NCA Development Plan and SEF

Trust Improvement Priorities 3-Year Plan	By the end of the academic year 2027/2028, we will have: • Curriculum implementation through all stages. • Ensuring academic progress and attainment. • Ensuring sequential progression and mapped assessment • Launch satellite provision and enable the provision to meet the growing bespoke needs of the cohort. • Become the school to be known for providing parent and school partnership, including links with external specialisms and supporting pupils with the SEMH and SEND provision.
School Improvement Priorities – Year 1	By the end of the academic year 2025/2026, we will have established the following foundations **1.** Raising standards in Teaching, learning and Outcomes **2.** Curriculum and Assessment Strategy **3.** Pupil Behaviour, Attendance and Safeguarding **4.** Staff Development, Retention and Culture **5.** Strategic Leadership, Partnership and School Improvement
School Improvement Priorities Priory Lane - 2025-2026 (April 2026)	**1.** 3-class phase - 24 pupils **2.** Co-educational secondary transfer **3.** Curriculum 3 flight pathway **4.** Vertical tutoring model **5.** Draw up a table of needs (SENCo) **6.** Appoint a substantive head of school at Priory Lane **7.** Staff recruitment/ Teachers and LSP
School Improvement Priorities Year 2	By the end of the academic year 2026/2027, we will have embedded and refined **1.** High-quality teaching across all subjects. **2.** A strong, inclusive curriculum tailored to all learners. **3.** Improved outcomes for disadvantaged and vulnerable pupils. **4.** Consistent behaviour, attendance, and safeguarding systems. **5.** A motivated and skilled staff team with sustainable leadership capacity

School Improvement Priorities – Priory Lane - 2026-2027	**1.** Additional 4 classes = 32 pupils. **2.** Total of 56 pupils **3.** Bespoke curriculum /Specialist teaching / Recruitment **4.** Extra provision/ Staff training
School Improvement Priorities Year 3	By the end of the academic year 2028, excellence and sustainability/Consolidation and long-term impact. **1.** Achieve Excellence in Teaching and Curriculum **2.** Building a respectful and resilient School **3.** Staff Retention and Collaborative Leadership **4.** Reflecting, Celebrating and Planning for the Future
School Improvement Priorities – Priory Lane - 2027-2028	3 more classes (This is a 3-year provision) September 2028 will launch another 4 classes

Safeguarding - Met

Areas for development

Year 1: 2025/26

Strengths / Current Position

- Safeguarding and child protection policies are fully aligned with Trust and statutory guidance and are implemented consistently.
- All staff receive regular safeguarding training and updates, including Prevent and contextual safeguarding.
- Staff demonstrate strong awareness of safeguarding risks, including exploitation, online safety and mental health.
- Concerns are reported promptly, recorded accurately and followed up appropriately.
- Leaders make timely referrals to social care and other agencies and persist where escalation is required.
- The school maintains strong working relationships with safeguarding partners, including social care, CAMHS, police and other agencies.
- Comprehensive safeguarding records are maintained, including safer recruitment and pre-employment checks.
- Safeguarding concerns are monitored, reviewed and evaluated systematically.
- Safeguarding education is embedded through PSHE, assemblies and curriculum content, enabling pupils to understand risks and seek help.
- Pupils and families report that they feel safe, supported and confident to raise concerns.
- A strong safeguarding culture is evident, underpinned by vigilance, professional curiosity and shared responsibility.

Key Actions

- Maintain high-quality staff safeguarding training, including updates on emerging risks.
- Strengthen the evaluation of safeguarding trends, including patterns in behaviour, attendance and well-being.
- Ensure safeguarding themes within PSHE are consistently revisited and reinforced.
- Continue to strengthen communication with families and external agencies.
- Further embed safeguarding as a shared responsibility across curriculum, pastoral and inclusion systems.

Success Criteria

- Safeguarding practice continues to meet all statutory requirements.
- Staff demonstrate confidence and accuracy in identifying and reporting concerns.
- Pupils consistently report that they feel safe and know how to seek help.
- Safeguarding concerns are acted upon promptly and appropriately.
- Leaders can clearly demonstrate oversight and the impact of safeguarding arrangements.

Evidence of Impact

- Training logs show 100% staff compliance with safeguarding requirements.
- Safeguarding records, evidence, timely reporting, action and follow-up.
- Audit checks confirm robust recruitment and record-keeping systems.
- PSHE planning and pupil work show secure coverage of safeguarding themes.
- Pupil and parent voice confirms confidence in safeguarding systems.
- External agency feedback confirms effective partnership working.

Safeguarding - Met

Areas for development			
	Year 2: 2026/27	**Key Focus** Consistency, evaluation and contextual safeguarding **Key Actions** • Strengthen leaders' use of safeguarding data and trend analysis to inform early intervention. • Deepen staff understanding of contextual safeguarding, including peer-on-peer abuse and exploitation. • Embed safeguarding education more explicitly across curriculum subjects and enrichment. • Increase opportunities for pupil voice to inform safeguarding practice. • Strengthen quality assurance through regular safeguarding audits and reviews. **Success Criteria** • Safeguarding systems are consistently strong and well understood by all staff. • Leaders proactively identify and respond to emerging risks and patterns. • Pupils demonstrate increased awareness of safeguarding risks and protective behaviours. • Pupil voice contributes meaningfully to safeguarding evaluation and improvement. • Safeguarding audits confirm secure and effective practice.	**Evidence of Impact** • Safeguarding data analysis shows earlier identification and intervention. • Staff training evaluations show increased confidence in contextual safeguarding. • PSHE and curriculum evidence demonstrates deepened safeguarding understanding. • Pupil voice feedback shows greater confidence and awareness. • Audit outcomes confirm consistent and compliant safeguarding practice.

