teaching, Championing the Needs of SEND, Precision Teaching, Mental Health First Aid, Zones of Regulation, Regulation Practices, Restorative Practices and focused learning around particular special educational needs. 	<p>1 x Termly</p> <p>2 x Termly</p> <p>3 x per academic year</p> <p>December 2022 and then ongoing</p> <p>September 2022 and then ongoing.</p>	<p>Senior Leadership Team Cost N/A</p> <p>Senior Leadership Team Cost N/A</p> <p>Senior Leadership Team Cost N/A</p> <p>Senior Leadership Team Cost N/A</p> <p>Senior Leadership Team, Internal and External Specialist. Cost drawn from £3000 INSET budget</p>	<ul style="list-style-type: none">
<p>Pupil progress will be maximised</p>	<ul style="list-style-type: none"> Bespoke training, coaching and mentoring 	<p>Sept 2022</p>	<p>Senior Leadership</p>	

<p>with the support of work books highlighting attainment, progress over time and next steps for learning.</p>	<p>sessions with the wider teaching population matched to their individual skills, capabilities and confidence to further improve their confidence and capability of the use of work books to highlight pupil attainment and progress over time.</p> <ul style="list-style-type: none"> • Workbook and planning monitoring. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. 	<p>Throughout the academic year thereafter.</p> <p>1 x Termly</p>	<p>Team Cost N/A</p> <p>Senior Leadership Team Cost N/A</p>	
<p>Well thought-out academic and therapy based intervention will be planned for and delivered to support pupil in accessing and engaging with learning.</p>	<ul style="list-style-type: none"> • Planning sessions will be conducted Sept, Jan and April to decide pupils most at need of requiring intervention. • Training through staff meetings, INSET, buddying and the induction programme to build understanding of academic and therapy based interventions used within school. • Case studies evidencing pupil's progress over time within therapy based /programmes interventions will be produced and reviewed by leadership. 	<p>Sept 2022. Throughout the academic year.</p> <p>Throughout the academic year.</p> <p>Jan 2023 and May 2023</p>	<p>Senior Leadership Team and Inclusion Mentors</p> <p>Senior Leadership Team, Internal and External Specialist. Cost drawn from £3000 INSET budget</p> <p>Senior Leadership Team and Inclusion Mentors Cost N/A</p>	
<p>100% of students, in English, Maths and PSD, to make expected progress with 35% achieving stretch targets.</p>	<ul style="list-style-type: none"> • Training for new teachers in relevant English, Mathematics and PSD curriculum within the relevant pathway and at relevant the Key Stage. • Training for all teachers, instructors and HLTAs in new assessment procedures and tools, including how to effectively use information presented. • Targeted interventions in place for students falling behind or at risk of falling behind. 	<p>October 2022</p> <p>October 2022</p> <p>Throughout the academic year</p>	<p>Senior Leadership Team / Subject Leader Cost drawn from £3000 INSET budget</p> <p>Senior Leadership Team</p> <p>Inclusion Mentors / Class Teachers / Teaching Assistants</p>	
<p>Maintain high standards of qualification outcomes so...</p> <ul style="list-style-type: none"> • 100% of formal learners in 	<ul style="list-style-type: none"> • Robust target setting procedures ensure predicted grades generated are appropriate yet challenging. 	<p>September 2022</p>	<p>Subject Leaders</p>	

<p>Year 11 achieving a qualification, meeting predicted grade, in English and mathematics.</p> <ul style="list-style-type: none"> • 100% of semi-formal earners to leave with AQA Accreditation and Pre-Entry Level in a variety of English and Communication and Maths and Cognitions skills. 	<ul style="list-style-type: none"> • Bespoke training, coaching and mentoring sessions with the wider teaching population matched to their individual skills, capabilities and confidence to further improve their confidence and capability of teaching synthetic phonics, SPaG (Spelling, Punctuation and Grammar) and Mastery Mathematics. • Targeted interventions for Y11 and Y10 in place for students at risk of not meeting predicted qualification. • JB and AP will ensure opportunities for AQA Accreditation are highlighted on the Medium Term Planning. • Three entry points will take place; January, April and July. 	<p>Throughout the academic year</p> <p>Throughout the academic year</p> <p>Throughout the academic year</p> <p>Throughout the academic year</p>	<p>Subject co-ordinators</p> <p>Inclusion Mentors Cost £500</p> <p>Teacher AP Instructor JB</p>	
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Behaviour and Attitudes and Personal Development

Maintain high standards of behaviour and maximise social and personal development including emotional well-being.

