



Montgomery Academy Improvement Plan (MIP) 2025/27

Montgomery Academy is a GOOD school. Quality of Education, behaviour & attitudes, personal development and leadership were rated GOOD in our most recent OFSTED inspection in May 2024.

To improve further the school should:

- Ensure that the gaps in pupils' knowledge are identified and addressed swiftly so that pupils are well prepared for the next stage of their learning or employment
- Ensure that teachers are well equipped to deepen pupils' knowledge of the subjects that they study
- Review the current extra-curricular offer to encourage wider participation and promote pupils' wider development

In this plan, we will look to further...

- embed the excellent work of last two years in terms of the quality of education
- enhance the positive culture of the academy.

The culture at Montgomery is already securely positive amongst both staff and students. This was evident in the most recent OFSTED inspection and from other external evaluations. However, we recognise further improvement can be achieved as we look to achieve excellence in all areas of our work. Areas of particular focus in enhancing the culture and the feeling of belonging at Montgomery further will be:

- Independent learning skills
- Behaviour and attitudes to learning (including Attendance) and to each other
- Awareness of global citizenship and understanding of related personal responsibilities

We believe that a culture consists of people working together towards a shared goal and that is:

“Inspiring Excellence Together”

1. Standards

To ensure that students have the key knowledge, skills and personal qualities required to succeed in further education, employment or training. Let high expectations for both students and ourselves permeate our academy. Cultivate strong independent study skills in all students, and inspire ambitious dreams and aspirations for their future."

Why this is a priority	What we are trying to achieve
<ul style="list-style-type: none">● Outcomes in the last Y11 cohort were not good enough (2024 P8 -0.92). Further improvement is needed in outcomes for both SEND and disadvantaged students● In terms of social mobility, it is critical that students achieve basic GCSE thresholds in English and Maths● Evidence shows that students who attend more regularly achieve higher outcomes● Good behaviour in class is important for students to learn and hence achieve well. Graded good by OFSTED, we can still improve● Engaging stakeholder voice is an essential tool in school improvement and key to engendering a feeling of belonging	<ul style="list-style-type: none">● Improve progress and attainment levels throughout both key stages through the further embedding and development of the quality of education in all subjects. Subject leaders are clear in their understanding of any issues identified in the results of 2023-24 and improvement plans are in place to address any achievement gaps in vulnerable groups● Significantly improve rates of achievement in the Basics 4+ and 5+ measures● Re-establish attendance and punctuality levels seen pre-COVID● To reduce suspensions and consequence points further, whilst increasing levels of ambition points awarded● A Montgomery Family where staff, students, parents & carers feel listened to and positive changes are made in response to feedback

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
<p>(1.1) Implement Y10 and Y11 Action Plans following review of outcomes Summer 2024 and Year 10 Exams data for the new Year 11 to improve outcomes including: 4+ and 5+ English and Maths. Action plans will include:</p> <ul style="list-style-type: none"> ● Starting morning interventions with year 10 (canon allowing) ● Gathering data regarding effort in internal examinations ● Reviewing DC2 Y10 and GCSE outcomes to target specific subject areas or selected group intervention (e.g. mid ability disadvantaged, SEND) Subjects: English, maths, combined science, art, computing, food, history ● Period 6 for year 11 following finals ● Student focus AP/ engage support ● Year 7-10 improving homework and independent study completion rates <ul style="list-style-type: none"> ○ Progress/Pastoral team to identify small group support programme ○ Focus on effort grades 	CMO	<p>Assembly time, tutors Human Utopia £4000, time from external providers, PPA time, rewards</p> <p>Examination outcomes meeting time, Trust QIG (Quality Improvement Group) input, Trust subject director specialist support, staff CPD</p> <p>Staffing for period 6</p> <p>Potential mentor funding (e.g. Elevate, Life coaches), reward funding</p>	Sept 2024	August 2025
Evaluation				
<p>(1.2) Building on the positive work done so far, further improving overall attendance and punctuality rates in the school, while reducing Persistent Absence (PA). This will be achieved through engaging families, fostering a positive student culture, implementing targeted initiatives, active collaboration with the DFE attendance hub, and developing a plan to increase stakeholder engagement. Further close attendance</p>	JHU/RSL	<ul style="list-style-type: none"> ● PWOs - CDU & her team ● TBU & SHE for in school support ● Early intervention time and contact costs for those students in danger of dropping below 93% attendance ● Costs of ongoing communication with parents regarding attendance and punctuality 	Sept 2024	Ongoing

