

## 1: Attendance

### We have done – Autumn term:

- Enhanced our curriculum offer to make learning more engaging and encourage consistent school attendance.
- All staff have completed accredited CPD modules through the Inclusive Attendance programme.
- Developed positive relationships with families to better understand why pupils may be absent from school.

### We are doing – Spring term:

- Continue to work closely with the Local Authority attendance team and the SPCV group to support families.
- Working towards the accredited Bronze mark with Inclusive attendance.
- Continue to improve the quality of teaching and the intervention provision in school to support pupils individual needs.

## 3: Communication with Parents

### We have done – Autumn term:

- Hosted parent listening workshops and other parental engagement opportunities.
- Worked with SPCV who have delivered a session for parents and have more workshops planned for 2026.
- Renewed connections with families, aiming to build a culture of openness, inclusion, and partnership.

### We are doing – Spring term:

- Further developing our parental engagement and working collaboratively with parents to design a clear home-school communication approach.
- Evaluation of the Trust-wide parent survey and taking proactive steps to address key priorities.

## 5. Behaviour and Relationships

### We have done – Autumn term:

- Launched a behaviour and relationships policy that is based on a restorative, relational approach.
- Provided staff with a range of CPD linked to behaviour and relationships.
- Developed a more consistent approach to rewards and the response to behaviours of concern.

### We are doing – Spring term:

- Continuing to work with external specialists to embed the approach to behaviour and relationships.
- Collaborating with our school council to establish clear mechanisms that give pupils a meaningful voice in shaping the school's development.
- Appointing a behaviour lead to promote positive behaviour support and develop and monitor recording systems.

## 2: Curriculum and Meeting Pupils' Needs

### We have done – Autumn term:

- Established a 3 pathway provision; Explorers, Navigators and Adventurers.
- Altered the timetable in KS3 to support better transitions between lessons.
- Established a clear CPD plan to upskill staff to deliver the curriculum effectively.

### We are doing – Spring term:

- Staff will continue to engage in a range of autism training to strengthen their expertise and ensure pupils receive high quality support.
- Working with externalist specialists to continue to improve the curriculum, teaching and assessment.
- Using a provision map to monitor pupils' EHCP requirements and ensure they have access to the support outlined.

## 4: Leadership and Self-Evaluation

### We have done – Autumn term:

- Created a robust school improvement plan which incorporates Trust and external support.
- Established monthly strategic school improvement meetings with Trust leaders to monitor progress and ensure that planned improvements are effectively implemented and sustained.
- Strengthened leadership capacity by appointing a new Assistant Headteacher and engaging an external school improvement specialist to drive progress.

### We are doing – Spring term:

- Recruiting a new Deputy Headteacher.
- Evaluating capacity needs of school ahead of transition to the KS4 cohort and other new pupils.

## 6. Safeguarding

### We have done – Autumn term:

- Completed a Local Authority safeguarding audit and developed a robust action plan to implement all recommended improvements.
- Received support from experienced, knowledgeable Trust colleagues to ensure our systems and processes are strong, effective, and consistent.
- Provided DSL training for our new AHT.
- Reviewed the responsibilities of the safeguarding team to ensure there is clarity around their roles.

### We are doing – Spring term:

- Keeping safeguarding as our core priority in every aspect of school life.
- Delivering on-going CPD for staff on safeguarding topics.