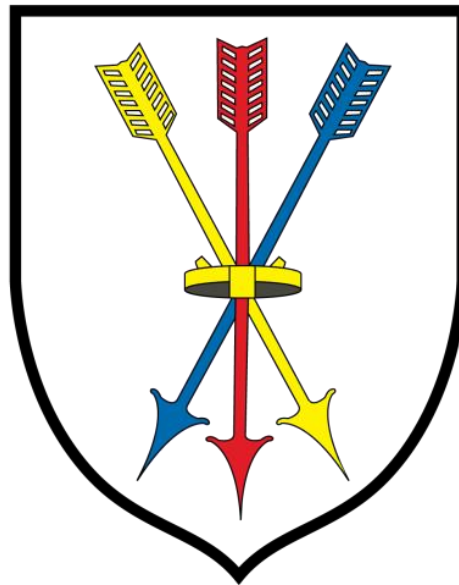


# School Improvement Plan 2021-2023

DREAM BIG!



Respect - Team - Achieve

Purbrook Junior School

## School Improvement Plan 2021-2023

### School Context

Purbrook Junior School is a larger than average, three form entry junior school with 384 pupils currently on roll. Pupils primarily transfer from our infant school. 92% of pupils are of white British origin. 3% are EAL and 20% SEND. We have 12 LAC children (3%)

Taking stock of the past 18 months will need to be considered carefully as we move forward. We will build on the good work we have completed to date whilst looking at developing new priorities over the next years. Subject leadership will continue to have a key focus as part of the EIF and the work we are doing through the Schools Partnership Programme (SPP). **Reading and the teaching of reading will continue to be a key focus and are integral to the EIF.** The SIP outlines the key drivers for school improvement. **There is an implicit understanding that the improvements we have been working on over the past years continue to be embedded into our effective practice.**

### Summary of Overall Effectiveness

- OFSTED rated the school as a good school November 2016
- LLPR visit in January 2021 deemed the school has at least sufficient capacity for sustaining performance.
- CPD for 2021 through HIAS and HEP services have focussed upon SEN and task design
- Local Authority writing moderation in June 2017 wholly supported the school's judgements.
- Progress measures from the children's official starting points need to be considered. Assessments are carried out early in Y3 (Infant/Junior discrepancies).
- Whole school attendance is good at 96.4%% (above National). The relentless pursuit of getting children in school is maintaining a high level of attendance.
- System of shared leadership across the school. Middle leader development has been a high priority over time and we have seen some real improvements in our work. X 2 members on NPQSL and x2 leaders on middle leadership programme
- Experienced SLT has clear direction and ambitious vision and capacity to improve.
- School is outward facing working with other schools to champion best practice e.g. Schools Partnership Project etc.
- Behaviour is good and learning behaviours are good. School wide work on Growth Mind-sets has led to attitudes to learning being positive over time. The feedback with parents is generally good

### Summary of Key Aims and Intent 2021-2023

Summary of Key Aims and Intent 2021-2023	
<b>School Improvement Focus Area</b>	<b>To be RAG rated termly including Intent, Implementation and Impact -key at bottom of plan.</b>
<b>Quality of Education - Intent, Implementation and Impact</b>	Teachers demonstrate good and outstanding teaching consistently. Teachers can articulate the impact on improving pupils' progress and attainment. Continue to ensure the level of challenge and pace of learning is matched to the needs of all ability groups (including SEN and GD) through a personalised approach to learning. LY to look at instructional Coaching as a high-impact process to support professional

