SCHOOL IMPROVEMENT PLAN

2026/27

Updated October 2026

Vision: Every student will see that they are a valued member of our community

Values: Hope • Dignity • Respect

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School Context

Context measure	Current position
Students on roll	237 (Ofsted data, 10 March 2026)
School capacity	228
Students eligible for free school meals	42.86%
Students with an education, health and care plan	100%
Overall absence	10.6% (2024/25, two-term data)
Persistent absence	29.0% (2024/25, two-term data)
Safeguarding	Standards met
Ofsted evaluation, March 2026	Exceptional: attendance and behaviour; inclusion; personal development and wellbeing. Strong standard: achievement; curriculum and teaching; leadership and governance; post-16 provision.
Ofsted next step	Sustain the effectiveness of the school's work and roll out refined assessment processes across the school so that assessment informs curriculum implementation to a greater degree and further enhances learning and achievement.

Confirm and replace all contextual figures with the final September 2026 census and validated 2025/26 attendance data before approval.

Key Priorities 2026 to 2029

Strategic area	Priority
Quality of Education	Embed a coherent school-wide assessment framework which identifies what Students know, can do and need to learn next. Use this information consistently to refine curriculum implementation, secure retention and generalisation, close gaps in reading, communication, writing and numeracy, and further enhance achievement.
Behaviour and Attitudes	Sustain the exceptional culture of attendance, behaviour, belonging and emotional regulation. Continue precise, multidisciplinary support and evaluate attendance from each Student's individual starting point.
Personal Development	Sustain the exceptional personalised offer and strengthen Students' ownership of learning, self-advocacy and independence through accessible feedback, EHCP participation, preparation for adulthood and meaningful destinations.
Leadership and Management	Quality-assure assessment implementation, moderation and curriculum response without creating unnecessary workload. Maintain exemplary safeguarding and inclusive practice, and plan strategically for changes in Student numbers, complexity, staffing and accommodation.

Objectives for 2026/27

Safeguarding	1.1 Maintain an open, vigilant and effective safeguarding culture in which standards remain fully met.
Inclusion	2.1 Increase Students' ownership of learning, communication of progress and independence across all phases.
Curriculum and Teaching	3.1 Ensure teachers apply the SRS universal offer consistently and adapt curriculum to suit their class learners application of learning. 3.2 Ensure HLTA's and Teaching Assistants understand the SRS universal offer and how it is adapted to suit their class learners. 3.3 Develop the role of a Learning Leader in each pathway role.
Achievement	4.1 Ensure the agreed pathway curriculum is delivered consistently and effectively, with purposeful adaptations that meet individual learner needs and enable learners to apply and generalise their learning. 4.2 Roll out and embed a consistent, manageable school-wide assessment, tracking and moderation framework.
Attendance and Behaviour	5.1 Sustain exceptional attendance and behaviour practice through precise individual planning and multidisciplinary review.
Personal Development and Wellbeing	6.1 Demonstrate and extend the impact of personal development, preparation for adulthood and enrichment on Students' knowledge, confidence and independence.
Leadership and Governance	7.1 Provide rigorous strategic oversight of curriculum and assessment implementation, its impact and staff workload. 7.2 Sustain leadership capacity and provision as Student needs and organisational demands change.
Early Years	8.1 Further develop the assessment which continues to inform an ambitious, responsive EYFS curriculum.
Post-16	9.1 Use assessment and destination planning to refine study programmes, accreditation and preparation for adulthood.

1. Safeguarding

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
1.1 Maintain an open, vigilant and effective safeguarding culture in which standards remain fully met.	• Review policy and practice against current statutory and local guidance. • Deliver annual and termly safeguarding training, including online safety, child-on-child abuse and contextual safeguarding. • Use audits, case sampling and Student/parent voice to test the effectiveness and accessibility of reporting systems. • Governors maintain regular oversight of safeguarding compliance and culture.	ZBA, CAB, DSL team, safeguarding governor	• All statutory requirements remain met and policies are current. • 100% of staff complete required training within timescale. • Staff confidently identify, record and escalate concerns. • Students say they feel safe and know how to seek help. • Audits show timely, appropriate action and effective governance challenge.	Existing safeguarding / CPD budget Training and governor monitoring time

Monitoring evidence: termly SLT review; governor challenge; learning and curriculum reviews; moderation; Student-progress evidence; accessible Student voice; staff feedback; case studies and relevant quantitative information.