gaps for both disadvantaged and SEND students.		<ul style="list-style-type: none"> Resources to support home visits as and when appropriate 		
Evaluation				
(1.3) Reduce rates of suspension and consequence points awarded, through intervention programmes aimed at repeat offenders. Focus upon the small things that typify high expectations in a school such as uniform, organisation and mutual respect. Gather data half-termly on these behaviour & attitude metrics identifying patterns and	GSH	<p>Time and potential training to enable data gathering to be straight-forward and the presentation of it to be helpful and easily analysed.</p> <p>The actions aimed at improving these metrics are encompassed in Sections 3 & 4 covering 'Student Culture' and 'Leading Culture'</p>	Sept 2024	Ongoing
Evaluation				
(1.4) Continue with the annual programme of stakeholder views, acting upon feedback received	CMO	Continue to explore mechanisms for collecting stakeholder views as current paper based mechanism can be very time intensive (e.g. progress evenings)	Sept 2024	Ongoing
Evaluation				

2. Organisational Development

To ensure that the academy continues to develop as a well-respected member of the Fylde Coast Academy Trust with a positive reputation in the community. We are outward facing, self-reflective, collaborative and a trust leader in curriculum development.

Why this is a priority	What we are trying to achieve
<ul style="list-style-type: none">• Further develop the positive relationships formed with primaries throughout the year• We can learn much from collaboration with other academies in the Trust and further afield, as they can from us, including are strong support for teachers early in their careers such as ECTs, Teach First trainees and now Apprentice teachers• We want our students to understand and fulfil their responsibilities as both local and global citizens including those related to our community and the wider environment• We need to be aware of and empathetic to the cost of living pressures on our families and staff and support them as best we can• The plethora of learning opportunities offered to our students and our charity work should be more widely celebrated	<ul style="list-style-type: none">• To learn what we can from primaries around the transition of vulnerable students and the curriculum at KS2 to support academic transition from Year 6 to Year 7• Identify good practice elsewhere that can be implemented as is or adapted for Montgomery; sharing our strong practice with others is a positive way to develop the leadership skills of our staff, which also impacts positively on our students• We need to ensure that our curriculum provides all the knowledge and skills that our students need to be safe and understand the world and society they live in, so they can make a positive impact on it in the future• The Montgomery Community feel supported through the challenging economic times that the country faces in the short to medium term• We currently use Twitter for sharing positive news stories. We need to maximise its audience and consider communication strategies to promote the great work of the academy

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(2.1) To maintain a strong collaboration with our main feeder primary schools to ensure pastoral and curriculum needs are addressed during the transition phase. This will be achieved through clear communication, shared professional development opportunities across primary and secondary level with the exchange of resources.	MCA	CPD opportunities with primary and Montgomery staff: alignment for all to meet Time to visit primary settings with Progress Manager, DSL and SENCO A member of each curriculum area to be the “face” of primary engagement, to offer an activity/challenge to maintain engagement throughout the academic year	Jan 2025	Dec 2026
Evaluation				
(2.2) Strengthen the school’s reputation by positioning Montgomery as a central figure within the local community, while identifying, refining, and implementing effective communication strategies to engage stakeholders and celebrate the academy’s achievements with the wider community.	MCA/RHE	Collaborating with local organisations Family engagement through: MyCAS / Groupcall / Social Media channels / Newsletters Checking up-to-date contact information	Jan 2025	Dec 2026
Evaluation				
(2.3) Identify areas of academy improvement work where we can learn from visits to other academies. We should look to share our areas of strength more widely, including our much-developed Areas for Improvement within Quality of Education and our strong practices supporting staff new to the profession.	BGO/SKH	Cover for staff going on visits SL and ML meeting time to feedback on lessons learnt and what could be introduced at Montgomery Development of Inspire and Exchange	Jan 2025	Jan 2026
Evaluation				
(2.4) Review the PSHE curriculum, assembly programmes and wider curriculum contributions to determine if our non-academic learning is up-to-date and fit for purpose.	RHE/MTA	MLG time for any necessary auditing of curriculum areas SLT time for discussion	Sep 2025	Dec 2026