Safeguarding - Met

Areas for development	**Year 3: 2027/28**	**Key Focus** Sustained safeguarding culture and continuous improvement **Key Actions** • Embed safeguarding as a self-sustaining, evaluative culture across the school. • Use longitudinal safeguarding data to evaluate long-term impact. • Share effective safeguarding practice internally and externally. • Ensure safeguarding remains responsive to national and local priorities. • Refine safeguarding education to support preparation for adulthood and independence. **Success Criteria** • Safeguarding practice is embedded, proactive and continuously reviewed. • Pupils consistently demonstrate strong safeguarding knowledge and self-advocacy. • Leaders articulate what works, why it works, and for whom. • Safeguarding systems are robust, resilient and future-focused. • External validation confirms high-quality safeguarding arrangements.	**Evidence of Impact** • Longitudinal data shows sustained effectiveness of safeguarding systems. • Pupil voice reflects high confidence, safety and trust. • External audits and reviews validate a strong safeguarding culture. • Staff demonstrate evaluative maturity and professional confidence. • Safeguarding education supports pupils' safe transition to adulthood.
Next Steps	**Year 2: 2026/27**		
	Year 3: 2027/28		

Inclusion - Expected Standards

Areas for development

Year 1: 2025/26

Strengths / Current Position

- Leaders identify pupils' additional needs swiftly and accurately, enabling timely intervention and appropriate support.
- High expectations are held for all pupils, including those with SEND and disadvantaged pupils.
- A graduated approach (assess–plan–do–review) is used consistently to meet a wide range of needs.
- The Pupil Premium Grant is targeted effectively to reduce barriers to learning and support inclusion.
- A strong multi-agency approach (including external professionals and therapeutic services) enhances pupils' academic, social and emotional outcomes.
- The SENCo and Assistant SENCo work closely with teaching and support staff to ensure pupils' needs are well understood and met.
- Curriculum pathways are flexible and inclusive, enabling pupils to access learning that matches their needs and aspirations.
- Inclusion is understood as a whole-school responsibility, embedded in curriculum design, teaching, behaviour and pastoral systems.

Key Actions

- Continue to refine early identification and assessment systems to ensure needs are identified at the earliest possible stage.
- Strengthen consistency in the implementation of the graduated response across all subjects and pathways.
- Ensure Pupil Premium strategies are closely monitored and evaluated for impact.
- Strengthen communication between SENCo, teachers, therapists and support staff.
- Ensure curriculum adaptations are well planned, purposeful and ambitious, not limiting pupils' access to learning.
- Improve the evaluation of inclusion strategies using clear, measurable outcomes.

Success Criteria

- Pupils with SEND and disadvantaged pupils access learning equitably and make expected progress from their starting points.
- Staff demonstrate a secure understanding of pupils' needs and appropriate strategies.
- Graduated response plans are consistently implemented and reviewed.
- Pupil Premium funding demonstrably reduces barriers to learning.
- Multi-agency support leads to improved engagement, well-being and outcomes.
- Leaders can clearly articulate the impact of inclusion strategies.

Evidence of Impact

- SEN records and support plans show timely identification and intervention.
- Progress and attainment data show no significant gaps between pupil groups.
- Pupil Premium reviews demonstrate targeted and effective use of funding.
- Multi-agency meeting records evidence coordinated support and positive outcomes.
- Lesson observations and work scrutiny show effective curriculum adaptation.
- Pupil and parent voice confirm pupils feel supported, included and understood.

Inclusion - Expected Standards

Areas for development	**Year 2: 2026/27**	**Strengths / Current Position** Consistency and impact of inclusive practice across all subjects and pathways **Key Actions** • Embed consistent, inclusive teaching strategies across all classrooms. • Strengthen staff confidence in adaptive teaching and SEND strategies through targeted CPD. • Improve the quality and consistency of review cycles for SEND and vulnerable pupils. • Strengthen the impact evaluation of Pupil Premium and SEND interventions. • Increase pupil and parent involvement in planning and reviewing support. • Ensure curriculum pathways remain ambitious and flexible for all pupils. **Success Criteria** • Inclusive practice is consistently strong across subjects and departments. • Pupils with SEND and disadvantaged pupils make progress in line with their peers. • Staff confidently adapt teaching to meet diverse learning needs. • Intervention strategies show clear, measurable impact. • Pupils and parents report high confidence in the support provided. • Subject leaders can articulate how inclusion supports progress and achievement.	**Evidence of Impact** • Lesson observations show consistent use of inclusive strategies. • Progress data demonstrates improved outcomes for SEND and disadvantaged pupils. • Intervention reviews confirm positive impact on engagement and learning. • CPD evaluations show increased staff confidence and competence. • Parent and pupil voices indicate a strong partnership and trust. • Curriculum reviews demonstrate ambition and access for all learners.

Safeguarding - Met

Areas for development	**Year 3: 2027/28**	**Key Focus** Sustained excellence and evaluative maturity in inclusion. **Key Actions** • Embed inclusion as a self-sustaining, evaluative culture across the school. • Use longitudinal data to evaluate long-term outcomes for SEND and disadvantaged pupils. • Develop leaders and staff as experts in inclusive practice. • Share effective inclusion practice internally and externally. • Refine provision based on impact evidence, not compliance. • Ensure inclusion strategies align fully with preparation for adulthood and destinations. **Success Criteria** • Inclusion practice is embedded, consistent and highly effective. • SEND and disadvantaged pupils achieve strong outcomes and positive destinations. • Differences between pupil groups are minimal or diminishing. • Staff confidently articulate what works, why it works, and for whom. • Inclusion systems are robust, sustainable and future-focused. • External validation confirms the quality of inclusive provision.	**Evidence of Impact** • Longitudinal data shows sustained improvement in progress, engagement and attendance. • Destination data confirms successful progression for SEND and disadvantaged pupils. • External reviews and audits validate strong inclusion practice. • Pupil and parent voice reflects high confidence and satisfaction. • Leaders demonstrate evaluative depth and strategic clarity. • Inclusion continues to underpin strong achievement, behaviour and well-being outcomes.
Next Steps	**Year 2: 2026/27**		
	Year 3: 2027/28		

Curriculum and Teaching - Expected Standard

Areas for development

Year 1: 2025/26

Strengths/ Current Position

- The school delivers an ambitious, coherently sequenced curriculum across academic, vocational, and alternative pathways, ensuring pupils access to provision that is well matched to their needs and aspirations.
- Curriculum pathways are purposefully designed to prepare pupils for their next stage of education, employment, or training, with clear progression routes and recognised accreditation.
- Curriculum intent is clearly articulated and consistently aligned with national expectations, examination specifications, and statutory requirements.
- Teaching is delivered by subject specialists with strong pedagogical and subject knowledge, enabling pupils to build knowledge securely over time.
- Literacy and numeracy are embedded across the curriculum, with planned opportunities within subject teaching to reinforce and apply core skills.
- Assessment is used effectively to identify gaps in learning, inform planning, and target support, particularly for pupils at risk of underachievement.
- High-quality curriculum resources are carefully selected and well aligned to intent, supporting engagement, challenge, and accessibility.
- Curriculum leadership is strategic and focused on continuous improvement, driving high expectations and increasing consistency across subjects and pathways.

