

ContinU Plus Academy (SIP) 2020-24



“We Will Work it Out”

CONTEXT OF THE SCHOOL	
Key Ofsted actions from last report	<ul style="list-style-type: none">• Use and improve reading skills other than in English;• Give clear and consistent feedback or guidance ensuring that students act on upon the advice they are given through marking to help them improve their work;• Plan work that matches students’ needs – particularly in mathematics;• Some students’ attendance is too low – meaning they miss too many lessons;• Leaders do not make enough use of their evaluation of the academy’s performance to identify key priorities for academy improvement.
Key areas to improve	<ul style="list-style-type: none">• To demonstrate improved and sustained financial strength through new and existing strategies including the school’s ongoing response to Covid-19• To increase the educational offer to and the wellbeing of the children of Wyre Forest• To ensure that our school community is able to access effective support in a dynamic and challenging political and social context• To increase the knowledge and understanding of school Governors enabling strategic and constructive criticism – effectively holding school leaders to account and driving school improvement• To create and maintain a staffing structure that adequately meets, challenges and reflects the dynamic needs and ambitions of our pupils and staff
Key staffing areas of issue (e.g. temporary posts, staff receiving support)	<ul style="list-style-type: none">• SENCO recently appointed (September 2021), and is currently completing the National SENCO award. SENCO handover now taking place to ensure effective transition.• 3 teachers inducted in September 2021 including ECT English teacher, 2 Learning coaches• Ongoing pressures on staffing and budget from COVID related issues.• 3 temporary members of staff• Recruitment ongoing for Business manager, Office manager, Outdoor Education teacher and Learning Coach
Budget information (e.g. free reserves, in-year surplus or deficit)	<ul style="list-style-type: none">• Please see “Annual Audited Accounts” – available on CPA website

School Improvement Priorities 2020-2024

Improve Leadership and Management	<ul style="list-style-type: none"> • To demonstrate improved and sustained financial strength through new and existing strategies including the school's ongoing response to Covid-19 • To increase the educational offer to and the wellbeing of the children of Wyre Forest • To ensure that our school community is able to access effective support in a dynamic and challenging political and social context • To increase the knowledge and understanding of school Governors enabling strategic and constructive criticism – effectively holding school leaders to account and driving school improvement • To create and maintain a staffing structure that adequately meets, challenges and reflects the dynamic needs and ambitions of our pupils and staff
Improve Quality of Education	<ul style="list-style-type: none"> • To effectively implement the new CPA careers strategy • To reinvigorate the process of planning, teaching, learning and assessment in line with school policy – evidenced by a robust programme of internal and external QA • To broaden the quality of the offer provided to Key Stage 3 pupils accounting for their individual needs and stages of development • To calendar regular skills days that provide access to wider life experiences and promote personal development and cultural capital • To ensure that all school leavers continue to be monitored to ensure stability and sustainability of post-16/17 destination and that they continue to feel supported by the CPA
Improve Personal Development	<ul style="list-style-type: none"> • To create a happy and inclusive school with a culture of acceptance • To develop and improve the induction process to ensure appropriate funding levels, a commitment to multi-agency support and suitability of placement • To strengthen the Outdoor education offer
Improve Behaviour and Attitudes	<ul style="list-style-type: none"> • To maximise learning potential by improving standards of teaching and learning to reduce low level disruption in classrooms • To reduce unauthorised out of class

Improve Leadership and Management – Finance Forward Visions, Earning Money

- Priority: To demonstrate improved and sustained financial strength through new and existing strategies including the school's ongoing response to Covid-19

2020/24 objectives

- To reduce expenditure on bought in professional services and contracts compared to 2019-20 expenditure
- To increase reserves from revenue – tracking and monitoring dual registration and the off-site offer
- To set and maintain a balanced budget whilst maintaining standards

Context: Since set-up the CPA was committed to an external SLA for finance management with a local MAT. SLT and Governors took the decision to bring this role in-house to improve efficiency and value for pupils and the school community. During initial transition, and at the onset of Covid-19, there was a decrease in the school's cumulative surplus that engendered a new financial strategy to ensure longevity and success for the school. This plan has been approved by the ESFA, Governors and auditors. The plan involves RAG rated pathways that allow scrutiny both internally and externally. The 'green' and 'amber' pathways, if sustained will lead to the growth and improvement of the school.

Actions	What will success look like?		Monitoring and evaluation points
<ul style="list-style-type: none"> • To reduce expenditure on bought in professional services and contracts compared to 2019-20 expenditure • To increase reserves from revenue – tracking and monitoring dual registration and the off-site offer • To set and maintain a balanced budget whilst maintaining standards 	<ul style="list-style-type: none"> • Ongoing cancellation or transfer of SLAs that are not deemed to represent good value for money • Increased numbers of dual registered pupils from September 2021 • Improved relationships with feeder schools • Develop additional funding streams in line with school improvement planning • Maintaining an operating budget in line with the expectations of the 'amber' pathway • Securing additional funding and increasing efficiency in order to move towards the 'green' pathway • Increase cumulative surplus to a 'steady state' (£100k, although equivalent to 2 months' staff wages is the preference of SD) to ensure the longevity and financial security of the school 	<ul style="list-style-type: none"> • SD/S BM/R &A • SD/S BM/R &A • SD/S BM/R &A 	<ul style="list-style-type: none"> • Audit on spend from last year - outlining each service used • Calendar of services from 2019-20, with programme of replacement services • Meetings with Business manager and Head/Deputy • Improved reporting to Chair and Governors – through Resources and Audit Committee • Audit • Using the Amber pathway as a healthy baseline full snapshot with moving forward plans, in order to guarantee restoration of carry forward/reserves • Audit of normal timetable post pandemic • Re timetable: to increase utilization of full staffing time • Cross referencing with amber pathway weekly with Business manager and Head, leading to monthly chair reports - section on reports highlighting staffing costs in light of amber predictions • Cashflow reports • Report available for May 2021, June 2021 and August 2021
Even Better If <ul style="list-style-type: none"> • Increased income from off-site provision at Cooper's Mill • Developing a new relationship with WCC SEND team regarding extending Sixth form places • Exploring opportunities to tender for MET provision on second site(s) • Exploring opportunities to open additional AP/Special Provision 			

Improve Leadership and Management – Vision and Ethos Forward Planning

- Priority: To increase the educational offer to and the wellbeing of the children of Wyre Forest

2020/24 objectives

- To develop an outdoor education centre in the heart of the Wyre Forest
- To improve the quality and inclusivity of our Sixth form offer, extending it to the wider community
- To explore opportunities to support WCC in the strategic development of the MET offer

Context: The CPA is a vibrant and positive place to be that offers our pupils a creative, caring and life-affirming experience. As a committed team of educationalists, we are now more outward looking than ever before and ready to develop and extend our offer. Having established ourselves in 2013 and having been endorsed by Ofsted in 2014 as a 'good' school we have developed the rigour and quality of the provision we have been able to offer to our pupils. Moving forwards, we are committed to extending our knowledge and experience to aid in the provision of additional support, services and educational provision to a wider community within Wyre Forest. This development is intended not only to provide 'point of need' support for children and families but also to further develop the financial strength of the school by creating additional funding streams.