2. Inclusion

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
2.1 Increase Students' ownership of learning, communication of progress and independence across all phases.	• Agree accessible approaches through which Students can recognise and communicate what they are learning and what comes next. • Develop progressive independence and self-advocacy expectations from EYFS to post-16. • Increase meaningful Student contribution to target setting, EHCP reviews and curriculum evaluation. To include symbols, signing, AAC, objects, choice-making and practical demonstration according to need.	ZBA, JAU, LCO, CKI, HSM, CAB, AHE	• Students demonstrate or communicate their learning through an appropriate method. • Learning visits and Student profiles show reduced over-scaffolding and greater independence. • Student contributions inform targets, EHCP reviews and curriculum decisions. • Case studies demonstrate improved self-advocacy, confidence and transfer of skills.	Accessible communication resources Release time for training and Student voice Costs to be confirmed

Monitoring evidence: termly SLT review; governor challenge; learning and curriculum reviews; moderation; Student-progress evidence; accessible Student voice; staff feedback; case studies and relevant quantitative information.

3. Curriculum and Teaching

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
3.1 Ensure teachers apply the SRS universal offer consistently and adapt curriculum to suit their class learners application of learning.	• **Establish and communicate clear expectations for the SRS Universal Offer**, ensuring all teachers understand the non-negotiable elements of effective teaching, learning and curriculum delivery across SRS. • Teachers use assessment, learner profiles, EHCP outcomes and knowledge of individual learners to adapt curriculum content, resources, teaching approaches and level of challenge. • **Develop a shared understanding of what effective curriculum adaptation looks like at SRS**, including examples of strong practice across the different pathways and phases. • Use whole-school CPD, coaching and release time to support teachers in applying the Universal Offer and adapting learning effectively.	JAU, Learning Leaders	• **100% of teaching teams** demonstrate an understanding of and application of the SRS Universal Offer. • Monitoring shows **greater consistency in teaching practice across classes, phases and pathways**. • **Curriculum adaptations are purposeful and evidence-based**, rather than simply differentiation of activities. • Learners demonstrate increased ability to **apply, generalise and transfer learning** across people, places and contexts. • Assessment and monitoring evidence demonstrates **progress from individual starting points**. • Learning Leaders can provide clear evidence of **impact, strengths and remaining areas for development** within their areas. • CPD and coaching are demonstrably linked to improvements in classroom practice. • Senior leaders can triangulate evidence from **planning,**	Whole-school CPD allocation Release for coaching and review Existing curriculum resources

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
			learning walks, work scrutiny, assessment, learner voice and progress data to demonstrate the impact of the objective.	
3.2 Ensure HLTA's and Teaching Assistants understand the SRS universal offer and how it is adapted to suit their class learners.	• **Introduce and clarify the SRS Universal Offer** for all HLTAs and TAs, ensuring staff understand the core expectations and how these support effective learning for SRS learners. • **Provide targeted CPD and team-based training** focused on applying the Universal Offer in practice, including communication, engagement, independence, regulation, scaffolding and appropriate levels of support. • **Use class-based coaching and professional dialogue** to help HLTAs and TAs understand how the Universal Offer is adapted for individual learners and different classes/pathways.	JAU, AHE	• By the end of the academic year, HLTAs and Teaching Assistants will demonstrate a secure understanding of the SRS Universal Offer and consistently apply it within their classrooms, adapting their support appropriately to individual learner needs. • Monitoring will demonstrate greater consistency in practice, purposeful use of scaffolding and prompting, increased learner independence, and improved staff confidence in supporting the application and generalisation of learning.	Two staff-training sessions and follow-up coaching time. Leadership time for audits, learning walks and work scrutiny.
3.3 Develop the role of a Learning Leader in each pathway role.	• Define and establish a clear Learning Leader role for each pathway, including clear responsibilities, accountability and expectations for leading teaching, learning and curriculum development. • Provide Learning Leaders with appropriate leadership development, CPD and coaching to develop their skills in	JAU, Learning Leaders	• By the end of the academic year, Learning Leaders will be established as an effective layer of leadership within each key stage, with clear accountability for the quality and consistency of teaching, learning and curriculum.	CPD allocation Release for coaching and review

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
	curriculum leadership, monitoring, evaluation and supporting staff development. ● Learning Leaders work collaboratively with teachers, HLTAs and TAs to share effective practice and develop consistency in the application of the SRS Universal Offer. ● **Review and refine the role throughout the year** using feedback from Learning Leaders, teachers and senior leaders.		● Learning Leaders will use monitoring, assessment and professional dialogue to identify priorities, support staff development and drive improvement. ● Evidence will demonstrate increased consistency in the application of the SRS Universal Offer, effective sharing of practice and a measurable impact on teaching, learning and outcomes for learners.	

Monitoring evidence: termly SLT review; governor challenge; learning and curriculum reviews; moderation; Student-progress evidence; accessible Student voice; staff feedback; case studies and relevant quantitative information.