3. Student Culture

Ensure all students feel safe, valued and motivated to succeed. To provide students with support to develop their behaviour, lowering suspensions and increasing the amount of time in lessons to improve academic outcomes. Enhance the provision for students to develop into rounded learners, well prepared for the next stage of their learning, education or employment.

Why this is a priority	What we are trying to achieve
<ul style="list-style-type: none">● Some students need to be taught what good behaviour looks like● The number of suspensions are too high● Staff surveys highlight that staff do not always feel respected by our students. This is a two way process and hence this is also in Leading Culture.● Students will engage more productively in all the opportunities the academy has to offer if they feel they belong and are cared for as individuals● If students can see their progression routes they are more likely to be ambitious and engage● Students are more likely to develop their maturity and ambition if they are given the opportunities to show it and have a sense of belonging● OFSTED said that despite our extra-curricular offer being strong, uptake rates could be higher	<ul style="list-style-type: none">● Behaviour interventions in place to address specific behaviours that encourage students to be more SMART, particularly more respectful and thoughtful● To identify a cohort of repeat offenders regarding suspension, meet with parents and identify behaviour plans to reduce● To raise the level of mutual respect between students and staff, through working together to make sure there are clear boundaries for interactions.● Embedding more effectively the House system in curriculum areas will help students identify more closely with their peers● To continue to provide strong advice, information and guidance for next steps whilst integrating the key employability skills of the Skillsbuilder programme● Increase the number of opportunities for students to develop their leadership skills● To review the extra-curricular programme and consider student voice to make the offer more attractive to students

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(3.1) Refine the consequence system placing more emphasis on students avoiding the lower-levels therefore reducing the number of lessons disrupted through the introduction and implementation of early 'live' interventions	GSH	Deliver updates on the new consequence system to staff and students. Update behaviour policy with the new system and share with all stakeholders.	Jan 2025	Jan 2026
Evaluation				
(3.2) Reduce further the length of suspensions to predominantly a max of 1-day with more serious incidents being followed by time at other academies/ internal isolation	GSH	Placements at other FCAT and local schools Capacity for quick turnarounds, reintegration meetings and building supportive relationships with parents	Jan 2025	Jan 2027
Evaluation				
(3.3) To further reduce the number of disruptions to learning and behaviour incidents through the introduction of a behaviour curriculum focusing on specific behaviour support to decrease the number of repeat offenders.	GSH/RSL	New member of staff New designated room in school for interventions to take place Development of new behaviour curriculum Easily accessible data to enable early interventions	Jan 2025	Ongoing
Evaluation				
(3.4) To create a culture of mutual respect	GSH/RSL	Assemblies, Tutor time and PSHE time to reinforce why and how we can be respectful. Development of the R in SMART	Jan 2025	Ongoing
Evaluation				
(3.5) Review and refine the roles of student leadership positions, ensuring their effectiveness and monitoring their impact throughout the school - Student Leadership Team - House captains	MCA/RSL	Time to meet with the various student leaders and ensure they have clear roles and responsibilities Review students' contributions within their allocated role and in the school setting to	Jan 2025	Dec 2026

<ul style="list-style-type: none"> - Anti-bullying ambassadors -Transition prefects - Subject ambassadors - Community ambassadors - Sports leaders - Eco ambassadors 		<p>ensure they are deserving of the role Staff house captains to take an active role with the student house captains - prominent within the house system culture</p>		
Evaluation				
<p>(3.6) To review and adapt the extra-curricular offer across the school to utilise additional opportunities to enhance the school's provision e.g. House Competitions, Extra-curricular days</p>	MTA/RHE	<p>Time to collate student voice, assembly time, staff time to deliver extra-curricular sessions, financial cost, time for rewards sessions</p>	Jan 2025	Dec 2026

4. Leading Culture

We will only achieve further improvements in student culture if we, as the adults, understand the physical, mental and environmental factors involved in the attitudes and behaviours presented by our students. This does not lower our expectations of them, but means that we must model the positive behaviours we would hope to see in all of our students.