	<p>learning. Refer to Tom Sherrington research : <u>5 steps towards an embedded coaching culture</u>. This includes</p> <ul style="list-style-type: none"> <li>• Removing the judgement culture and growing and developing a coaching team.</li> <li>• The Science of Learning – embed six distinct strategies as identified through CPD from LH and CG; although they can be used in relation to one another, and often lend themselves to specific subjects and concepts, they can all be adapted to a wide variety of classroom settings, grades, and subject areas. New learning will be developing research education as part of our practise moving forward. Studying the best pedagogical practices and using these as part of our classroom development in order to create ‘better learners’. For the school community to build a repertoire of retrieval practice techniques.</li> <li>• Dream Big is evident through all learning. Curriculum is broad, balanced and ambitious for all learners. Curriculum is knowledge rich. The other main aspect of the curriculum is that it must deliver <b>cultural capital</b> - ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’ Curriculum team to evaluate curriculum provision. The next stage is to embed the process of curriculum review as an ongoing one – not a fixed completion-orientated task – with regular review time set aside across the year and a sensible set of milestones to review the curriculum. Colleagues evidence a commitment to securing high expectations as a team, focusing on key improvements. They support and hold each other to account in a culture which promotes outstanding practice.</li> <li>• Teaching and Learning -Build on current work to ensure a curriculum that is ambitious. Teaching everyone; teaching them all better. Whilst plenty of students are doing well and the teaching is generally sound, can we improve outcomes for all? ECC meetings and discussions support this development.</li> </ul>
<p><b>Behaviour and Attitudes</b></p>	<p>Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. <i>High aspirations and standards are promoted by all.</i></p> <p>The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> <p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. It’s important and possible to provide</p>

	<p>multiple structured opportunities for students to rehearse their thinking, practise their use of key terminology and to listen to the ideas of others. Giving value to classroom dialogue as part of instructional teaching and part of excellent learning behaviour is imperative.</p>
<b>Personal Development</b>	<p>Continue to improve personal development, behaviour and welfare, in particular through the promotion of positivity and mental health. Social, Emotional and Mental Health (SEMH) will be at the forefront of work. VA and CW to lead work through 'The Art of Brilliance' on whole school wellbeing and mental wealth.</p> <p>Embed further the range, quality and take-up of extra-curricular activities, the promotion of British Values, the development of pupils' character, the quality of debate and discussions that pupils have and the pupils' understanding of how equality and diversity are promoted and celebrated. PPA curriculum leading on this. CW part of strategic steering group in Havant and East Hants</p>
	<p>The school leadership will continue to build upon the current good practice that exists. There has been a lot of good CPD enabling leaders in their roles. This will be developed more specifically this year with subject leadership being a key focus. This will be through school and SPP CPD. This leadership will involve learning from each other and incorporate top level view and deep dive. Subjects will be developed over time and not all subjects will develop at the same rate. A programme of development will be in place for September 2021. Key focus areas have been decided by SPP schools and professional learning across the schools begins in September. Governance will continue to form an integral part of leadership as in previous years. We will build on the successful learning walks to date.</p> <p>Workload is something we will be very mindful of as a school.</p>
<p><b>3. Embed the areas of development from Ofsted:</b>  <b>OFSTED Marking and feedback consistency</b>  <b>OFSTED Questioning for Higher attaining pupils – particularly in maths</b>  <b>OFSTED Assessment Process for parents</b></p>	<p>Ofsted (2016) visit raised the following points:</p> <ol style="list-style-type: none"> <li>1. Ensuring that the schools' marking policy is implemented consistently so that pupils know clearly what to do to improve their work</li> <li>2. Increasing the opportunities pupils have to respond to the comments teachers make about their work</li> <li>3. The improvement of questioning for children working at greater depth (particularly in maths). We will develop some whole school CPD looking at Deeper Questioning/Blooms Taxonomy/Socratic questions and monitor the impact in QFT through monitoring.</li> <li>4. Improve communication with parents about the progress their children make. We will ensure there is greater clarity given to parents regarding progress children are making in relation to achieving ARE and children at GD.</li> </ol>