Actions	What will success look like?		Monitoring and evaluation points
<ul style="list-style-type: none"> • To develop an outdoor education centre in the heart of the Wyre Forest 	<ul style="list-style-type: none"> • Acquisition of a suitable building and taking steps to ensure that it is fit for purpose including installation of fire alarm, telephone lines and structural integrity of the site • Initial use of site for CPA outdoor education sessions • Recruitment of a teaching team to be based on-site to provide educational/therapeutic support to CPA pupils and those referred from external partners • Increase in school revenue • Reduction in overall stress (SDQ) of those accessing the provision 	<ul style="list-style-type: none"> • SD/S BM/M C 	<ul style="list-style-type: none"> • Monthly SLT visit to Cooper's Mill to ensure works are completed and that site is fit for purpose • Fortnightly meetings to site development plan • New SBM to take ownership of strategic marketing of site including day-to-day management and bookings • Discussion and update of provision to be discussed as stand-alone item on Governors meeting agenda • Revenue to be discussed at Resources and Audit meetings and initially to be re-invested in site development (2021-24) • Reduction in pupil overall stress monitored in line with school assessment cycle – see War Cabinet
<ul style="list-style-type: none"> • To improve the quality and inclusivity of our Sixth form offer, extending it to the wider community 	<ul style="list-style-type: none"> • Contract agreed to increase number on roll to 10 pupils funded by WCC • Uptake of places by pupils from wider community, additional funding agreed prior to intake 	<ul style="list-style-type: none"> • SD/S BM/A WO 	<ul style="list-style-type: none"> • Fortnightly meeting between SD and AWO – see school calendar • School census • ESFA communications • Half termly FOCUS meetings with WCC
<ul style="list-style-type: none"> • To explore opportunities to support WCC in the strategic development of the MET offer 	<ul style="list-style-type: none"> • Chair of Governors involved in research prior to and process of expression of interest • Expression of interest made prior to July 2021 • Opportunity to tender application Oct/Nov 2021 • Awaiting LA approval 	<ul style="list-style-type: none"> • SD/M V/SB M/JR 	<ul style="list-style-type: none"> • Governor support of application in July and October 2021 • To be discussed on successful tendering process
Even Better If <ul style="list-style-type: none"> • School leadership to have a greater presence Nationally with the New Schools Network and the AP Federation • Investigation and research into availability of need for additional AP providers locally and Nationally 			

Improve Leadership and Management – In a Nutshell The Hardest Part

- Priority: To ensure that our school community is able to access effective support in a dynamic and challenging political and social context

2020/24 objectives

- To respond to the mental health needs of pupils both internally and externally according to need
- To staff the school with appropriately qualified, trained and positive individuals whilst maintaining a safe and purposeful learning environment
- To re-establish partnerships with external agencies and to extend our off-site offer to enrich our curriculum

Context: The vast majority of pupils at the CPA have experienced trauma, failure and rejection prior to admission. Covid-19 has further impacted on mental health issues, poverty and adverse childhood experiences in a profoundly negative way. Access to external agencies has reduced and the services available are of a lower quality. Our safeguarding concerns about our pupils' wellbeing outside of school have increased greatly. In line with the National challenges brought about by the lack of available teachers the school has experienced significant difficulties in recruiting high calibre individuals requiring much greater flexibility and innovation in recruitment. Following National school closures and Covid-19 restrictions the CPA has been unable to access or offer the wide range of learning opportunities that previously have strengthened our curriculum and provided valuable life experiences to our pupils.

Actions	What will success look like?		Monitoring and evaluation points
<ul style="list-style-type: none"> • To respond to the mental health needs of pupils both internally and externally according to need 	<ul style="list-style-type: none"> • To budget for and appoint a counselling/clinical psychologist (full or part time) for the CPA • To appoint, through WCC, a part time counselling/clinical psychologist for the CPA • To work with a local university Psychology department to access academic insight into trauma and gain support from their student cohort • To access CAMHS for higher level needs support offering a work space within the school • To track mental health on a termly basis as an intrinsic part of our progress tracking and respond accordingly • To meet twice daily as a whole staff to discuss mental health/safeguarding concerns • To have school systems in place that put mental health/safeguarding at the centre of all practice • To attend multi-agency meetings to act as a fierce advocate for all of our pupils • To attend and support parents at medical appointments • To lobby LA and National agencies to improve provision 	<ul style="list-style-type: none"> • SD/A WO 	<ul style="list-style-type: none"> • Termly SDQ • Termly War Cabinet • SEN reports • Provision mapping • Half termly FOCUS meetings • Daily SLT meetings • Twice daily whole staff meetings • School record keeping including CPOMS, Sims • Parent days (3 per year) • Child protection meetings, multi-agency meetings
<ul style="list-style-type: none"> • To staff the school with appropriately qualified, trained and positive individuals whilst maintaining a safe and purposeful learning environment 	<ul style="list-style-type: none"> • A complete staffing structure that allows SLT to strategically timetable the school providing access to a curriculum that meets the needs of all pupils • Staffing supports a curriculum that leads to improved behaviour, increased engagement and improved mental health 	<ul style="list-style-type: none"> • SD/M V 	<ul style="list-style-type: none"> • Staffing report at calendared Governor's meetings • Progress on pupil behaviour tracked according to school assessment cycle • War cabinet • Performance management for teachers in October and March • Performance management for support staff in September and April
<ul style="list-style-type: none"> • To re-establish partnerships with external agencies and to extend our off-site offer to enrich our curriculum 	<ul style="list-style-type: none"> • Increased access to external provision at point of need for pupils 	<ul style="list-style-type: none"> • SD/M V/ECJ 	<ul style="list-style-type: none"> • Half termly visits to AP providers to maintain up to date paperwork

	<ul style="list-style-type: none"> • Re-launch of skills days • Access of pupils to residential visits both domestic and overseas • Return to trips and visits to offer valuable life experiences to all pupils • Development and improvement of SMSC curriculum including the appointment of an SMSC coordinator 		<ul style="list-style-type: none"> • Calendared skills days throughout year • EVC involvement in trip/visit planning and evaluation • Trip training for all staff within 3-year cycle • SLT drop ins at 'Tutor time' as part of ongoing QA and performance management for tutors • SMSC coordinator effectiveness assessed through performance management
<p>Even Better If</p> <ul style="list-style-type: none"> • CAMHS took up offer of residency on-site at the CPA • Counselling/clinical psychologist support was more readily available • School mental health nurses were deployed • Funding increased for mental health support • Partnerships were developed with local universities to create effective SCITT – specifically for AP • A National Leaders in AP (NLAP) scheme was developed by the DfE to provide funding to schools to support in the recruitment and retention of qualified, experienced and passionate teachers within AP • Recruitment of CPA social worker was facilitated by WCC to be based on site at the CPA 			

Improve Leadership and Management – Governance and Oversight Governor Training

- Priority: To increase the knowledge and understanding of school Governors enabling strategic and constructive criticism – effectively holding school leaders to account and driving school improvement

2020/24 objectives

- To develop a training calendar for Governors comprising of statutory requirements and internal systems
- To improve the quality of relationships between staff and linked Governors
- To increase Governor involvement in the day-to-day running of school life

Context: The CPA was a construct of the ContinU Trust. Originally, as the Academy was established by an amalgamation of 8 local secondary schools in order to provide AP to pupils exhibiting challenging behaviour there was always strong representation of educational professionals on the Governing body. The cessation of the ContinU Trust in 2019 and the onset of Covid-19 has resulted in a difficulty in recruitment and retention of Governors. The school's more established Governors have an in depth knowledge of our systems and targets and have a proven track record of holding school leaders to account. Due to the safeguarding of the school site, visits and training opportunities for Governors have been limited. School is in the process of using external agencies to find Governors with expertise in areas other than education.