Why this is a priority	What we are trying to achieve
<ul style="list-style-type: none">• High expectations set the tone in the academy and lead to more effective learning, behaviours and attitudes. Inconsistencies can dilute our progress against key objectives• A positive culture is built upon mutual respect and staff can set the tone in their use of positive language• A small proportion of our students have displayed more challenging and sometimes aggressive behaviours since the pandemic• The proportion of students with SEND needs is growing both nationally and locally. We need to ensure that both direct and indirect support of needs remains strong as numbers grow• A large number of our students live in challenging circumstances and neighbourhoods of high deprivation. Their behaviours and attitudes can be a product of their environment and staff need to understand this to best support them to learn and develop	<ul style="list-style-type: none">• The small things matter and if we get them right it means bigger issues happen less often. Therefore, we need staff to be consistent on areas such as uniform, organisation, meet and greet, positive language, EXCEL and the use of SMART• Conversations between all stakeholders should be as respectful and positive as possible, even when there are differences of opinion• We require staff to become even more skilled at de-escalation techniques. More CPD time needs to be devoted to positive classroom management.• All our students who have a SEND need are identified, supported and thrive, taking full advantage of the educational opportunities on offer at Montgomery• Staff are fully aware of the potential impact on students' well-being or behaviours due to trauma, complex SEND needs or mental health issues and consider this when interacting with them whilst maintaining the standards of the academy (STEER)

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(4.1) Strengthen CPD to all staff on the effectiveness of using positive language in all situations. This includes using SMART language for consistency and making positive, praising contact with parents more prominent than any negative contact. This includes strengthening the importance of awarding ambition points in line with student effort across all curriculum subjects.	JHU GSH RSL	CPD time for staff leading CPD CPD time for all staff inc briefing Costs in terms of contacting parents Time for CALs to quality assure ambition points given out in their department	Jan 2025	Dec 2026
Evaluation				
(4.2) To create a culture of mutual respect	GSH/RSL	CPD time for staff leading CPD CPD time for all staff inc briefing	Jan 2025	Dec 2026
Evaluation				
(4.3) Progress tutors to communicate and embed consistently high expectations for behaviour and effectively prepare students at the start of the school day	GSH	Time for senior leaders and pastoral leaders to model and monitor the consistency of both staff and students expected in the lines in the morning and in tutor time		
Evaluation				
(4.4) Identify a small cohort of students to work with the pastoral team on behaviour/actions - using STEER to record and identify support for students well-being.	GSH/RHE	Staff/Student time to record STEER action plans	Jan 25	July 26
Evaluation				
(4.5) Continue to implement/embed intervention plans for identified cohorts of SEND students, focusing on: <ul style="list-style-type: none"> - Cognition and Learning - Social, Emotional and Mental Health - Speech, language and communication/oracy skills to 	RWH/NWE	Staff time to identify cohorts, resource and deliver intervention plan Staff CPD time Costs of resourcing interventions, printing and outside agencies	Jan 2025	Ongoing

<p>support greater levels of self regulation and identification of support</p> <ul style="list-style-type: none"> - raising awareness of the challenging circumstances of some of our students and deliver CPD with strategies to best support those students. 	<p>RWH/GSH</p>		<p>Sept 2025</p>	<p>Dec 2026</p>
<p>Evaluation</p>				

5. Curriculum

Continue to provide an ambitious, reading-rich curriculum which instill independence, whilst ensuring assessment focuses on identified key knowledge and application of skills, providing opportunities and experiences beyond Key Stage 4.