Areas for Development

- Further refinement of subject-specific curriculum development plans to ensure consistently strong implementation across all curriculum areas.
- Increased consistency in the diagnostic use of assessment, ensuring teaching is routinely adapted in response to pupils' learning needs.
- Continued development of cross-curricular literacy and numeracy, particularly within non-core and vocational subjects.
- Clearer evaluation of the impact of curriculum adaptations, especially for disadvantaged and SEND pupils, using measurable outcomes.

Evidence Supporting Strengths

Ambitious, well-sequenced curriculum and effective teaching

- Curriculum intent reviews confirm that curriculum design is ambitious, purposeful, and securely aligned to national expectations and examination frameworks.
- Lesson observations (TES and key learning activities) consistently demonstrate strong subject knowledge, effective pedagogy, and clear alignment between curriculum intent and classroom practice.
- Book and work scrutiny evidence clear sequencing, progression over time, and appropriate levels of challenge across all pathways.
- Subject and staff performance reviews confirm effective subject leadership and the impact of specialist teaching on pupil outcomes.
- High levels of engagement in practical and vocational learning demonstrate curriculum accessibility and relevance across academic, vocational, and alternative routes.

Effective use of assessment to inform teaching and intervention

- Baseline assessments and progress tracking spreadsheets, aligned to National Curriculum strands, provide a systematic and consistent approach to assessment for all pupils.
- Data analysis over time shows positive progress across key stages and pathways.
- Assessment standards, feedback, and impact reviews demonstrate that assessment is used formatively to identify gaps and adapt teaching.
- Targeted intervention strategies, including the use of the inclusion space, provide evidence of responsive teaching and timely support for pupils at risk of underachievement.

Strong leadership and quality assurance

- Learning walks and formal observations provide consistent evidence of leadership oversight and monitoring of teaching quality.
- Curriculum-embedded quality assurance processes across departments demonstrate systematic evaluation rather than isolated practice.
- Staff performance management directly links curriculum delivery, teaching quality, and professional accountability.
- External validation from awarding bodies (AQA, BTEC) confirms the credibility, rigour, and standard of curriculum provision.

Evidence Supporting Areas for Development

Consistency and refinement across subjects

- Observation records and quality assurance findings identify variation in practice between subjects, informing subject-specific development priorities.
- Analysis of engagement, safety, and curriculum access across the three-flight pathway highlights areas requiring refinement for specific cohorts.
- Progress tracking data identifies subjects and groups where outcomes are less secure, directing targeted curriculum adjustment and intervention.

Curriculum and Teaching - Expected Standard

Areas for development			
	Year 1: 2025/26	**Key Actions** • Ensure curriculum intent is fully translated into well-sequenced, subject-level curriculum plans across all pathways. • Strengthen assessment practice by embedding clearly defined formative and summative assessment points that directly inform teaching and intervention. • Maintain parity of ambition across GCSE, ASDAN, AQA, BTEC, RISE, and alternative accreditation pathways, ensuring all pupils are well prepared for success. • Implement and review subject development plans, with clear priorities, milestones, and accountability. • Embed a whole-school approach to literacy and numeracy, supported through staff training, shared strategies, and monitoring. Regularly review curriculum resources to ensure they remain ambitious, inclusive, and aligned to curriculum intent. **Success Criteria** • Curriculum plans across all subjects are coherent, well sequenced, and consistently implemented. • Teaching reflects curriculum intent, with clear progression, high expectations, and secure subject knowledge evident across lessons. • Assessment is used routinely to adapt teaching and target intervention, resulting in improved progress and outcomes. • Pupils are well prepared for qualifications and next steps, demonstrated through improved attainment, engagement, and progression. • Literacy and numeracy outcomes show measurable improvement across the wider curriculum, not solely in core subjects. • Subject leaders can clearly demonstrate the impact of curriculum actions through outcomes, work scrutiny, and pupil voice.	**Evidence Supporting Key Actions** **Curriculum implementation and assessment refinement** • Learning walks and lesson observations directly support actions to improve consistency in curriculum implementation. • Assessment standards and feedback impact reviews provide evidence underpinning actions to strengthen diagnostic assessment practice. • Baseline data, progress tracking, and analysis are used systematically to inform teaching adjustments and intervention planning. **Preparation for qualifications and next steps** • Examination and accreditation outcomes demonstrate effective preparation for GCSE, ASDAN, AQA, BTEC, and RISE pathways. • Pupil achievement within new and alternative pathways evidences curriculum breadth and appropriate pathway design. • Improving outcomes across key stages supports actions relating to ambition, progression, and next-step readiness. **Evidence Supporting Success Criteria** **Improved outcomes and engagement** • Increased percentages of pupils making expected or better progress across key stages demonstrate the impact of curriculum and teaching. • Accreditation and examination success confirm pupils are well prepared for further education, employment, or training. • Reduction in behaviour incidents linked to curriculum pathways evidences improved engagement, relevance, and curriculum design. • Sustained pupil engagement in practical and vocational learning demonstrates inclusion and accessibility for all learners. **Quality and sustainability** • Embedded quality assurance processes across departments demonstrate sustained improvement rather than short-term initiatives. • Independent external validation (AQA, BTEC) provides objective confirmation of standards and achievement. • Progress data aligned to national expectations confirms the robustness and reliability of assessment systems.

Curriculum and Teaching - Expected Standard

Areas for development	**Year 2: 2026/27**	**Focus: High-Quality Teaching Across All Subjects** **Key Actions** • Embed evidence-based teaching strategies consistently across all departments. • Target interventions for underachieving groups, including disadvantaged pupils, SEND learners and boys. • Fully implement the revised curriculum, ensuring assessment aligns with curriculum intent and supports learning. • Expand vocational and enrichment pathways to improve engagement, motivation and progression. • Strengthen peer-to-peer collaboration through TES, coaching and departmental sharing of best practice. • Audit post-16 provision against Gatsby Benchmarks to ensure relevance to local labour market needs. **Success Criteria** • Teaching across departments is consistently strong, with agreed evidence-based strategies visible in lessons. • Underachieving groups show measurable improvement in progress, engagement and attendance. • Assessment is used diagnostically, with clear evidence of teaching adaptation and targeted intervention. • Revised curriculum plans are fully embedded, sequenced, and consistently implemented. • Increased pupil engagement is evident through vocational uptake, attendance and reduced behaviour incidents. • Staff demonstrate growing confidence in modelling, scaffolding and metacognitive strategies.	**Evidence of Impact** • Lesson observations and learning walks show consistent use of modelling, feedback, scaffolding and metacognitive strategies. • TES and peer-to-peer collaboration records demonstrate sharing and embedding of best practices. • Departmental schemes of learning reflect agreed strategies and revised curriculum intent. • Progress and attainment data show improvement for identified underperforming groups. • Attendance and behaviour data evidence increased engagement linked to curriculum pathways. • CPD records and INSET evaluations show training aligned to identified needs. • Post-16 audit outcomes inform expansion and refinement of vocational pathways.