**What is New?**

**Area of Development - Behaviour and Attitudes to Learning**

- Create and sustain an outstanding teaching and learning culture through a focused and systematic approach
- Ensure children are learners who ‘Dream Big’ and understanding and implementing the key school values of respect, team and achieve. Learners explore, evaluate, persevere, demonstrate independence, challenge themselves and are co-operative, collaborative & creative in a SMSC curriculum that develops the whole child
- Maximise pupil progress by closing learning gaps and securing age-related skills through dedicated, systematic practise and a creative curriculum

**Autumn Term Success Criteria**

**Teaching and Learning - Independence and Stamina**

1. Assessment for learning is built upon effectively through internal / transition and ECC to prioritise need and set high expectations / focused targets using FFT.
2. A new AfL software system (Insight) enables formative and summative assessments to correlate and align with PJS T&L programmes of study.
3. Daily dedicated time from the Science of Learning practices e.g. Fluent in 5, quizzes etc. to practise, prove and perfect core maths and English skills support learners to make good progress and achieve what they are capable of in short, frequent sessions.
4. The Inclusion Leader supports teachers to meet the SEND / emotional needs of pupils including the ‘ Helping Harry Learn’ CPD and plans additional interventions to underpin core skills in maths and English, enabling pupils to secure key learning and make rapid progress.

**Spring Term Success Criteria**

**Teaching and Learning - Independence and Stamina**

1. Formative assessment drives planning to secure core skills identified through ECC through with gaps evidenced as closing (using data and work samples as evidence).
2. Staff are familiar with and using the new AfL software to drive formative assessment and teaching and learning. Needs are prioritised to secure core learning.
3. Develop staff CPD book clubs to investigate and research Science of Learning practices in order to improve teaching and learning in the classroom. Research to support learning gaps closing and high expectations secured.
4. Teachers plan effectively to meet the varying needs of SEND pupils and inclusion is effective. Additional interventions are implemented and evaluated,.

**Summer Term Success Criteria**

**Teaching and Learning - Independence and Stamina**

1. AfL is effectively documented and evidenced through software and work samples. Teachers are secure in their colleagues’ judgments and plan effectively for September 2022 through ECC.
2. Parents receive diagnostic reports on academic learning and behaviour for learning attitudes
3. Evaluation document linked to Science of Learning - what has worked well and what further improvements need to be made for 2022-2023.
4. SEND / Inclusion data evidences small steps in learning and improving attitudes to independence. Teachers are secure in mapping effective provision for all. Additional interventions evidence good progress.