Actions	What will success look like?		Monitoring and evaluation points
<ul style="list-style-type: none"> • To develop a training calendar for Governors comprising of statutory requirements and internal systems 	<ul style="list-style-type: none"> • Completion of Governor skills audit by Chair of Governors during September/October each year • A programme of Governor training is calendared upon receipt of the audit • That feedback and QA is reported back to Governing Body at next available meeting – minuted 	<ul style="list-style-type: none"> • SD/J R/PE 	<ul style="list-style-type: none"> • Chair of Governors works with SLT to create a training calendar based on Governor skills audit • Governors meetings and associated minutes
<ul style="list-style-type: none"> • To improve the quality of relationships between staff and linked Governors 	<ul style="list-style-type: none"> • Use of Parent Days to orchestrate meetings between staff and linked Governors where training is offered/received • Governors demonstrate confidence is discussing school strategy linked to their responsibility 	<ul style="list-style-type: none"> • SD/J R/Govs 	<ul style="list-style-type: none"> • Completion of Governor feedback forms following meetings with linked staff
<ul style="list-style-type: none"> • To increase Governor involvement in the day-to-day running of school life 	<ul style="list-style-type: none"> • 'Meet the Governors Days' to occur on Parent Days to facilitate and encourage relationships between staff, pupils, parents and school Governors • Increased Governor influence on calendared skills days • Governors are familiar with Governor Visits Policy and complete regular visits to school 	<ul style="list-style-type: none"> • SD/J R/Govs 	<ul style="list-style-type: none"> • Parent and skills days are calendared • Governor based task included in each skills day • Completion of Governor feedback forms following visits to school
Even Better If <ul style="list-style-type: none"> • AP Federation ran AP specific Governance training programmes – significant Governor background and expertise remains in mainstream education • Bluesky thinking days for school development were available to full Governing Body 			

Improve Leadership and Management – Staff Development and Wellbeing Fluidity and Viability of Staffing Structure

- Priority: To create and maintain a staffing structure that adequately meets, challenges and reflects the dynamic needs and ambitions of our pupils and staff

2020/24 objectives

- To design and staff a resilient and ambitious school structure
- To ensure that staff are immersed in the school culture, buy into it and are aware of their roles and responsibilities
- To notice and celebrate good practice and ensure that staff are aware of the opportunities to develop their careers – whilst being held to account

Context: It takes a special kind of person. In the beginning, we knew what we didn't want. From a background in behavioural special schools and mainstream schools it was obvious that certain types of education had damaged our type of pupil. Physical restraint, shouting, power-play and punishment was not what we wanted for our children. If the CPA was going to be successful in a sustainable and meaningful manner it had to intrinsically change children's lives. Our pupils are hyper-vigilant; our pupils don't trust people; our pupils are used to manipulation and misuse of power. In order to effect sustainable, positive change we now know the skills and qualities that our staff must have. Finding the right people and developing the appropriate systems/training has been amongst the most challenging, and fulfilling, elements of running our school.

Actions	What will success look like?	Monitoring and evaluation points
<ul style="list-style-type: none"> • To design and staff a resilient and ambitious school structure • To ensure that staff are immersed in the school culture, buy into it and are aware of their roles and responsibilities • To notice and celebrate good practice and ensure that staff are aware of the opportunities to develop their careers – whilst being held to account 	<ul style="list-style-type: none"> • A fully staffed, staffing structure (including Cooper's Mill) with the capacity and skill-set to effectively cover moderate staff absence • The existence of in-class intervention to support the closing of learning gaps within core subjects • Staff have completed a full induction programme and re-visit key school policies and training packages at least annually as part of ongoing, internal CPD • Staff attend and contribute to 2 daily briefings • All school staff are involved in myriad aspects of school life including Christmas Fayres, skills days, trips etc • Staff are fully conversant with regard to the school ethos and culture and are familiar with how they utilise the staffing structure to access support and guidance • Staff develop their careers by accessing school supported courses and training such as degree acquisition, initial teacher training (QTS) ECT training, SENCO training, NPQ as middle leaders, senior leaders, Headteachers and Executive Leaders • The school CPD calendar demonstrates a commitment of school leaders to health and safety, mental health, anxiety, fire safety, stress and anxiety, mini bus driver trip leader, EVC, DSL, reading, catch-up literacy and sport/outdoor qualifications amongst others • Staff disseminate their own training to support the learning and awareness of the wider staff body via training at staff meetings and on TEDs • CPA has appointed a Head of Teaching and Learning • Underperforming staff are formal and informal support in 	<ul style="list-style-type: none"> • Start of each Academic year • Start of each term according to nature and number of new referrals from WCC and local schools • Half termly assessment cycles identifying gaps in learning, knowledge and understanding • Induction programme completed during first week of employment at CPA • Performance management cycles in October-March for teachers and September-April for support staff • Minuted staff meetings within departments/teams/lines as required and as part of weekly staff meeting programme • Performance management cycles in October-March for teachers and September-April for support staff • In accordance with staff turnover and ongoing strategic succession planning at Governor/SLT level • As required by external bodies such as Universities and other external training providers/Governing Bodies/organisations • Staff feedback in response to training received

	line with WCC procedures		
Even Better If <ul style="list-style-type: none"> The CPA could play a role in the creation and use of a National AP teacher training programme The profile of AP was higher and a greater knowledge and understanding existed Nationally of what outstanding AP is and does 			

Improve Leadership and Management – Staff Development and Wellbeing Staff Morale and Attendance

- Priority: To ensure that staff know, understand and buy into the vision and ethos of the school

2020/24 objectives

- To implement measures that protect staff from exposure to positive cases of Covid-19
- To ensure that staff feel supported, that they are involved in decisions that support the smooth running of the school and that lines of accountability and clear, known and are appropriately operational

Context: The morale of staff in behavioural schools is directly linked to their perception of their own ability to bring about positive change for children and families. We all need to make a difference. We thrive upon it. The school motto is, "We will work it out". School systems and structures ensure free-flowing and secure communication at the start and end of each day to maximise, at an individual and collegiate level, our ability to achieve this goal. Target setting for staff and pupils follows the same CPA FOCUS model to ensure shared vision and values.