Curriculum and Teaching - Expected Standard

Areas for development	**Year 3: 2027/28**	**Focus: Excellence in Teaching and Curriculum Impact** **Key Actions** • Secure consistently strong teaching in all departments, with no areas of weak practice. • Showcase and disseminate best practices internally and externally. • Evaluate the impact of curriculum and teaching across all key stages. • Refine curriculum design, assessment and CPD in preparation for the next improvement cycle. • Strengthen leadership capacity by embedding quality assurance as routine practice. • Ensure pupils leave with strong outcomes, meaningful qualifications and positive destinations. **Success Criteria** • Teaching is consistently strong or better across all subjects and pathways. • Curriculum impact is clearly demonstrated through improved outcomes, progress and destinations. • Best practice is routinely shared, embedded and sustained across the school. • Leaders and staff confidently articulate what works, why it works, and for whom. • Pupils are well prepared for the next steps, with strong attendance, engagement and achievement. • Curriculum and CPD plans are refined using evidence, not compliance.	**Evidence of Impact** • Triangulated QA evidence (observations, work scrutiny, data, pupil voice) confirms sustained teaching quality. • SHINE / DIRT evaluations show embedded reflective practice and teaching improvement. • Progress, attainment and qualification data demonstrate strong outcomes across all key stages. • Destination data evidence successful progression to education, employment or training. • Attendance and engagement trends show sustained improvement over time. • External validation (awarding bodies, QA visits) confirms curriculum quality and standards. • CPD impact reviews show staff development aligned directly to pupil outcomes.
Next Steps	**Year 2: 2026/27**		
	Year 3: 2027/28		

Curriculum and Teaching - Expected Standard

Areas for development

Year 1: 2025/26

Current Position – Strengths

Achievement

- Pupils generally achieve well from their individual starting points, reflecting appropriate curriculum pathways and high expectations.
- Outcomes across the school are broadly in line with national expectations, securing an Expected Standard judgement.
- Pupils leave the school with nationally recognised qualifications that are well matched to their needs and pathways, including entry level, functional skills, GCSEs and vocational awards.
- Accreditation outcomes have improved over time, demonstrating sustained curriculum impact.
- 100% of pupils progress to positive destinations, including further education, training or employment, indicating effective preparation for next steps.

Progress

- The school has a robust, structured assessment framework in place from primary through to post-16, enabling leaders to track progress accurately over time.
- Pupils complete baseline assessments on entry, including CATs, PASS and standardised reading, spelling and comprehension tests, providing secure starting points for measuring progress.
- Departments are developing and embedding progress tracking spreadsheets that record individual pupil achievement across:
  - KS2 outcomes (SATs and teacher assessment)
  - KS3 baseline and ongoing assessments
  - Entry-level qualifications
  - Functional Skills
  - GCSEs
  - Vocational and accredited pathways
- Progress measures enable leaders to compare cognitive potential (CATs) with actual outcomes, supporting accurate evaluation of pupil progress.
- Assessment information is used to identify gaps, inform intervention and adapt curriculum pathways, particularly for SEND and vulnerable pupils.
- Regular formative and summative assessment cycles, including DIRT, extended writing, test-based assessments and standardised testing, ensure progress is monitored consistently across subjects and key stages.
- Progress is reviewed termly and longitudinally, enabling leaders to identify trends, strengths and areas requiring further support.

Evidence of Impact

- Departmental tracking spreadsheets provide clear, pupil-level evidence of progress over time from entry to exit.
- Comparison of CAT scores, baseline data and outcomes shows that pupils make progress broadly in line with expectations for their starting points.
- Progress data confirms no significant gaps between pupil groups, including SEND and disadvantaged pupils.
- Accreditation and qualification outcomes demonstrate secure progress across different curriculum routes.
- Progress reviews inform timely intervention, contributing to improved achievement and successful transitions.
- Destination data confirms that pupils' achievement and progress equip them well for next steps.

Achievement (Outcome and Progress) - Expected Standards

Areas for development

Year 1: 2025/26

Key Actions

- Fully embed the whole-school assessment framework so that progress is tracked consistently from entry to exit across all key stages and pathways.
- Finalise and standardise departmental progress-tracking spreadsheets, ensuring every pupil's journey is captured from:
  - KS2 outcomes (SATs/teacher assessment)
  - CATs and baseline assessments
  - Entry level, Functional Skills, GCSE and vocational outcomes
- Use CATs and baseline data to track progress against pupils' cognitive potential.
- Improve consistency in how assessment information is used diagnostically to adapt teaching and plan targeted intervention.
- Ensure termly progress reviews are used effectively by subject leaders to identify trends, gaps and priorities.
- Sharpen monitoring of pupil groups, including SEND and disadvantaged pupils, to ensure progress remains equitable.
- Focus interventions on identified gaps in literacy and numeracy.
- Strengthen the link between progress data, curriculum pathways and qualification entry decisions, ensuring pupils are entered for the most appropriate and ambitious outcomes.
- Ensure assessment and progress information is clearly communicated to staff, pupils and parents through reports and review meetings.

Success Criteria

- Progress tracking systems are fully embedded and used consistently across all subjects and departments.
- Every pupil has a clear, evidence-based progress profile from entry to exit.
- Subject leaders can confidently demonstrate progress over time, including how outcomes compare to starting points and cognitive ability.
- Assessment information is routinely used to adapt teaching and target intervention, with clear evidence in lesson planning and outcomes.
- Progress for SEND and disadvantaged pupils remains in line with their peers, with no emerging gaps.
- Literacy and numeracy progress shows measurable improvement, particularly for pupils accessing intervention.
- Qualification outcomes stay ambitious and suited to pupils' pathways.
- Termly progress reviews lead to timely adjustments to teaching, intervention and curriculum planning.
- Leaders can clearly articulate what the data shows, what actions have been taken, and the impact on outcomes.

Evidence of Impact

- Departmental tracking spreadsheets provide clear, pupil-level evidence of progress over time from entry to exit.
- Comparison of CAT scores, baseline data and outcomes shows that pupils make progress broadly in line with expectations for their starting points.
- Progress data confirms no significant gaps between pupil groups, including SEND and disadvantaged pupils.
- Accreditation and qualification outcomes demonstrate secure progress across different curriculum routes.
- Progress reviews inform timely intervention, contributing to improved achievement and successful transitions.
- Destination data confirms that pupils' achievement and progress equip them well for next steps.