Why this is a priority	What we are trying to achieve
<ul style="list-style-type: none">● To ensure curriculum mapping 2024/26 is secure in order to inform Application Time (AT) ahead of assessment points and terminal exams.● To promote oracy in order to build student engagement and confidence to articulate their knowledge and understanding ahead of AT● To improve engagement with independent learning/homework● Some students continue to arrive with gaps in their reading● The further development of disciplinary literacy in curriculum areas will enhance reading, writing and oracy skills to lead to improved outcomes● Our priority is to maximise individual student potential and success, ensuring all progress to their chosen next stage of education or training● Develop the relevance of key knowledge and skills in curriculum areas for further education and employment	<ul style="list-style-type: none">● Improved outcomes at KS4 which support students progressing onto further education/accessing preferred/first choice courses● To prepare KS3 students for the rigour of KS4 and beyond● Reduce student apathy during Application Time tasks● Increase expectations and expertise around the culture of independent learning such as effort and resilience when challenged in class and in the completion of homework● Ensure all pupils are supported to become confident and fluent readers and are able to access the curriculum by embedding systems to improve reading knowledge● Ensure curriculum areas are utilising common frameworks and seeing the impact of improved disciplinary literacy in their outcomes● Embedding and further developing the “Compass” curriculum initiative as it expands to cohort 2● Ensure curriculum areas map out opportunities to deliver and explicitly teach the relevance of key knowledge and skills across the curriculum.

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(5.1) To launch, and then evaluate, the implementation and impact of AT, ensuring pre-AT tasks build confidence, including oracy	AMO	CPD / INSET / CA CPD /MLG	Jan 2025	Dec 2026
Evaluation				
(5.2) To trial the use of 'revision-themed' months, align independent learning with effort grades/rewards and introduce compulsory period 6 for Yr 11	SLT	Middle leaders QA time Staff data input time	Jan 2025	July 2026
Evaluation				
(5.3) Continue to quality-assure the reading interventions, Literary Canon, 3 step reading model and WIKI vocabulary strategies via walk-bys and evidence in work scrutiny.	RWH	Costs of resourcing interventions (Gassessments, Accelerated Reading, WIKI, digital library) SLT/MLG QA timetabling SLT link meeting time to implement into the curriculum	Sept 2024	July 2025
Evaluation				
(5.4) Deliver CPD on Disciplinary Literacy, focusing on oracy and writing across the curriculum.	RWH	Staff CPD time on INSET Day/CACPD SLT/MLG QA timetabling SLT link meeting time to implement into the curriculum	Jan 2025	Dec 2026
Evaluation				
(5.5) Continue to ensure that students from Compass cohort 1 attend, engage and progress in their learning at the colleges to complete their level 1 or level 2 qualifications. Guide the current year 9 students who will be part of the Compass cohort 2 to choose the correct option choices, including	BGO	Staffing/ SLT time/ timetabling/	Sept 24	Dec 26

college courses. Evaluate year 1 and plan year 2 of compass programme <ul style="list-style-type: none"> • Analysis of NEET figures 2026 • Attendance figures for cohort 				
Evaluation				
(5.6) Complete “Progressive Plan for Careers Guidance” and map out explicit links to Careers and the rationale for learning key knowledge and skill in all curriculum areas. To embed the specific delivery of careers guidance in lessons across the curriculum	MTA	Planning time for the Careers team, sourcing of resources, CA CPD time, MLG meeting time, time for planning and developing subject specific resources.	Jan 25	Dec 26
Evaluation				
(5.7) To develop and embed the “Skillsbuilder” common language across the school, with an initial focus on “Aiming High” and “Speaking” Plan, launch and deliver a focussed use of Skillsbuilder as part of the Compass curriculum internal lesson. Use these lessons to develop key skills in students focussing on aiming high, communication skills and the world of work as well as key maths and English skills.	MTA BGO	CPD time/MLG time/assembly and registration time Staffing/ SLT time/ timetabling/ Skillsbuilder benchmark and launchpad subscriptions	Jan 25	Dec 26
Evaluation				

6. Leadership

To further improve the impact of leadership across the academy.