Strategic lead: Deputy Headteacher Will Scott

Link Governor: Kate Yearsley and Kerry Simpson

Outcomes

What will continue?

- ✓ Pupils will demonstrate consideration and empathy for their peers.
- ✓ Pupils will demonstrate good behaviour for learning, with a willingness to engage and make progress.
- ✓ Pupils will enjoy coming to school.
- ✓ Pupils will express enjoyment in learning and pride in their achievements.
- ✓ Pupils who do display challenging behaviours will be treated with respect, with low arousal interventions, planned to support them in developing pro-social behaviours.
- ✓ Staff will manage behaviours with consistency, according to a clear understanding of their individual needs and Behaviour Support Plan, Behaviour Management Plan and Pupil Portraits.

What will we further develop?

- Ensure pupil attendance is above national averages, embed monitoring and support programmes for pupils with attendance below 95%.

Target	Actions	Target Date	Monitoring, Evaluation and Cost	Progress and Evaluation
<ul style="list-style-type: none"> • Continue to embed new procedures, policies and ethos around the positive management and support for pupils who's behaviours challenge • Ensure pupil profile and specific plans (behaviour/safety) remain up to date and reviewed periodically ensuring they reflect pupils current needs, level of intervention required and bespoke provision and techniques which should be deployed. • Develop an understanding of more complex SEMH barriers to learning and subsequent supportive approaches and strategies • Continue to raise pupil awareness and engagement in EHCP process • Continue to develop community engagement links within the local area. 	<ul style="list-style-type: none"> • Establish a list of pupils and their attendance levels with intervention plans for them • The school will ensure parents are contacted to explore reasons for all absences. • Will Scott, Nicky Jones and Amanda Barber will liaise with parents and external professionals during times of extended absence to ensure pupils can attend school as soon as possible. • Will Scott will seek advice and support from CIT and external agencies if necessary, to effectively lead failing attendance meetings with parents/carers 	<p>September 2022</p> <p>Throughout the academic year</p> <p>Throughout the academic year</p> <p>Throughout the academic year</p>	<p>Dep Head WS and Admin Assistant GJ and CR Cost N/A</p> <p>Dep Head WS and Admin Assistant GJ and CR Cost N/A</p> <p>Dep Head WS, Nicky Jones and Amanda Barber Cost N/A</p> <p>Dep Head WS Cost N/A</p>	
<p>Continue to embed new procedures, policies and ethos around the positive management and support for pupils who's behaviours challenge</p>	<ul style="list-style-type: none"> • Training through staff meetings, INSET and the induction programme to build understanding. • Monitor all incident of challenging behaviour to ensure that newly established procedures have been adhered to providing coaching and mentoring conversations for those areas of which require further improvement. • Routinely update all staff in relation of behaviour data scrutinised through school pod. 	<p>September 2022</p> <p>Throughout the academic year</p> <p>Throughout the academic year</p> <p>1 x termly</p>	<p>Dep Head WS, BASIS Instructors £3000 INSET budget</p> <p>Dep Head WS Cost N/A</p> <p>Dep Head WS Cost N/A</p>	
<p>Ensure pupil profile and specific plans (behaviour/safety) remain up to date and reviewed</p>	<ul style="list-style-type: none"> • Class teams will compose/update all pupil related plans. • Pupils specific plans will be reviewed routinely 	<p>October 2022</p> <p>Throughout the</p>	<p>Dep Head WS Cost N/A</p> <p>Dep Head WS</p>	