Actions	What will success look like?	Monitoring and evaluation points
<ul style="list-style-type: none"> • To implement measures that protect staff from exposure to positive cases of Covid-19 • To ensure that staff feel supported, that they are involved in decisions that support the smooth running of the school and that lines of accountability and clear, known and are appropriately operational 	<ul style="list-style-type: none"> • Up to date risk assessments are completed, shared and discussed with staff • Measures are introduced according to National guidance in order to protect staff, pupils and families • Staff implement the measures as directed by school leadership • Staff attendance is high with staff offering to work from home where applicable • Good quality resources supplied to pupils both physical and virtual where appropriate • Staff provide positive feedback about the school and its leadership team • Staff can name their line manager and have a member of staff that they can talk to when needed • Staff believe in their ability to effect change within the school • Staff feel that they can contribute, and are listened, too in daily briefings when they are given the opportunity to discuss the pupils and the school • Staff who are subject to formal or informal support proceedings either improve or leave • Staff are aware of available routes of career progression both internally and externally • The CPA has examined the benefits of adopting a 'supervisions' model and SLT has undertaken training to give another layer of care to staff that runs concurrently alongside the performance management cycle 	<ul style="list-style-type: none"> • Risk assessments completed according to changes in National guidance – November 2020, January 2021 and September 2021 • Measures reintroduced and staff, pupils, families informed through training (onsite) and via letter – most recently in September 2021 • Attendance monitored according to performance management cycle • Resources monitored at point of need to send home or access online learning for pupils • Provided as per the school calendar or at point of significant need • Staff contributions to school briefings monitored twice per school day in addition to 'open door policy' for staff to approach line manager or designated SLT member • Career progression discussed formally within performance management cycle and at point of need between staff, line manager and staff with specific responsibilities
<p>Even Better If</p> <ul style="list-style-type: none"> • Government directives were issued in a clear and timely manner allowing opportunity for suitable response for our school community in context • Mental health support was more readily available to members of staff in similar educational establishments • There was a National training programme for professionals within AP that would ease recruitment pressures 		

Improve Quality of Education – Careers Careers Strategy

- Priority: To effectively implement the new CPA careers strategy

2020/24 objectives

- To analyse and negate the impact of Covid-19 on Gatsby benchmarks 5-7
- To appoint a member of staff with clear responsibility for raising standards in whole school careers provision
- To develop links with local community, employers, businesses and training providers to increase the quality and sustainability of destinations post 16, 17 and 18

Context: Key components of a school careers strategy are challenging to effectively implement in an AP setting. The setting, coupled with the impact of Covid-19 has made it impossible to provide work experiences and encounters. Our strengths lie, where possible, in visiting workplaces and also in employing a specialist careers advisor who has worked with all of our Key stage 4 and 5 pupils over the past 7 years. Recently, a close relationship has been formed with Hannah Strong – our regional Compass advisor leading to a positive recent audit and evaluation of our careers provision.

Actions	What will success look like?	Monitoring and evaluation points
<ul style="list-style-type: none"> • To analyse and negate the impact of Covid-19 on Gatsby benchmarks 5-7 • To appoint a member of staff with clear responsibility for raising standards in whole school careers provision • To develop links with local community, employers, businesses and training providers to increase the quality and sustainability of destinations post 16, 17 and 18 	<ul style="list-style-type: none"> • A programme of visits is in existence where pupils access work experience, significant workplace encounters (tours, talks and activities) in addition to speakers, employer visits and visits to events such as the National Skills Show • A member of staff is appointed to fulfil this role bringing energy and innovation to this area of school • Completion and implementation of a careers policy, strategy and improvement plan • Staff with responsibility for careers continue to have contact with school leavers, offering a point of contact and support to sustain placements or find suitable alternatives where destination is at risk of breakdown 	<ul style="list-style-type: none"> • Compass report meetings • Destinations reports • Careers advisor reports • Careers meeting notes
Even Better If <ul style="list-style-type: none"> • A member of the wider business community was to take up a place on our Governing body • A Government led initiative to support businesses in offering work-based experience for AP students 		

Improve Quality of Education – Teaching, Learning and Assessment Quality Assurance

- Priority: To reinvigorate the process of planning, teaching, learning and assessment in line with school policy – evidenced by a robust programme of internal and external QA

2020/24 objectives

- To formalise calendar opportunities, in year, for Governors to complete internal scrutiny on teaching and learning
- To appoint a designated Senior Leader to have whole school responsibility for teaching and learning
- To ensure that school policies and expectations for planning, teaching, learning and assessment are followed in accordance with the school assessment calendar

Context: During the first 7 years of our existence the school developed a rigorous and effective programme for teaching, learning and assessment revolving around our school assessment calendar. A critical element of this programme included regular and focused external QA from local and National leaders in education as well as educational consultants. Over the last 2 years the focus of the school has necessarily shifted. We are now able to confidently return to our previous working practices with a new clarity of purpose and ambition.

Actions	What will success look like?		Monitoring and evaluation points
<ul style="list-style-type: none"> • To formalise calendar opportunities, in year, for Governors to complete internal scrutiny on teaching and learning • To appoint a designated school leader to have whole school responsibility for teaching and learning • To ensure that school policies and expectations for planning, teaching, learning and assessment are followed in accordance with the school assessment calendar 	<ul style="list-style-type: none"> • Governors regularly attend during the school day and complete focused QA on pre-determined areas of school • QA of teaching and learning is a standing item on Governing body agendas • That an external body has been commissioned to conduct scrutiny on Governance including teaching and learning (Summer 2022) • Appointment made with clear job description and mandate to fulfil the required roles including holding teachers to account for following the school policy on planning, teaching, learning and assessment • That the school performance management cycle provides evidence of strong performance from staff and highlights staff in need of informal or formal support • That designated leader of teaching and learning has support of SLT and that they are included in ELT fortnightly meetings giving a report on strengths and areas for development • Development of a teaching and learning calendar to include opportunities for and records of staff CPD • Long term, medium and lesson plans are available on request • Assessments are completed in a timely fashion and provide feedback to pupils that highlights strengths, areas of improvement and promotes a learning conversation between teachers and pupils • That the full school performance management cycle is reinstated from September 2021 • To arrange for the first annual external QA in conjunction with other APs has taken place in January 2022 	<ul style="list-style-type: none"> • SD/M V/JR/AD • SD/J R/AD • MV/T R • TR/L H • MV/T R • SD/M V • SD/M V 	<ul style="list-style-type: none"> • Full Governing body minutes – dates as calendared • Written statements of reports in Summer 2022 • School staffing structure for 2021-22 • Performance management cycle completed in line with school assessment calendar • Minutes of bi-weekly ELT meetings • Completion of Think Pink (formative assessment) weeks and evidence of feedback seen in following 'Book Looks' • Evidence of informal and formal support, in addition to ongoing ECT training for underperforming or new-to-role staff • Written report following peer (AP) QA from January 2022
Even Better If <ul style="list-style-type: none"> • To collaborate with the AP Federation to create a professional network for teaching and learning 			

- To collaborate with local universities to develop a reciprocal learning arrangement for trainee teachers in an AP context