<p><b>Environment - Creating, enabling and supporting a positive place to work and learn</b></p> <ol style="list-style-type: none"> <li>1. Learners are motivated and supported to be proactive in driving their learning, taking more responsibility and being more conscious of what they need to do to progress.</li> <li>2. Independent learning activities challenge and support children to practise, secure and master learning concepts.</li> <li>3. The classroom and learning environment actively promote the school's vision and values.</li> <li>4. Behaviour is good; attitudes to learning are extremely positive and promoted through high expectations. By all in the school community.</li> <li>5. Curriculum resources are carefully planned for to engage, motivate and support pupils.</li> <li>6. Home / School links are made via ParentMail to communicate expectations and offer support.</li> <li>7. Environmental needs are assessed and planned for e.g. TA teaching and learning interventions, ECC use of rooms.</li> </ol> <p><b>Leadership - Subjects / concepts underpinned with clear expectations, systems and procedures</b></p>	<p><b>Environment - Creating, enabling and supporting a positive place to work and learn</b></p> <ol style="list-style-type: none"> <li>1. Pupils can talk about their learning targets as a result of pupil conferencing and discussions with teacher. accurately describe learning targets and know explicitly what they have to do to achieve them. They can describe a sense of mutual accountability and appreciate high expectations.</li> <li>2. Pupil conferencing evidences good progress in key areas e.g. handwriting, spelling, grammar, times tables, number and core maths skills.</li> <li>3. Classrooms support and promote high expectations and developing independence.</li> <li>4. Behaviour is good; attitudes to learning are extremely positive and promoted effectively by all. Pupil conferencing to ascertain this.</li> <li>5. The mastery philosophy is evidenced through variation in all curriculum subjects.</li> <li>6. Parent Mail is used as an effective tool for reciprocal learning expectations.</li> <li>7. The physical learning environment is bright, supportive and reflects the needs of the pupils. It promotes high expectations.</li> </ol> <p><b>Leadership - Subjects / concepts underpinned with clear expectations, systems and procedures</b></p>	<p><b>Environment - Creating, enabling and supporting a positive place to work and learn</b></p> <ol style="list-style-type: none"> <li>1. Pupils feel mutually accountable and motivated to work to their best ability to produce their best work.</li> <li>2. Pupil conferencing and ECC evidences a significant impact within and across year groups. Pupils evidence a transfer of skills to all curriculum learning.</li> <li>3. Classroom environments promote a shared vision and motivate pupils to secure high expectations.</li> <li>4. Behaviour is exemplar; attitudes to learning are extremely positive and promoted through an 'outstanding culture'.</li> <li>5. Curriculum inclusion is effectively underpinned through rich and varied resources.</li> <li>6. Parent Mail creates, enables and supports learning needs to be met and builds positive links with home.</li> <li>7. Pupils actively engage with the learning environment in recognition of themselves as independent learners. They strive to achieve their very best and to promote quality outcomes.</li> </ol>
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<ol style="list-style-type: none"> <li>1. Staff value and appreciate a shared vision. All colleagues feel welcome to make contributions and modifications to lead to further improvement.</li> <li>2. Engagement with SPP schools to enhance the provision and support for subject leaders. Focus subjects shared with all staff. High expectations are shared and valued by all.</li> <li>3. STP identifies dedicated time to focus on closing specific learning gaps while covering NC age-related expectations</li> <li>4. Subject leader action plans carefully integrate school priorities. Leaders support and challenge each other to secure high expectations</li> <li>5. Subject leaders share with clarity how individual subject knowledge and progression of key skills will be taught and measured.</li> <li>6. Leaders advise and support colleagues to make relevant changes using research to inform decisions.</li> <li>7. Leaders note and verbalise the impact of provision in correlation with Performance Management targets.</li> <li>8. Ensure knowledge organisers are up to date and shared with relevant staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is growing mutual accountability to promote and secure the high expectations of the school.</li> <li>2. SPP focus groups to meet and share research since autumn term. Leaders to support and challenge each other about high expectations across the SPP cluster.</li> <li>3. STP evidences core skills being planned for and secured with gaps in learning slowly being eradicated. Whole school systems are effective.</li> <li>4. Leaders support and challenge each other through subject leader plans. Best practice is exemplified and shared to raise / maintain expectations.</li> <li>5. Subject leaders model / guide how to effectively implement a creative curriculum which underpins the school's vision and values promoting interpersonal skills. Outcomes are evidenced and measured by leaders.</li> <li>6. Leaders implement an effective assessment for learning system to report on the impact of teaching and learning in relation to pupil outcomes.</li> <li>7. Leaders report and share learning outcomes to promote a culture of shared expertise.</li> </ol>	<p><b>Leadership - Subjects / concepts underpinned with clear expectations, systems and procedures</b></p> <ol style="list-style-type: none"> <li>1. Colleagues evidence a commitment to securing high expectations as a team, focusing on key improvements. They support and hold each other to account in a culture which promotes outstanding practice.</li> <li>2. SPP Reviews in all schools to evidence impact of subject leaders. Research findings from all schools will be shared in July 2022. New subjects and research for group identified for 2022-2023. QFT and capacity for collaborative development to be built upon, maximising all opportunities for children to make progress.</li> <li>3. CPD is maximised through open-minds and the expertise of the internal team – opportunities to work in partnership with external colleagues are maximised including SPP cluster.</li> <li>4. STP maps learning concepts and key skill / knowledge and can be reused to save colleagues time. Differentiation is personalised to different contexts.</li> <li>5. Leaders are strategic in their outlook, reflect / self-evaluate honestly and critically to set new / high expectations. They plan for goals to be secured with the strength of the team.</li> <li>6. Whole school systems are underpinned with clarity; systems and procedures are easily</li> </ol>
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		<p>accessed and used to monitor and evaluate practice in each subject.</p> <p>7. Whole school and cohort areas for improvement are identified to raise expectations and close gaps in learning to facilitate growth / acceleration.</p> <p>8. Leaders confidently report to SLT and governors to advise and support the school improvement cycle</p>
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**Self-Evaluation Key**