<p>periodically ensuring they reflect pupils current needs, level of intervention required and bespoke provision and techniques which should be deployed.</p>	<p>throughout the academic year and as stated on the specific plan.</p> <ul style="list-style-type: none"> • Pupil specific plans will be updated as and when amendments are required, due to patterns of behaviours changing and/or change to current need. 	<p>academic year</p> <p>Throughout the academic year</p>	<p>Class Teachers Cost N/A</p> <p>Dep Head WS Class Teachers Cost N/A</p>	
<p>Develop an understanding of more complex SEMH barriers to learning and subsequent supportive approaches and strategies</p>	<ul style="list-style-type: none"> • Training through staff meetings, INSET and the induction programme to build understanding. • Focused learning walk, completed by an SEMH professional, to understand further development which can be made within school to support those pupils. • Continue to embed regulation practice and strategies across the school to support pupils with SEMH. • Continue to build understanding of mental health needs of pupils. • Establish stronger elements of wellbeing targets within EHCP plans for children with SEMH needs. • Develop links with local partners to further develop outstanding practice. • Pupils to continue to access learning opportunities in well-structured safe classrooms and outdoor learning areas which are matched to their individual learning needs and abilities. 	<p>1 training session termly</p> <p>October 2022</p> <p>September 2022 and then ongoing</p> <p>1 training session termly</p> <p>In line with annual reviews.</p> <p>December 2022</p> <p>Throughout the academic year</p>	<p>Dep Head WS – Pastoral Team External Professionals Cost drawn from £3000 INSET budget</p> <p>Dep Head Cost XXX (to be added following CAP)</p> <p>Dep Head and Pastoral Team. £2500 from PSD Budget</p> <p>Dep Head WS – Pastoral Team. Cost drawn from £3000 INSET budget</p> <p>Senior Leadership Team Cost N/A</p> <p>Dep Head WS – Pastoral Team Cost N/A</p> <p>Senior Leadership Team Cost N/A</p>	
<p>Continue to raise pupil awareness and engagement in</p>	<ul style="list-style-type: none"> • EHCP targets to be drafted ahead of meetings. 	<p>Routinely in career education lessons.</p>	<p>Senior Leadership Team</p>	

What will we further develop?

- All teachers will have the opportunity to arrange 'buddying' meetings with a colleague between learning pathways and another at an alternative CIT school, based on their professional development targets and/or subject area leadership.
- Work with LCC, Kier and Willmott Dixon to ensure timely delivery of a fit for purpose building in November 2022
- Liaison with all stakeholders to agree numbers and ages of new admissions for 2023 and 2024

Target	Actions	Target Date	Monitoring, Evaluation and Cost	Progress and Evaluation
All teachers will have the opportunity to arrange 'buddying' meetings with a colleague between learning pathways and another at an alternative CIT school, based on their professional development targets and/or subject area leadership.	<ul style="list-style-type: none"> • Professional development areas will be identified during performance management meetings. • MBF will liaise with head teachers across CIT to establish buddies for teachers. Teachers will initiate contact with buddies and arrange their buddying meetings. 	<p>Sept 2022</p> <p>Oct 2022</p>	<p>Senior Leadership Team Cost N/A</p> <p>Headteacher MBF Cost N/A</p>	
Work with LCC, Kier and Willmott Dixon to ensure timely delivery of a fit for purpose building in November 2022	<ul style="list-style-type: none"> • Regular monthly stakeholder meetings. • Consult and respond in timely fashion to all requests for information 	Throughout the academic year	Headteacher MBF Cost N/A	
Liaison with all stakeholders to agree numbers and ages of new admissions for 2023 and 2024	<ul style="list-style-type: none"> • Agree admissions plan within CIT. • Seek meetings with LA SEND leadership. • Agree age profile of classes which will be introduced each academic year running through to 2024. 	<p>Sept 2022</p> <p>Sept 2022</p> <p>July 2023</p>	<p>Headteacher MBF, Director of SEND JE Cost N/A</p> <p>Exec Head MBF, LCC Cost N/A</p>	