Improve Quality of Education – Curriculum Key Stage 3

- Priority: To broaden the quality of the offer provided to Key Stage 3 pupils accounting for their individual needs and stages of development

2020/24 objectives

- To move away from a more traditional, core-based curriculum and offer one that is more skills based, therapeutic and kinaesthetic
- To ensure that regular, in and out of class, interventions provide 'point of need' support to pupils both academically and therapeutically
- To calendar regular skills days that provide access to wider life experiences and promote personal development and cultural capital

Context: Since 2013 our data has shown that a pupil's behavior and wellbeing will gradually improve over the length of their placement. We believe that the optimum length of placement is at least 2 years. Our Key Stage 3 pupils have, on average, have had the least time at our school and therefore exhibit the most challenging behavior. Our Key Stage 3 cohort join our school with a wide umbrella of issues that affect their behavior and learning. Due to shared experiences of inclusion/exclusion, isolation, rejection, and failure in addition to child poverty and diagnoses of ADHD, ODD, dyslexia, dyspraxia, ASD and significant mental health issues including self harm our curriculum is required to be innovative, inclusive, nurturing, grounding and ultimately challenging.

Actions	What will success look like?	Monitoring and evaluation points
<ul style="list-style-type: none"> • To move away from a more traditional, core-based curriculum and offer one that is more skills based, therapeutic and kinaesthetic • To ensure that regular, in and out of class, interventions provide 'point of need' support to pupils both academically and therapeutically • To calendar regular skills days that provide access to wider life experiences and promote personal development and cultural capital 	<ul style="list-style-type: none"> • Pupils are accessing outdoor education, alternative provision, practical subjects including textiles, DT, music • School data shows improvements in RAISE points, attendance, SDQ scores, attitudes to learning, behavior and ultimately – academic progress (FOCUS) • Regular and positive responses from parents and pupils is received • A strong interventions calendar is in place both on paper and in practice and is appropriately organised, implemented and tracked SENCO and is subject to external QA • Interventions should demonstrate progress/impact in a clearly quantifiable way – in comparison to a pupil's starting point or current level • Staff are aware of what pupils require SDQ and RAISE based interventions and regularly complete cards that support in the tracking of interventions • Skills days are prevalent on school calendar • Pupils are fully conversant on why we have skills days, what they have learnt and what impact they have on the school • Evidence exists that pupils are being introduced to new skills, knowledge and experiences before developing and embedding them further over the length of their placement 	<ul style="list-style-type: none"> • Termly monitoring and assessment of staffing capacity and pupil numbers approaching new referral windows in September, January and May • Half termly assessment points as part of school assessment cycle • Half termly FOCUS meetings • Termly War Cabinet SLT/ELT meetings • Calendar in place in line with staffing and timetable requirements • Intervention log compiled by SENCO, reported on at SLT/ELT, War Cabinet, FOCUS meetings • Staff briefed on pupil need at regular – weekly, half termly and as briefing/meeting items at point of need/change in pupil circumstances • Pre-identified in September for school year – confirmed according to suitability of identified date and adjusted as necessary • Pupils provide written and verbal feedback on and after every skills day • Form tutors keep evidence folders for SMSC, PSE and Skills Days up to date and have them available for reflection on request
Even Better If <ul style="list-style-type: none"> • External groups providing drama, music, art, dance were able to engage our children in a range of activities beyond our skill set • Extra-curricular activities, after school and out of hours clubs ran for pupils, and our community, to provide additional social and educational experiences – an additional funding stream 		

Improve Quality of Education – Curriculum Skills Curriculum

- Priority: To calendar regular skills days that provide access to wider life experiences and promote personal development and cultural capital

2020/24 objectives

- To ensure that all pupils engage with new skills, knowledge and experiences that complement their existing learning opportunities
- To ensure that pupils have the opportunity to develop and embed new skills so that they have a positive impact on life after our school
- To strengthen the relationships that are pivotal to the success of our school

Context: The CPA had always (up until 2019) had enrichment as part of our curriculum. The clear benefits of this programme were apparent in the improved SDQ scores of pupils and the strengthening of relationships within the school community. As part of school improvement planning, the entire staff teaching team took part in a blue-sky thinking day to begin to develop what is now our skills curriculum. The evolution of this curriculum is ongoing and adapts to the dynamic nature and needs of 'the CPA family'.

Actions	What will success look like?	Monitoring and evaluation points
<ul style="list-style-type: none"> • To ensure that all pupils engage with new skills, knowledge and experiences that complement their existing learning opportunities 	<ul style="list-style-type: none"> • Skills day are evident on school calendar(s) from the start of the academic year • Form tutors are in possession of binder for each pupil that contains their SMSS, PSE and skills day evidence • Skills days are pre-planned and a clear rationale exists as to why certain skills are chosen and what impact skill development is expected to have • On skills events that cross two or more days' attendance is high and remains high demonstrating pupil's commitment, interest and value • Pupils are fully conversant in why school has skills days and provide positive feedback on the learning they have completed and the experiences they have had 	<ul style="list-style-type: none"> • SD/M V • ECJ • JLO • Skills days evaluated by staff, pupils and all other involved parties on or immediately after each skills days • Staff planning sessions included as part of weekly programme on approach to skills days to ensure that planning is focused and appropriate to pupil learning needs and that evidence is comprehensively collated and filed afterwards • Daily attendance monitoring
<ul style="list-style-type: none"> • To ensure that pupils have the opportunity to develop and embed new skills so that they have a positive impact on life after our school 	<ul style="list-style-type: none"> • Skills days have a reputation of being positive and exciting but opportunities to develop and embed new skills in different ways over numerous skills days and events are evidenced in pupil files • Pupils returning to visit the school, or who are contacted post leaving as part of ongoing support, provide written and verbal testimonials and feedback promoting skills days to existing pupils and reflecting on how such days have helped them after they have left 	<ul style="list-style-type: none"> • SD/M V • SD/M V/BM/ JLO • Termly contact with school leavers, at on-site events and via remote contact • Opportunities for school leavers to return to school and visit or for linked staff to 'check in' with them
<ul style="list-style-type: none"> • To strengthen the relationships that are pivotal to the success of our school 	<ul style="list-style-type: none"> • Relationships between staff and pupils become more positive as a result of exposure to shared experiences • Parents, Governors, visitors and the wider community are invited to contribute to skills days forming more positive bonds, mutual understanding of purpose and respect 	<ul style="list-style-type: none"> • SD/M V • SD/J R/MV • Parent feedback at calendared 'Parent Days' • Pupil/parent SDQs show improved happiness and reduction in stress – especially evidence of pupil behaviour improving at home • Lesson observations, 'drop ins' as part of performance management and staff support demonstrate improved positivity of relationships • Pupil progress across school KPIs improves indicating 'value added' by skills days

Even Better If

- The CPA skills curriculum were developed to a marketable and profitable level to act as a funding stream
- The CPA successfully piloted an off-site, residential skills event

Improve Quality of Education – Destinations School Leaver Policy

- Priority: To ensure that all school leavers continue to be monitored to ensure stability and sustainability of post-16/17 destination and that they continue to feel supported by the CPA

2020/24 objectives

- To ensure that the school careers advisor, under the direction of SD/MV, ensures that school leavers are accessing post-16/17 courses that are of appropriate level and challenge
- To ensure that the school careers advisor regularly 'checks in' with school leavers – up to 3 years after leaving – to ensure and document destination sustainability, success and further transition

Context: Since 2013, the CPA has had an excellent record of pupil transition to post-16/17 destinations. The CPA rarely has pupils that qualify as NEET and the inception of the CPA sixth form has aided in ensuring that our most vulnerable school leavers have the support they need to find appropriate destinations when the time is right for them. The CPA and school careers advisor maintain contact with pupils for 1 term post leaving and make it known that they are always here to help – every pupil is issued with a 'hot meal for life' pass when they leave and the school happily receives regular visits from school leavers.