4. Achievement

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
4.1 Ensure the agreed pathway curriculum is delivered consistently and effectively, with purposeful adaptations that meet individual learner needs and enable learners to apply and generalise their learning.	• Deliver the **agreed curriculum for the class pathway**, ensuring appropriate coverage, sequence and progression. • Use **assessment information, EHCP outcomes, learner profiles and knowledge of individual learners** to inform planning and curriculum delivery. • Make **purposeful adaptations** to teaching approaches, resources, communication, level of challenge and support according to individual learner needs. • Plan regular opportunities for learners to **apply and generalise previously taught knowledge and skills** across different activities, people, environments and contexts. • Ensure HLTAs and TAs understand the **intended learning, individual adaptations and expected outcomes** for learners.	SLT, MLT & Teachers,	• Planning and monitoring demonstrate that the **agreed pathway curriculum is being delivered consistently**, with appropriate coverage and progression. • Learning walks and observations show that curriculum delivery reflects the **needs, starting points and intended outcomes of individual learners**. • Adaptations are **purposeful and evidence-based**, with the teacher able to explain why particular approaches have been selected and the difference they are making. • Work scrutiny and assessment evidence demonstrate **progress from individual starting points**. • Identified learners demonstrate increased ability to **apply and generalise their learning** across different activities, people or contexts. • The teacher can provide clear evidence for **at least three identified learners** showing how curriculum adaptation has contributed to progress, increased independence or successful application of learning. • Class staff demonstrate a shared understanding of **what learners are learning, how learning is being adapted and what progress should look like**. • Actions identified through monitoring are completed within agreed timescales,	Release for coaching and review

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
	• Use ongoing assessment to identify where learners require **additional challenge, consolidation or a different teaching approach**. • Engage with relevant **CPD, coaching and professional dialogue** and demonstrate how this has influenced classroom practice. • Act upon feedback from **learning walks, lesson observations, work scrutiny and assessment monitoring** within agreed timescales.		with **follow-up monitoring demonstrating improvement**. • By the end of the performance management cycle, evidence from **planning, observations/learning walks, work scrutiny and assessment** demonstrates measurable improvement against the target.	
4.2 Roll out and embed a consistent, manageable school-wide assessment, tracking, work scrutiny and moderation framework.	• Complete a baseline audit of current assessment tools, duplication, strengths and gaps. • Publish a single assessment handbook and data calendar covering all phases and pathways. • Align curriculum assessment, EHCP outcomes and preparation-for-adulthood evidence while retaining their distinct purposes. • Provide training and supported implementation for teachers and support staff.	ZBA, JAU, LCO, CKI, CAB, HSM, ASS SLT LL & PWL	• 100% of relevant teams implement the agreed process by the spring review point. • Moderation demonstrates increasingly consistent and well-evidenced judgements. • Student-progress reviews show that assessment leads to specific curriculum or teaching responses. • Leaders can evaluate progress and variation between phases, subjects and Student groups. • Staff feedback confirms the process is useful and manageable; unnecessary duplication reduces. • An agreed proportion of Students meet or exceed ambitious personalised targets, set after the autumn baseline.	MIS/assessment development budget Training and moderation release External moderation if required Final cost to be confirmed

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
	• Moderate judgements termly across phases, subjects and, where useful, the federation. • Use aspiration/Student-progress meetings to identify gaps, agree action and evaluate impact.			

Monitoring evidence: termly SLT review; governor challenge; learning and curriculum reviews; moderation; Student-progress evidence; accessible Student voice; staff feedback; case studies and relevant quantitative information.

5. Attendance and Behaviour

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
5.1 Sustain exceptional attendance and behaviour practice through precise individual planning and multidisciplinary review.	• Maintain rapid identification and personalised Attendance Support Plans for Students whose attendance declines or remains a concern. • Review impact half-termly using individual starting points, barriers and family engagement. • Maintain coordinated PBS, OT, SaLT and wellbeing planning for Students requiring multidisciplinary support. • Use Student, family and staff feedback alongside incident and attendance information to refine provision.	ZBA, LCO, CKI, HSM, CAB, PWL'ss	• Students improve attendance from their individual starting points and sustain gains. • All identified Students have a current, co-produced and regularly reviewed plan. • Persistent and severe absence reduce from the validated September baseline where medically and contextually appropriate. • Behaviour remains highly positive and learning is free from disruption. • Multidisciplinary reviews evidence coordinated action and improved Student outcomes.	Existing attendance and outreach budget Therapy/wellbeing planning time Baseline figures to be confirmed

Monitoring evidence: termly SLT review; governor challenge; learning and curriculum reviews; moderation; Student-progress evidence; accessible Student voice; staff feedback; case studies and relevant quantitative information.

