

Effectiveness of leadership and management

- To fully integrate and embed the newly-formed SLT and ensure that communication and lines of accountability are clear, efficient and effective.
- To further develop the middle leadership within the school, with the greater involvement of an Extended Leadership Team to focus on innovative, whole school projects.
- To fully review areas of responsibility and subject leadership, including the introduction of vertical grouping with all four ASD class groups in Primary Secondary and Post-16 being encouraged to work collaboratively and all 3 Complex Needs classes sharing best practice.
- To develop a coaching culture within the school, encouraging an involving, self-evaluative and reflective approach to all appraisals.
- To further ensure more effective use of the outdoor learning environment throughout all areas of the curriculum, including; innovative ways to develop relevant literacy and numeracy skills, Forest Schools initiatives, greater curricular opportunities for Social and Therapeutic Horticulture and further development of playground resources.
- To further promote a wider range of curriculum enrichment opportunities, which encourage wider participation in sport, dance, music and the arts.
- To further promote the well-being of all colleagues, ensuring that staff morale remains high and staff attendance is improving.
- To ensure that the significantly larger Post-16 Department works effectively together, with the emphasis still on providing a personalised education that focuses on specific, individual needs.
- To build on community links with other local, mainstream schools and provide greater opportunities for our students to develop friendships with children and young people in the wider community.

Quality of teaching, learning and assessment

- To ensure that all teaching staff are continually striving to improve their practice and aspiring to reach their full potential.
- To develop a 'finding-out' culture where all colleagues are engaged in action research.
- To further develop the new Lifeskills Assessment system ensuring that it captures holistic progress efficiently and effectively.
- To introduce a new assessment system to capture academic progress, breadth and depth of learning, thinking skills and levels of engagement.
- To fully involve parents and carers in the assessment system and ensure that they fully understand its relevance and how it can capture progress, and highlight areas for development that can be worked on outside of school. To ensure that assessment is a two-way process and parents can fully inform teaching staff of their child's strengths and areas for development outside of school.

Personal development, behaviour and welfare

- To build on the review the behaviour management monitoring tool (Sleuth), ensure that is effectively used by all stakeholders to evaluate and improve behaviour across the school and start to use it to evaluate differences year-on-year and term-by-term.
- To further review all lunchtime procedures, in the dining hall and on the playground, and work with all colleagues to ensure that learning is maximised throughout the whole lunchtime period – focusing on specific social, communication and therapeutic objectives for all students

Outcomes for children and other learners

- All students' progress continues to improve in Literacy and Numeracy, with greater opportunities to develop skills across all areas of the curriculum.
- To continue to further stretch the more able learners, including building on the success of the pilot phonics programme and rolling this programme out wider to students in other classes who may benefit.
- To continue to ensure that we work very effectively with all trained therapy teams, and through close collaboration maximise their influence on students' outcomes.
- To further promote parental involvement through the offering of a wider range of regular training opportunities, developing the newly-launched PTA and increased opportunities for families, including siblings, to visit the school.
- To continue to monitor destinations of all students effectively, with frequent opportunities for all former students and their families to remain in contact.