Actions	What will success look like?	Monitoring and evaluation points
<ul style="list-style-type: none"> • To ensure that the school careers advisor, under the direction of SD/MV, ensures that school leavers are accessing post-16/17 courses that are of appropriate level and challenge • To ensure that the school careers advisor regularly 'checks in' with school leavers – up to 3 years after leaving – to ensure and document destination sustainability, success and further transition 	<ul style="list-style-type: none"> • Careers advisor meets with SD/MV/PT/AWO after first annual data drop to discuss pupil progress, expected grades and potential level of destinations/next steps • Careers advisor regularly briefs SD/MV/PT/AWO on progress made with pupils and providers relating to offers received by pupils and status of applications • Careers advisor, under the instruction of the leadership group, adjusts according to latest data the level and type of course being sought by pupils • All pupils have, at least, one offer of a post 16/17 destination • All pupils completing qualifications sub level 1 have at least a level 1 course to move on to, all pupils completing level 1 courses access offers for level 2 courses and pupils with completing level 2 courses in school are offered the opportunities to access level 3 courses or high level apprenticeships or training • Due to intended higher levels of challenge the CPA maintains positive and supportive relationships with pupils for at least 1 term after they leave and remain a 'support contact and hub' for up to 3 years after that • Careers advisor keeps notes of meetings and contact and passes concerns and success stories to school leadership at regular meetings so that success can be celebrated and support offered and provided • Increased knowledge and awareness of school staff through regular updates and contact of pupil career progression • School leavers invited to termly events to share information and success • Linked and influential school staff regularly 'reach out' to school leavers – especially those leaving at the end of the 	<ul style="list-style-type: none"> • SD/M V/PT/AWP/BMD • SD/M V/BM • BM • SD/M V • Bi-weekly meetings with careers advisor with information shared on pupils, progress, personal circumstances and destinations discussed • Destination quality meetings held after all data drops • Expected destinations, location and level printed on all Year 11 and 12 reports to ensure parents have access to planning and next-step considerations • CPA check in with pupils twice between September and October and at least once between October and December • Liaise with Hannah Strong (WCC County advisor for careers) • Notes and records kept of all correspondence and discussed with school leadership at bi-weekly meetings • Weekly (PM) staff briefing for feedback and communications regarding careers • Linked feedback progress of school leavers to whole staff group at staff meetings and daily briefings • Events calendared and feedback generated • Records, photos, testimonials, feedback, comments kept by visiting staff and used to maintain clear understanding of pupil progress post leaving

	<p>previous academic year to ensure that pupils do not feel isolated on leaving</p> <ul style="list-style-type: none"> Pupils have access to, and use as appropriate, 'school help button', office email, school office number and linked staff school mobile numbers so that they can get help if needed 		<ul style="list-style-type: none"> Weekly checks of 'school help' email account and records kept of school responses to pupil contact and requests for help or support
<p>Even Better If</p> <ul style="list-style-type: none"> The CPA organised and ran Alumni events throughout the year allowing information exchange and peer guidance Every school leaver was offered a working lunch with an influential member of staff during the first term after they leave 			

Improve Personal Development (AWO) – Cultural Assimilation Community Inclusion

- Priority: To create a happy and inclusive school with a culture of acceptance

2020/24 objectives

- To train staff in line with current statutory guidance to identify, respond to and reduce incidents of peer on peer abuse
- To target homophobic, racist, sexist language and incidents and to improve the quality of post incident intervention
- To address toxic masculinity and abuse and promote positive gender equality

Context: The Wyre Forest is a predominantly white area with a significant level of deprivation. Our main ethnic minority group is Gypsy Romany Traveller (GRT). Embedded racism, homophobia and sexist attitudes pose challenges for our school. The CPA operates a 'no-blame' culture as long as pupils demonstrate the ability to evolve. All incidents are dealt with according to the school's policies and procedures effecting real and sustainable change in the attitudes, beliefs and behaviours of our pupils.

Actions	What will success look like?	Monitoring and evaluation points
<ul style="list-style-type: none"> • To train staff in line with current statutory guidance to identify, respond and reduce incidents of peer on peer abuse 	<ul style="list-style-type: none"> • Staff undertake updated training related to Keeping Children Safe in Education with new, updated information focused on specifically in September 2021 • Additional interventions applied by SLT to support children and families as appropriate • Staff continue to have training in order to remain current on what to look for and how to respond 	<ul style="list-style-type: none"> • SD/A WO • Staff training records • Daily briefings • Ongoing staff CPD
<ul style="list-style-type: none"> • To target homophobic, racist, sexist language and incidents and to improve the quality of post incident intervention 	<ul style="list-style-type: none"> • School response to abuse on wall in every classroom • Incidents are responded to immediately at the expense of all other learning and are logged and reported to SLT at daily briefing • Incidents of homophobic, racist, sexist language reduce according to school data • Interventions are available for each element of focus and are completed by pupils to begin to form more inclusive attitudes • Parents are involved in responses to incident and support becomes a partnership to facilitate changes in attitudes outside of school also • Sessions included as part of ongoing SMSC and PSE tutor time programme 	<ul style="list-style-type: none"> • SD/A WO • LP • AWO/LP • ECJ • Weekly site walks • Lesson observations and 'drop ins' • RAISE points displayed on board and language a focus • Weekly RAISE point collection • Weekly SLT meetings • SD meetings with AWO/LP • Record of meetings with, calls to parents • Tutor time observed and monitored in same way as lessons – records kept in pupil files
<ul style="list-style-type: none"> • To address toxic masculinity and abuse and promote positive gender equality 	<ul style="list-style-type: none"> • Incidents of such inappropriate language and treatment of girls/women by boys/men managed in classrooms/school in the same way as homophobic, racist, sexist language • Increase in points achieved by pupils for use of appropriate language • Reduced incidents of misogyny and sexism reported by staff • Explicit timetabling of Toxic Masculinity lessons • Improvement of the quality of communication between genders 	<ul style="list-style-type: none"> • LP • LP/E CJ • Daily briefings • Weekly, daily, data drop points for behavioural incidents • Pupil and staff feedback • Tracking of SDQ – Kind and Helpful Behaviour and mental wellbeing across the academy • Use of skills day • Quality, impact and sustainability of attitudes following incidents between members of the school community