Achievement (Outcome and Progress) - Expected Standards

Areas for development			
	Year 2: 2026/27	**Key Focus** **Consistency, accuracy and impact in tracking pupil progress across all pathways** **Key Actions** • Secure consistent and confident use of whole-school progress-tracking systems across all subjects and pathways. • Refine departmental tracking spreadsheets to ensure clarity, comparability and accuracy of progress measures. • Strengthen the use of CATs, baseline data and prior attainment to evaluate progress against pupils' potential. • Embed termly progress review meetings at the subject and whole-school level. • Improve the quality and impact of targeted interventions, particularly in literacy and numeracy. • Strengthen subject leaders' confidence in analysing, interpreting and explaining progress data. • Ensure qualification entry decisions are ambitious, appropriate and informed by secure progress evidence. • Align progress evidence with curriculum refinement and CPD priorities. **Success Criteria** • Progress tracking is used consistently across all subjects and departments. • Every pupil has a clear, evidence-based progress profile from entry to exit. • Progress data shows stronger alignment between starting points, CATs and outcomes. • Assessment information is used diagnostically to adapt teaching and plan intervention. • SEND and disadvantaged pupils make progress in line with their peers. • Literacy and numeracy interventions result in measurable improvement. • Subject leaders can confidently articulate progress trends, strengths and next steps. • Qualification outcomes reflect appropriate challenge and ambition across pathways.	**Evidence for Progress and Achievement** • Departmental tracking demonstrates increased consistency and accuracy in progress recording. • Termly progress reviews show earlier identification of underachievement and responsive intervention. • Intervention records evidence of accelerated progress for targeted pupils. • Literacy and numeracy assessment data confirm improving outcomes. • Qualification outcomes demonstrate secure and appropriate progression. • Destination data continues to show high levels of positive progression. • Subject leader evaluations demonstrate secure understanding of progress data.

Curriculum and Teaching - Expected Standard

Areas for development	**Year 3: 2027/28**	**Key Focus** **Securing excellence, sustainability and evaluative maturity in achievement and progress** **Key Actions** • Embed progress tracking as a self-sustaining, routine practice across all departments. • Use longitudinal data to evaluate progress over time and across cohorts. • Refine assessment measures to ensure they are precise, meaningful and proportionate. • Ensure progress evidence directly informs curriculum design, teaching and assessment strategy. • Develop subject leaders as experts in progress evaluation and coaching. • Share effective practice internally and externally to support continuous improvement. • Prepare assessment and progress systems for the next improvement cycle. **Success Criteria** • Progress evaluation is embedded, consistent and accurate across the school. • Longitudinal data demonstrate sustained improvement in pupil progress. • Pupils consistently achieve in line with or above expectations for their starting points. • Differences between pupil groups are minimal or diminishing. • Teaching and curriculum decisions are clearly driven by progress evidence. • Subject leaders confidently explain what works, why it works, and for whom. • Qualification and accreditation outcomes demonstrate strong preparation for next steps. • Progress systems are resilient and sustainable beyond the improvement cycle.	**Evidence for Progress and Achievement** • Longitudinal tracking shows secure and improving progress trends across all pathways. • Progress data confirms consistent achievement against starting points. • Group analysis demonstrates equity in outcomes, including SEND and disadvantaged pupils. • Curriculum and teaching refinements are evidently informed by progress evaluation. • Subject leader reviews demonstrate evaluative depth and confidence. • Qualification outcomes remain strong and well-matched to pathways. • Destination data confirms pupils are well prepared for education, training or employment. • External validation supports the accuracy and robustness of progress judgments.
Next Steps	**Year 2: 2026/27**		
	Year 3: 2027/28		

Attendance and Behaviour - Expected Standards

Areas for development			
	Year 1: 2025/26	**Key Actions** **Attendance** • Appoint and embed a dedicated Attendance Officer to lead attendance strategy, tracking, and intervention. • Establish an Engagement Lead role to work proactively with pupils and families facing attendance barriers. • Strengthen partnership working with the Educational Welfare Officer (EWO) to support statutory intervention and parental accountability. • Deploy an outreach team to conduct welfare visits for pupils at risk of persistent absence. • Provide and monitor work packs for pupils unable to attend, ensuring work is returned, marked and followed up to maintain learning continuity. • Implement consistent first-day absence procedures, ensuring immediate contact with families. • Track absence rigorously, with clear escalation pathways and timely follow-up. • Embed a culture where attendance is recognised and celebrated, reinforcing positive habits and expectations. **Behaviour and Conduct** • Maintain a visible communication team throughout the school day to guide pupils calmly and consistently back to learning and appropriate spaces. • Implement Positive Behaviour Strategies (PBS), including individual PBS profiles, to support emotional regulation and prevent escalation. • Personalise behaviour support to help pupils manage frustration and remain engaged in learning. • Promote and sustain strong, respectful relationships between staff and pupils. • Apply behaviour expectations consistently and fairly across the school. • Ensure all incidents of bullying, racism, homophobia and discrimination are logged, investigated and acted upon promptly. • Reinforce a whole-school culture of respect, inclusion and safety.	**Evidence of Impact** **Attendance** • Attendance data shows improving trends for most pupils, with persistent absence clearly identified and targeted. • Records of first-day calls, welfare visits and EWO involvement demonstrate rigorous and timely follow-up of absence. • Outreach records show sustained contact with hard-to-reach families and improved re-engagement. • Monitoring of work packs confirms continuity of learning and pupil engagement during periods of absence. • Celebration records and rewards systems demonstrate positive reinforcement of improved attendance. **Behaviour and Conduct** • Behaviour logs evidence a reduction in low-level disruption and escalation incidents. • PBS monitoring shows positive behavioural change for pupils receiving targeted support. • Staff duty and communication team records confirm improved transitions and time spent in learning. • Safeguarding and behaviour records confirm that bullying and discriminatory incidents are logged, followed up and resolved. • Pupil voice and staff feedback indicate strong relationships, clear expectations and a positive school culture.