6. Personal Development and Wellbeing

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
6.1 Demonstrate and extend the impact of personal development, preparation for adulthood and enrichment on Students' knowledge, confidence and independence.	• Map the personal-development and enrichment entitlement across all phases. • Identify the knowledge and independence skills intended through enrichment, leadership roles, RSE/PSHE and preparation for adulthood. • Evaluate impact through accessible Student reflection, observation, family feedback and application beyond school. • Continue meaningful leadership, community, cultural and careers experiences, with equitable access for disadvantaged Students.	HSM, CKI, CAB, KH PWLs	• All Students access an ambitious, relevant entitlement adapted to need. • Students demonstrate increased knowledge, confidence, resilience and independence. • Disadvantaged Students' participation and outcomes are at least in line with comparable peers. • Student and family voice evidence of belonging, aspiration and preparation for future life. • Evaluation results in specific improvements to subsequent provision.	Enrichment and Student-premium budgets Transport and partnership costs Costs to be confirmed

Monitoring evidence: termly SLT review; governor challenge; learning and curriculum reviews; moderation; Student-progress evidence; accessible Student voice; staff feedback; case studies and relevant quantitative information.

7. Leadership and Governance

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
7.1 Provide rigorous strategic oversight of curriculum and assessment implementation, its impact and staff workload. **7.2 Sustain leadership capacity and provision as Student needs and organisational demands change.**	• Approve a phased assessment implementation plan with termly milestones and named accountability. • Governors scrutinise implementation, moderation, group variation, Student impact and workload each term. • Use staff feedback and workload checks to remove duplication and refine systems. • Review staffing, specialist expertise, accommodation and resources against Student numbers and complexity. • Sustain professional dialogue, coaching, induction and succession planning across the school.	ZBA, JAU, chair and link governors ZBA, JAU, LCO, CKI, CAB, HSM, AHE, ASS SLT LL & PWL	• Termly reports show whether milestones are met and what has changed for Students. • Governors provide recorded support and challenge and can explain the impact of assessment reform. • Staff understand accountabilities and report that systems are manageable. • Capacity and provision risks are identified early, mitigated and reviewed. • Staff morale, induction quality and retention remain positive.	Leadership/governor monitoring time CPD and release budget Capacity planning as required

Monitoring evidence: termly SLT review; governor challenge; learning and curriculum reviews; moderation; Student-progress evidence; accessible Student voice; staff feedback; case studies and relevant quantitative information.

8. Early Years

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
8.1 Further develop the assessment which continues to inform an ambitious, responsive EYFS curriculum.	• Review EYFS assessment against cohort needs, curriculum intent and statutory expectations. • Agree concise observation and assessment routines which capture significant learning without over-recording. • Use assessment to refine provision, communication support, interaction, early reading and early mathematics. • Moderate judgements within school and with appropriate external/federation partners.	JAU, LCO, NMA, Lower school Team	• Assessment accurately identifies children's learning and informs immediate next steps. • The curriculum remains ambitious, coherent and responsive to the cohort. • Monitoring shows strong adult interaction without assessment creating avoidable workload. • Moderation supports consistent, well-evidenced judgements. • Parents contribute useful information about learning and generalisation.	EYFS training and moderation time Resources responsive to cohort Costs to be confirmed

Monitoring evidence: termly SLT review; governor challenge; learning and curriculum reviews; moderation; Student-progress evidence; accessible Student voice; staff feedback; case studies and relevant quantitative information.

9. Post-16 Provision

School Goals	Implementation Plan	Goal Lead/ers	Success Criteria	Resources & cost
9.1 Use assessment and destination planning to refine study programmes, accreditation and preparation for adulthood.	• Review assessment information, aspirations and destination goals when designing each student's study programme. • Map accreditation and non-accredited learning against intended next steps. • Assess and record application of employability, travel, money, self-care and community skills in authentic contexts. • Maintain meaningful work experience and strengthen feedback from employers, colleges, students and families. • Track sustained destinations and use findings to refine provision.	JAU, CAB, PVU, KH LL and careers teams	• Every study programme is ambitious, coherent and demonstrably linked to aspiration and destination. • Students make strong progress in qualifications and preparation-for-adulthood outcomes. • All students access meaningful, appropriately supported work experience. • Students communicate confidence about their next steps. • Students progress successfully to sustained education, employment or training.	Work-experience coordination and transport Accreditation/tracking costs Existing careers budget

Monitoring evidence: termly SLT review; governor challenge; learning and curriculum reviews; moderation; Student-progress evidence; accessible Student voice; staff feedback; case studies and relevant quantitative information.