Even better if

- To develop the school as a community hub offering adult education, parenting classes and opportunities for the community to come together
- To move away from gender typical destinations accessed by our leavers – with more aspirational attitudes adopted by our pupils

Improve Personal Development (AWO) – Unpicking the Past Admissions

- Priority: To develop and improve the induction process to ensure appropriate funding levels, a commitment to multi-agency support and suitability of placement

2020/24 objectives

- To reinstate termly referral windows and ensure that new Year 11 referrals are only accepted in the Autumn term
- To continue to 'gate-keep' through the effective of the school's Admissions Policy
- To achieve greater clarity on purpose and expectation of placement with pre-established success criteria prior to admission

Context: The CPA's funding model includes a contract with WCC for 40 PEX pupils annually. In addition to this the school works with local high schools to admit up to 59 dual registered pupils per year across Key stage 3 and 4. There is central place funding directly from the ESFA. We also operate a small 6th form. Over the last 8 years the cohort has slowly shifted from 'typical behavioural pupils' to ones with more complex needs. During this time, WCC has experienced profound changes and has been rated as inadequate by Ofsted. A shrinking staff group and three changes in leadership at WCC has resulted in poor quality information sharing and a lack of multi-agency support. Our admissions procedure has evolved over time in an attempt to ensure best placement, the adequate safeguarding of new referrals and that of the existing school cohort. Termly referral windows have had to be relaxed over the last 18 months due to financial constraints caused by a drop in referrals.

Actions	What will success look like?		Monitoring and evaluation points
<ul style="list-style-type: none"> • To reinstate termly referral windows and ensure that new Year 11 referrals are only accepted in the Autumn term 	<ul style="list-style-type: none"> • Pupils integrate in first 3 weeks only of Autumn, Spring and Summer terms • Behaviour, attendance, attitudes, RAISE and pupil progress improves as a result of 'norming' after this initial period • Referral windows evidenced on school calendar and website • Cooper's Mill used, when available and appropriate, to support future referrals by potential to be offered an interim placement • Year 11 pupils are successfully integrated in the Autumn term – all Year 11 are then able to focus on completion of qualifications with limited disruption from this point on 	<ul style="list-style-type: none"> • SD/M V/AW O • TR • SD • SD/M V/PT 	<ul style="list-style-type: none"> • Headteachers and school links asked to submit placement requests in July each year for following September • New referrals for September complete induction prior to start of third week of term • Discussion of future termly referral discussed at FOCUS meetings at each half term • Pupil progress indicators assessed as part of ongoing assessment cycle
<ul style="list-style-type: none"> • To continue to safeguard the school community through the effective use of the school's Admissions Policy 	<ul style="list-style-type: none"> • Induction FOCUS sheet is completed in entirety prior to admission • Admissions policy regularly checked and updated • Regular meetings between admin, SENCO and SLT regarding status of admissions • Pupil progress and placement suitability to be discussed FAAP panel 	<ul style="list-style-type: none"> • AWO/LW • SD/M V/AW O/LW 	<ul style="list-style-type: none"> • Completed within 5 days of initial meeting at CPA between CPA staff, pupil, parents/carers and referring body • Pupils complete WRAT testing on Wednesday afternoon prior to admission • Admin staff to confirm to SD/MV/AWO that process is complete and that SLT can contact parents/carers and make 'first day' arrangements
<ul style="list-style-type: none"> • To achieve greater clarity on purpose and expectation of placement with pre-established success criteria prior to admission 	<ul style="list-style-type: none"> • Meetings with previous schools, parents and staff reveal necessary background information to better inform suitability of placement • Trials agreed prior to admission to ensure that pupils that are admitted have the potential to make a success of the placement and that it is suitable for them and the existing school community 	<ul style="list-style-type: none"> • SLT 	<ul style="list-style-type: none"> • As part of induction process • At end of agreed trial periods • In line with school assessment policy and half termly FOCUS meetings with referring bodies • Monthly reports on processes and issues arising within the system – discussed with WCF at AP Headteachers meeting

Even better if:

- The CPA developed an in-school support programme for local high schools experiencing challenging behaviour to prevent exclusions

Improve Personal Development (AWO) – Transferable Knowledge and Skills Outdoor Education

- Priority: To strengthen the Outdoor education offer

2020/24 objectives

- To recruit, at least, one additional Outdoor education instructor
- To staff and develop Cooper's Mill as a financially viable Outdoor education centre

Context: During the pandemic a significant number of Outdoor education instructors followed divergent career paths leading to a shortage of available professionals. For the first time in our history, the CPA is struggling to recruit anyone from the Outdoor education field. The school acquired Cooper's Mill in 2020 and have been gradually renovating it with the intention of using it as an Outdoor education base for CPA pupils and the wider community. This progress has been stymied.

Actions	What will success look like?		Monitoring and evaluation points
<ul style="list-style-type: none"> • To recruit, at least, one additional Outdoor education instructor 	<ul style="list-style-type: none"> • A complete staffing structure that allows SLT to strategically timetable the school providing access to a curriculum that meets the needs of all pupils • Staffing supports a curriculum that leads to improved behaviour, increased engagement and improved mental health 	<ul style="list-style-type: none"> • SD/M V/LH/ MC 	<ul style="list-style-type: none"> • Monthly SLT visit to Cooper's Mill to ensure works are completed and that site is fit for purpose • Fortnightly meetings to site development plan • New SBM to take ownership of strategic marketing of site including day-to-day management and bookings • Discussion and update of provision to be discussed as stand-alone item on Governors meeting agenda • Revenue to be discussed at Resources and Audit meetings and initially to be re-invested in site development (2021-24) • Reduction in pupil overall stress monitored in line with school assessment cycle – see War Cabinet
<ul style="list-style-type: none"> • To staff and develop Cooper's Mill as a financially viable Outdoor education centre 	<ul style="list-style-type: none"> • Acquisition of a suitable building and taking steps to ensure that it is fit for purpose including installation of fire alarm, telephone lines and structural integrity of the site • Initial use of site for CPA outdoor education sessions • Recruitment of a teaching team to be based on-site to provide educational/therapeutic support to CPA pupils and those referred from external partners • Increase in school revenue • Reduction in overall stress (SDQ) of those accessing the provision 	<ul style="list-style-type: none"> • SD/M C • SD • AWO 	<ul style="list-style-type: none"> • Staffing report at calendared Governor's meetings • Progress on pupil behaviour tracked according to school assessment cycle • War cabinet • Performance management for teachers in October and March • Performance management for support staff in September and April
Even better if: <ul style="list-style-type: none"> • Cooper's Mill was fully operational and fully booked as an outward bounds recreational and educational centre at weekends and during school holidays • Cooper's Mill formed an integral part of our work experience, social enterprise and careers offer 			

Improve Behaviour and Attitudes (LP) – Low Level Disruption and Disengagement

- Priority: To maximise learning potential by improving standards of teaching and learning to reduce low level disruption in classrooms

2020/24 objectives

- To re-invigorate teaching and learning through high quality performance management and quality assurance
- To strengthen the impact of RAISE through staff commitment and consistency of practice
- To continue to develop the school's intervention response programme to better meet the needs of pupils

Context: As the school has developed the number of significant behaviours and exclusions has drastically reduced. The new school behaviour target is to reduce low level disruption and disengagement in classrooms as this is not the biggest challenge to effective teaching, learning and pupil progress.