Attendance and Behaviour - Expected Standards

Areas for development			
	Year 1: 2025/26	**Success Criteria** **Attendance** • Overall attendance continues to improve year on year. • The proportion of persistently absent pupils reduces over time. • First-day absence contact is completed consistently and within agreed timescales. • Pupils receiving outreach support show improved attendance and engagement. • Work completion and return rates improve for pupils supported through work packs. Families demonstrate increased engagement and responsiveness to attendance interventions. **Behaviour and Conduct** • Behaviour incidents reduce, particularly low-level disruption and transition-related incidents. • Pupils supported through PBS profiles show improved emotional regulation and engagement. • Pupils move calmly and purposefully between lessons with minimal staff intervention. • Pupils report feeling safe, respected and supported in school. • Incidents of bullying and discrimination remain rare and are addressed swiftly and effectively. • Staff apply behaviour expectations consistently, contributing to a calm learning environment.	**Evidence of Impact** **Attendance** • Attendance data shows improving trends for most pupils, with persistent absence clearly identified and targeted. • Records of first-day calls, welfare visits and EWO involvement demonstrate rigorous and timely follow-up of absence. • Outreach records show sustained contact with hard-to-reach families and improved re-engagement. • Monitoring of work packs confirms continuity of learning and pupil engagement during periods of absence. • Celebration records and rewards systems demonstrate positive reinforcement of improved attendance. **Behaviour and Conduct** • Behaviour logs evidence a reduction in low-level disruption and escalation incidents. • PBS monitoring shows positive behavioural change for pupils receiving targeted support. • Staff duty and communication team records confirm improved transitions and time spent in learning. • Safeguarding and behaviour records confirm that bullying and discriminatory incidents are logged, followed up and resolved. • Pupil voice and staff feedback indicate strong relationships, clear expectations and a positive school culture.

Attendance and Behaviour - Expected Standards

Areas for development	**Year 2: 2026/27**	**Strategic Focus** **Embedding an inclusive, consistent culture that meets the needs of all learners** **Key Actions** • Embed and standardise the use of restorative approaches across the school to promote positive behaviour, accountability and conflict resolution. • Expand and formalise pupil leadership opportunities, enabling pupils to model positive behaviour and contribute to school culture. • Reduce reliance on exclusion through early identification, inclusive practice and relational behaviour strategies. • Improve attendance, with targeted, data-led intervention for pupils at risk of persistent absence. • Ensure behaviour and attendance systems are implemented consistently and confidently by all staff. **Success Criteria** • Restorative practices are applied consistently and effectively, resulting in reduced repeat incidents. • Pupils demonstrate increased responsibility, self-regulation and respect in lessons and around the school. • Fixed-term exclusions continue to reduce year on year. • Attendance improves for targeted cohorts, including disadvantaged and vulnerable pupils. • Pupil leadership and voice opportunities lead to greater engagement and ownership of behaviour and attendance expectations.	**Evidence of Impact** • Behaviour and safeguarding records show a reduction in incidents and repeated behaviours. • Attendance data demonstrates improving attendance patterns, particularly for pupils previously identified as persistently absent. • Records of restorative conversations show effective resolution, reflection and learning. • Pupil leadership participation and pupil voice feedback evidence increased engagement and influence. • Monitoring records confirm consistent staff application of behaviour and attendance systems.

Curriculum and Teaching - Expected Standard

Areas for development	**Year 3: 2027/28**	**Strategic Focus** **Securing a respectful, resilient and self-sustaining school community** **Key Actions** • Fully embed a whole-school culture of respect, resilience and responsibility, understood and upheld by pupils and staff. • Establish pupil voice as a central mechanism in safeguarding, behaviour evaluation and school improvement. • Sustain low levels of exclusion through inclusive, preventative and early-intervention approaches. • Maintain strong attendance through shared accountability with pupils, families and external partners. • Ensure behaviour, attendance and safeguarding systems are embedded, monitored and self-improving. **Success Criteria** • Pupils and staff consistently describe the school culture as safe, respectful and supportive. • Pupil voice directly informs policy development, practice and strategic improvement planning. • Exclusions remain low, exceptional and well-justified, with inclusive alternatives prioritised. • Attendance remains strong and sustained across all cohorts. • Pupils demonstrate high levels of resilience, self-regulation and positive conduct.	**Evidence of Impact** • Behaviour, attendance and safeguarding data confirm sustained improvement over time. • Pupil voice surveys, council records and safeguarding feedback demonstrate meaningful and measurable influence. • External safeguarding audits and validation confirm strong systems and a positive school culture. • Attendance, engagement and destination data show pupils are well prepared for their next steps. • Leaders and staff confidently articulate what works, why it works and for whom, using evidence to inform refinement.
Next Steps	**Year 2: 2026/27**		
	Year 3: 2027/28		

Personal Development and Well Being- Strong Standards

Areas for development	**Year 1: 2025/26**	**Strengths / Current Position** • Personal development is fully embedded across the curriculum and wider school life, extending well beyond academic outcomes. • Pupils benefit from a comprehensive PSHE programme that supports emotional well-being, relationships, safeguarding, citizenship and personal responsibility. • A skilled on-site therapy team (including therapeutic and emotional support) works alongside teaching staff to remove barriers to learning and support pupils' mental health and self-regulation. • Pupils are actively supported to develop independence, including travelling independently, managing routines and building life skills. • A wide range of extra-curricular clubs, sports and enrichment opportunities is available and accessible to all pupils. • Careers education, information, advice and guidance (CEIAG) is delivered through a combination of internal provision and external partners, ensuring impartiality and relevance. • Careers learning is linked to curriculum pathways and next-step planning, supporting informed choices. • Equality, diversity and inclusion are actively promoted and modelled, with discriminatory behaviour challenged robustly. • Pupils are taught to look after their physical and mental health, with clear links to safeguarding and well-being. • Pupils demonstrate increasing confidence, resilience, self-awareness and aspiration, preparing them well for adulthood.	**Evidence of Impact** • PSHE planning and pupil work demonstrate secure coverage of personal development themes. • Therapy team records show targeted support and positive impact on well-being and engagement. • Career plans, encounters and destination data confirm effective preparation for next steps. • Enrichment registers demonstrate high levels of participation across pupil groups. • Pupil voice indicates pupils feel supported, confident and prepared. • Behaviour, attendance and safeguarding data show positive links to well-being provision.

Personal Development and Well Being- Strong Standards

Areas for development			
	Year 1: 2025/26	**Key Actions** • Continue to embed personal development themes across curriculum subjects, PSHE and enrichment. • Strengthen coordination between teaching staff and the therapy team to maximise impact. • Ensure all pupils have access to meaningful careers guidance, linked clearly to pathways and destinations. • Expand opportunities for independent living skills, including travel training and self-management. • Monitor participation in enrichment to ensure equitable access for SEND and vulnerable pupils. • Strengthen evaluation of personal development impact, particularly on confidence, resilience and readiness for next steps. **Success Criteria** • All pupils participate regularly in PSHE, enrichment and personal development activities. • Pupils demonstrate increased confidence, independence and emotional regulation. • Pupils understand careers guidance, which informs their pathway and destination choices. • Pupils show improved readiness for adulthood, including self-care and independence. • SEND and vulnerable pupils have access to equitable enrichment and therapeutic support. • Leaders can clearly demonstrate the impact of personal development provision.	**Evidence of Impact** • PSHE planning and pupil work demonstrate secure coverage of personal development themes. • Therapy team records show targeted support and positive impact on well-being and engagement. • Career plans, encounters and destination data confirm effective preparation for next steps. • Enrichment registers demonstrate high levels of participation across pupil groups. • Pupil voice indicates pupils feel supported, confident and prepared. • Behaviour, attendance and safeguarding data show positive links to well-being provision.