Secured
Partially secured
Not secured
Unable to evidence

**Impact on Pupils**

The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

**Building on good practice...**

Assessment for Learning ensures all learners are supported and challenged:



- All children thrive
- the vast majority of learners make expected ARE progress to master primary concepts
- small steps in learning are learned and consolidated by pupils who experience cognition and learning challenges.

#### End of Year expectations

- Teachers have good depth of knowledge of the subjects they teach; able children thrive through challenge and exploration. Leaders provide effective support. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient and secure knowledge.
- Teachers and leaders use assessment well to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.
- Leaders use a more streamlined approach data and tracking systems to provide most relevant information about standards and progress.
- Focus on SEND and LAC outcomes through targeted approach via HT and Inclusion Leader

#### Building on good practice...

Continue to improve personal development, behaviour and welfare, in particular through the promotion of positivity and mental health. Wellbeing team and pastoral team to monitor evaluate and review practices across the school.

#### End of Year expectations

- VA MHFA to lead work with 'The Art of Being Brilliant' creating a culture of mental wealth across the school community.
- Well Being Team to embed good practice into school to benefit all stakeholders. Teams to evaluate success.
- CW and VA to develop Anna Freud work. We will use an evidence-based framework (Anna Freud 5 Steps to Mental Health and Wellbeing) to lead mental health strategy. Build on the Inset of 2021.

#### What we do well...

##### Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Strategic Plan 2021

- Pupils study the full curriculum

### **Implementation**

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within the course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
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### **Behaviour and attitudes**

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

### **The Effectiveness of Personal development**

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

### **Leadership and management**

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19.
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- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

## #Dream Big

The school improvement plan has been deliberately streamlined in line with the new OFSTED framework for the academic year 2021-2023

The improvement plan is meant to give a holistic overview of the school and its current priorities and thinking. We are building year-on-year to ensure our children get the best possible education. Please remember that these new priorities add to the work we have already done.

Quality of education can now be described using the language of intent, implementation and impact. This may make evaluating easier for leaders and subject leaders.

Intent is about the aspiration we have for our school and all our learners. It is imperative we maintain this at all times.

**'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.'**  
**Sweller J, Ayers P & Kalyuga S (2011) Cognitive Load Theory (volume 1).**

The curriculum needs to be knowledge rich. Knowledge does not sit as isolated information in pupils' minds It is important we build upon the good work we have already committed to our curriculum. We need to be clear about the aims of the programme of education, including the knowledge and understanding to be gained at each stage. We have talked about planting a flag at the end of a learning unit and then working backwards thinking about how we will arrive at our destination.

It's impossible to put everything on the school improvement plan every year. We need to build on all of the good work that we have done and implement the new foci whilst embedding our previous work. We have included some new developments around mental health and well-being. This is a crucial area of focus for all stakeholders at our school. There are some exciting developments in place that will eventually benefit everyone. We have a strong pastoral team but some of the work isn't sustainable and therefore we need to think differently. Let's control well the things that we can control...

Leadership and subject leadership plays an integral role this year. We will learn through these experiences together and as part of our SPP work. As leaders, we will take greater ownership, development and strategic direction of our subject. This may appear daunting at the moment but we will be successful together over time as always.

Please use this document as a working document alongside your subject leader and year leader action plans.