Actions	What will success look like?		Monitoring and evaluation points
<ul style="list-style-type: none"> • To re-invigorate teaching and learning through high quality performance management and quality assurance 	<ul style="list-style-type: none"> • Recruitment of a lead teacher of teaching and learning to provide support and additional examples of best practice • Recruitment of high quality teachers to develop and expand the curriculum whilst providing high quality learning opportunities in engaging and positive classroom environments • Staff developing practice to develop new strategies for engagement • Internal and external QA demonstrates improved teaching and learning leading to a positive impact on attitudes to learning, engagement and low-level behaviour 	<ul style="list-style-type: none"> • SD/J R • SD 	<ul style="list-style-type: none"> • Full staffing structure at start of academic year • Known, termly 'tipping points' in terms of pupil/staff numbers are planned for and staffing structure remains complete • Ongoing CPD, internal training and briefings • QA as highlighted on school calendar
<ul style="list-style-type: none"> • To strengthen the impact of RAISE through staff commitment and consistency of practice 	<ul style="list-style-type: none"> • RAISE re-launched in September 2021 and new staff trained in how best to maximise impact in classrooms • RAISE used as part of performance management for teachers and a central theme for lesson observations of teachers as well as a vehicle for rewarding the positive behaviour of pupils 	<ul style="list-style-type: none"> • SD/L P 	<ul style="list-style-type: none"> • Staff training, September 2021 • Performance management cycle as seen on school assessment and monitoring calendar • Use of daily briefing to ensure effective communication on behaviour causes and solutions
<ul style="list-style-type: none"> • To continue to develop the school's intervention response programme to better meet the needs of pupils 	<ul style="list-style-type: none"> • Pupils RAISE focus is known and available to all staff • Pupils SDQ focus is known and available to all staff • Interventions are conducted according to need, in support of core subjects and are available to all staff at point of need from the pastoral lead and SENCO • Pupils gain significant attention and care in line with their learning needs and evidence supports improvements in behaviour and pupil progress 	<ul style="list-style-type: none"> • LP • AWO • AWO/ LP 	<ul style="list-style-type: none"> • Updates to focus provided to staff after every half termly War Cabinet • Intervention record kept up to date by SLT through use of intervention cards completed by staff • Quality of available resources checked by SD/MV prior to use in upcoming termly War Cabinet response • Pupil progress KPIs assessed half termly as part of ongoing assessment cycle and used at all levels to inform future practice
Even better if: <ul style="list-style-type: none"> • Recruitment and development of a behaviour team • Targeted pupil support is fine-tuned following effective collaboration between SENCO and behaviour team • A programme of interventions based on 'Grab Boxes' to support the personal development of pupils through effective intervention 			

Improve Behaviour and Attitudes (LP) – Out of Class

- Priority: To reduce unauthorised out of class

2020/24 objectives

- To ensure that all pupils are seen, heard, challenged and included through the creation and use of high-quality, bespoke learning materials and sustained, positive relationships
- To promote resilience and self-regulation in pupils by introducing 'Mindfulness' to the curriculum
- To develop a '5 tick system' for pupil offer to more effectively manage, understand and reduce out of class

Context: 33% of CPA pupils, currently on roll, have experienced 4 or more ACEs. The very nature of our school means that we work with the most vulnerable children who experience, on average, 5.5 adverse child experiences in combination with mental health difficulties. Our pupils experience low self-esteem, lack of resilience and generally expect to fail in any educational setting. The 'stick-ability' of children in our classrooms is initially very low and improves gradually over the course of their placement. Children at the CPA are never physically blocked from leaving classrooms and, sometimes, a short break from a formal learning environment can be beneficial. Once we have established that all of their needs have been met their reasons for being out of class are challenged. The school is focusing on unauthorized out of class incidents.

Actions	What will success look like?	Monitoring and evaluation points
<ul style="list-style-type: none"> • To ensure that all pupils are seen, heard, challenged and included through the creation and use of high-quality, bespoke learning materials and sustained, positive relationships • To promote resilience and self-regulation in pupils by introducing 'Mindfulness' to the curriculum • To develop a '5 tick system' for pupil offer to more effectively manage, understand and reduce out of class 	<ul style="list-style-type: none"> • Teachers evidence through planning that they know their pupils and plan to meet their needs as individuals • Recruitment of lead teacher of teaching and learning to support planning, delivery and use of data • Relationships between staff and pupils are observed to be positive, RAISE points are regularly awarded and learning atmospheres are positive • Pupils remain in class, complete tasks as identified on personalised task sheets and experience success • A scheme of 'Mindfulness' lessons are introduced to the curriculum through SMSC, PSE, tutor time, designated PSE lessons, skills days and also as point of need interventions and subtle aspects of all lessons • Pupils leave class less often • Pupil SDQ scores for overall stress reduce, attitudes to learning and pupil progress improves • Behavioural incidents reduce as gaps in learning, literacy, numeracy and comprehension close for pupils • Pupils leaving class are met by designated behaviour team staff and are asked to complete a short checklist • If: classroom is welcoming and tidy, tasksheet is available, resources and learning materials are available, if support from teacher of learning coach is available, if work is set at appropriate level of challenge – then pupil should not be out of class unless experiencing other chaos related trauma • If more could be done to engage pupil effectively – then pupil is not blamed for being out of class and support is made available to teacher to better plan to meet pupil 	<ul style="list-style-type: none"> • Performance management of teacher in line with internal and external QA – see school calendar • Staffing structure, September 2021 • Weekly, half termly RAISE point reporting and collection • War Cabinet and FOCUS meetings • Daily, weekly 'out of class' logs and early analysis • Termly curriculum and timetabling changes • Weekly, half termly RAISE point reporting and collection • War Cabinet and FOCUS meetings • Daily, weekly 'out of class' logs and early analysis • Termly SDQ updates • Pupil/parent/carer feedback that demonstrates improvement out of school – Parent days/meetings • Launch of checklist during Autumn term 2021 • Daily, weekly 'out of class' logs and early analysis • Performance management of teacher in line with internal and external QA – see school calendar • Staff training and briefings • Formal and informal support sessions for teachers • Use of daily briefing to ensure effective communication on behaviour causes and solutions

	<ul style="list-style-type: none"> need – especially in repeat circumstances If not, then pupil is challenged as a result of being 'unauthorised' to be out of class Pupils who are regularly 'unauthorised' to be out of class are subject to intervention at SLT level – managed by pastoral lead 	<ul style="list-style-type: none"> LP 	<ul style="list-style-type: none"> Evidence of precise interventions and impact on reduction of out of class incidents
<p>Even better if:</p> <ul style="list-style-type: none"> A counselling psychologist could be recruited to support children with mental health issues – building trust and resilience in education and CPA staff A member of SLT has completed a National Leader in Mental Health Qualification to enable school staff to better meet the needs of our pupils 			