Personal Development and Well Being- Strong Standards

Areas for development			
	Year 2: 2026/27	**Key Focus** **Deepening independence, resilience and career readiness** **Key Actions** • Embed careers learning and preparation for adulthood more explicitly across all curriculum pathways. • Expand opportunities for work-related learning, employer engagement and enterprise activities. • Strengthen the role of the therapy team in supporting independence and emotional resilience. • Increase leadership and responsibility opportunities for pupils through roles, mentoring and participation. • Strengthen evaluation of personal development outcomes using measurable indicators. **Success Criteria** • Pupils demonstrate greater independence and resilience across school life. • Careers learning is clearly linked to pathways, qualifications and destinations. • Participation in enrichment and leadership roles increases across all cohorts. • Pupils articulate clear aspirations and next steps. • Well-being support leads to improved engagement and self-regulation.	**Evidence of Impact** • Careers logs and employer engagement records show increased exposure to work-related learning. • Pupil voice demonstrates greater confidence and aspiration. • Therapy impact reviews show improved emotional regulation and readiness to learn. • Participation data confirms widening access to enrichment and leadership opportunities. • Destination planning records show more informed and ambitious pupil choices.

Curriculum and Teaching - Expected Standard

Areas for development	**Year 3: 2027/28**	**Key Focus** **Securing sustainable excellence in personal development and well-being** **Key Actions** • Embed personal development and well-being as a self-sustaining, evaluative practice. • Use longitudinal data to evaluate long-term impact on confidence, resilience and destinations. • Showcase and share best practices • internally and externally. • Ensure careers, therapy and enrichment provision are fully aligned and future-facing. • Refine provision based on pupil outcomes and feedback, not compliance. **Success Criteria** • Personal development provision is consistently strong and embedded across the school. • Pupils leave with high levels of independence, resilience and self-awareness. • Careers provision demonstrably supports successful destinations for all pupils. • Well-being systems are embedded, preventative and sustainable. • Leaders and staff confidently articulate impact, not just provision.	**Evidence of Impact** • Longitudinal pupil data shows sustained improvement in confidence, independence and engagement. • Destination data confirms successful transitions to education, training or employment. • External validation supports the quality and impact of careers and well-being provision. • Pupil voice consistently reflects strong preparation for adult life. • Leaders use evidence to refine and sustain high-quality personal development practice.
Next Steps	**Year 2: 2026/27**		
	Year 3: 2027/28		

Leadership and Governance- Expected Standards

Areas for development

Year 1: 2025/26

Strengths / Current Position

- Leaders have a clear vision and ambition for the school, understood and shared by staff and governors.
- Governance provides effective challenge and support, holding leaders to account for outcomes, safeguarding and financial management.
- The school works closely with the Trust and Local Authority, ensuring alignment with statutory responsibilities and improvement priorities.
- Leaders maintain a secure and evaluative SEF, informed by accurate self-evaluation and evidence.
- Strategic partnerships with colleges, employers, and external agencies enhance curriculum pathways and post-16 destinations.
- Leadership is outward-facing, drawing on networks (including SEND and SENCo forums) to strengthen practice.
- Inspection readiness is embedded into routine leadership activity, not treated as a standalone process.
- Communication with stakeholders is regular, transparent and purposeful.

Key Actions

- Strengthen inspection readiness through structured review of evidence and leadership narratives.
- Ensure governance continues to provide robust scrutiny and challenge, particularly around impact.
- Deepen strategic partnerships to enhance curriculum breadth, inclusion and destinations.
- Embed inspection priorities within day-to-day leadership and quality assurance processes.
- Strengthen leadership capacity through distributed leadership and professional development.

Success Criteria

- Leaders and governors confidently articulate strengths, impact and next steps.
- Governance records demonstrate effective challenge and accountability.
- The SEF is accurate, evaluative and inspection-ready at all times.
- Partnerships demonstrably enhance curriculum, inclusion and outcomes.
- Staff understand the school's strategic direction and priorities.

Evidence of Impact

- Governance minutes and portfolios evidence challenge, scrutiny and strategic oversight.
- SEF and SIP demonstrate accurate self-evaluation and clear improvement priorities.
- Partnership agreements and outcomes show enhanced pathways and destinations.
- Internal monitoring and QA confirm consistent leadership oversight.
- Stakeholder feedback indicates confidence in leadership and direction.

Leadership and Governance- Expected Standards

Areas for development	**Year 2: 2026/27**	**Key Focus** **Embedding inspection readiness and strengthening strategic partnerships** **Key Actions** • Embed inspection readiness through ongoing self-evaluation, monitoring and review. • Align the SEF and SIP explicitly to the inspection framework. • Strengthen governance capacity through targeted training and impact review. • Deepen partnerships supporting inclusion, SEND, curriculum enrichment and post-16 pathways. • Increase leadership confidence in articulating impact using evidence. **Success Criteria** • Inspection readiness is fully embedded and sustained. • Leaders and governors confidently explain impact using evidence. • Governance demonstrates increased strategic depth and challenge. • Partnerships have a clear, measurable impact on provision and outcomes. • The SIP is sharply focused on improvement priorities.	**Evidence of Impact** • Inspection-ready SEF is maintained and regularly updated. • SIP is clearly aligned to inspection expectations and outcomes. • Governance reviews evidence, effective challenge and strategic oversight. • Internal QA demonstrates rigour and consistency. • Leaders confidently articulate strengths, weaknesses and next steps in inspection-style dialogue.

Leadership and Governance- Expected Standards

Areas for development	**Year 3: 2027/28**	**Key Focus** **Sustained excellence, reflection and future-focused leadership** **Key Actions** • Review and evaluate the three-year strategic cycle, celebrating success and learning from impact. • Secure a long-term strategic vision aligned to future educational and community needs. • Embed a culture of reflection, ambition and continuous improvement. • Strengthen stakeholder engagement through consultation and shared ownership. • Share effective leadership practices internally and externally. **Success Criteria** • Leadership and governance are highly effective and sustainable. • Strategic planning is future-focused and evidence-led. • Stakeholders demonstrate high confidence and engagement. • Leaders and governors articulate what works, why it works, and for whom. • The school demonstrates strong capacity for sustained improvement.	**Evidence of Impact** • Annual strategic review evidence clear impact and improvement over time. • Stakeholder consultation (surveys, forums) informs strategic planning. • Governance evaluations confirm strong oversight and challenge. • Communication records demonstrate transparent celebration of success. • External validation supports the quality of leadership and governance.
Next Steps	**Year 2: 2026/27**		
	Year 3: 2027/28		

Sixth Form Provision- Requires Attention

Areas for development

Year 1: 2025/26

Strengths / Current Position

- Sixth form pathways (Accelerate, Create and Nurture) are well matched to prior attainment, SEND needs and EHCP outcomes.
- Leaders demonstrate accurate self-evaluation, identifying subject-specific disengagement rather than generalised non-attendance.
- Vocational and enrichment attendance remains strong, indicating relevance and engagement within these pathways.
- Swift and decisive staffing intervention in English and Mathematics has been implemented.
- Learners now receive regular 1:1 meetings, personalised targets and clear expectations through learner contracts.
- Provision is underpinned by strong safeguarding, SEND and pastoral support, including therapeutic outreach for learners with complex needs.
- Careers education and transition planning are well structured and aligned to Gatsby Benchmarks and EHCP outcomes.
- Leaders prioritise relational, trauma-informed practice, recognising that re-engagement for this cohort must be incremental and sustained.

Key Actions

- Secure attendance recovery through personalised re-engagement plans, including 1:1 mentoring and learner contracts.
- Stabilise English and Mathematics provision with consistent staffing and trauma-informed teaching approaches.
- Maintain close monitoring of attendance and engagement, with safeguarding oversight.
- Strengthen careers education through ASK, SHINE/PSHE and curriculum mapping.
- Ensure every learner completes a Sixth Form Learner Portfolio (CV, work experience, references).
- Align all post-16 provision clearly to EHCP outcomes, ILPs and independence goals.

Success Criteria

- Attendance shows sustained improvement across Spring and Summer terms.
- Learners demonstrate increased confidence and engagement, particularly in English and Mathematics.
- No sixth form learner becomes NEET.
- All learners complete meaningful work experience or enrichment activity.
- Leaders can evidence the impact of staffing and pastoral interventions.

Evidence of Impact

- Attendance improved following staffing change (38.24% → 40%) with positive learner feedback.
- Engagement in vocational lessons remains consistently strong.
- Records of 1:1 meetings, contracts and parental communication evidence robust intervention.
- Careers audits and portfolios show structured preparation for destinations.
- Safeguarding records confirms appropriate oversight and graduated response.

Sixth Form Provision- Requires Attention

Areas for development	**Year 2: 2026/27**	**Key Focus** **Re-engagement, consistency and secure transition outcomes** **Key Actions** • Fully embed re-designed English and Mathematics provision. • Formalise a Sixth Form Attendance and Engagement Framework. • Expand vocational and enrichment pathways linked to employability and accreditation. • Launch Employer and Alumni Engagement Calendar. • Introduce a Digital Transition Passport tracking independence and employability. • Strengthen transition planning with FE colleges, training providers and employers. **Success Criteria** • Sixth form attendance is significantly improved and stabilised. • Learners demonstrate increased independence and resilience. • 100% of learners have termly reviewed transition plans. • Sustained positive destinations exceed 85%. • Careers provision meets full Gatsby compliance.	**Evidence of Impact** • Attendance and engagement data show consistent upward trends. • RISE/SHINE data evidence improved confidence and employability skills. • Employer and alumni engagement records show broader exposure to pathways. • Destination tracking confirms sustained progression at 3, 6 and 12 months.

Leadership and Governance- Expected Standards

Areas for development	**Year 3: 2027/28**	**Key Focus** **Sustainable excellence in post-16 engagement, careers and destinations** **Key Actions** • Embed sixth form systems as self-sustaining and evaluative. • Expand partnerships with apprenticeship providers, supported internships and employers. • Deliver annual Pathways to Progression Week. • Publish an Annual Careers and Destinations Report. • Develop cross-school collaboration within OHCAT post-16 provision. • Deliver specialist staff CPD on Gatsby, SEND transitions and post-16 engagement. **Success Criteria** • Sixth form engagement and attendance are secure and sustained. • Learners leave with strong employability skills and independence. • Destination data shows consistent success across cohorts. • Gatsby Benchmark compliance is maintained and externally validated. • Sixth form provision demonstrates strong preparation for adulthood.	**Evidence of Impact** • Longitudinal data confirms sustained attendance and engagement. • Destination data evidence positive progression into FE, employment or apprenticeships. • Employer, FE and parent feedback confirms high confidence in provision. • Annual reports demonstrate clear alignment between EHCP outcomes and destinations. • External validation supports the quality and ambition of sixth form provision.
Next Steps	**Year 2: 2026/27**		
	Year 3: 2027/28		

Orchard Hill College & Academy Trust

Working together to transform lives

Ethos

As a community of learners, families and colleagues OHC&AT believes that by working collaboratively, with energy and ambition we can always effect positive change. At the core of our ethos is the conviction that there should be no limit placed on what is possible and that everyone has the ability to be the very best they can be.

Mission

OHC&AT exists to support, enable and champion the talents, skills and rights of the most complex and vulnerable people in our society in order that we can release their potential, promote their wellbeing and transform their lives.

Values

As an organisation, we adhere to the seven principles of public life to drive our behaviour and provide a framework for our actions. These are: leadership, openness, objectivity, selflessness, honesty, integrity and accountability. Within this framework, we have defined our own set of core values and behaviours based around the word 'create'.

Confident **R**espectful **E**quitable **A**dvocacy **T**eamworking **E**nabling

Key Strategic Priorities for 2022-2025

Quality, Standards and Reputation

Every OHC&AT pupil and student benefits from exceptional provision that effects life changing outcomes.

Innovation and Specialism

Creative and evidence-led approaches are distributed across the organisation to maximise opportunities.

Development and Growth

We are responsive to local and regional need and have a clear moral purpose that impels us to generate a positive impact where we believe we can do so.

System Leadership

The collective thoughts and experiences at all levels of the organisation are harnessed to enable and drive positive change.

Nurturing Talent

Investing in our staff, governance and volunteers to promote and liberate their talent, grow expertise, attend to their wellbeing and enable them to make the difference.