Why this is a priority	What we are trying to achieve
<ul style="list-style-type: none">• This Improvement Plan has over thirty elements to it, of which some are bigger priorities than others. We need to reduce the number of initiatives worked on at once to increase the impact of our work on the main foci• As the Trust moves away from a traditional Appraisal system and introduces automatic pay progression, there is an opportunity for employees to have more regular and more effective discussions with a line manager• All the elements are now in place for effective Teaching & Learning. Further improvements to practice is more likely to come from more individualised departmental work with staff. Coaching models can support this• A positive staff well-being means that staff are more likely to work as a team, have high rates of attendance, positively support the students and take on new ideas• The quality assurance of our work in all areas, will ensure that we do not become complacent and we reap the full benefits of all the strong foundations put in place• The only way to further improve the outcomes for our students is to continue to learn, review, reflect and adapt	<ul style="list-style-type: none">• The number one priority for the school is that students learn more effectively. For this to be achieved, teaching needs to improve further and students need to be more willing, ready and able to learn. Keeping this the main thing is <u>the</u> priority• Staff time and energy is limited, so it is important that we work together as effectively and efficiently as we can. Low-stakes Development Reviews, underpinned by Outward Mindset approaches are an opportunity to achieve this• We have a fully trained Instructional Coach, who can support the development and training of a group of staff that can work with staff individually or support peer groups of staff that work collaboratively together to improve their practice• A happy staff who feel valued are more likely to have a positive impact in their roles, stay at Montgomery and in the profession as a whole• Consistency enabling high expectations to be embedded across the academy• A specific and evidence-informed programme of CPD supports the most impactful school priorities

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(6.1) Strategic leadership time needs to be ring fenced so that we can make maximum progress in our main priority areas which are high expectations, leading a positive culture and the impact of the curriculum	SCA SLT	SLT Meeting time, briefing time, CPD time, staff feedback Finances for over-staffing in key areas	Jan 2025	Jan 2026
Evaluation				
(6.2) To implement the new Development Reviews, following the whole-staff training on Outward Mindset delivered in January 2025.	SCA CMO	INSET and CPD Time HR support and advice from the pilots in other FCAT academies ICT Technician time	Jan 2025	Jan 2026
Evaluation				
(6.3) To develop a team of coaches within each curriculum area who can support the subject-specific development of teaching and learning across their teams but on a personalised level	JHU	Utilising RMI - Instructional coach CAL/SL time for coaching development Time cost - time is set within the working week for coaching	Jan 2025	Dec 2026
Evaluation				
(6.4) To use regular staff voice to refine and re-energise well-being practices at Montgomery.	JHU	SLT time to evaluate staff views. Time to implement a staff well-being plan and time to support staff.	Sep 2024	Dec 2026
Evaluation				
(6.5) QA schedule ensures priority given to the continued monitoring of effective pedagogical assessment practice in the classroom /provide CPD to support	AMO	Senior and middle leader time for QA and SLT-Link meetings	Sept 2024	Dec 2026
Evaluation				

7. Finance and Resources

To maintain the stable financial position of the academy under continuing inflationary pressures such as energy costs, external staff pay decisions and the cost of resources. This will be achieved while exploring opportunities for enhancements to staffing and capital investments in the learning environment."

Why this is a priority	What we are trying to achieve
<ul style="list-style-type: none">• The strategic work of the leadership of the academy has become more pressured by day-to-day operational matters and this needs to be tackled• Staff recruitment and retention in education are set to become even more of a challenge over the coming years. If we lose staff in key areas it may be difficult to replace• If all budget holders can stay within their budget, then the academy stays within the overall budget• The Montgomery site is the oldest secondary provision in Blackpool and hence needs continued investment to ensure that it is maintained to a high level and continues to be a learning environment fit for purpose	<ul style="list-style-type: none">• Senior leaders have the strategic time they need to make the biggest impact on improving all areas of the academy and delivering the priorities identified in this Improvement Plan• Our academy culture is already an attractive proposition when recruiting new staff. Succession planning and investing in staff is a good way to both develop and retain staff• All budget holders need frequent and up to date information so they can plan spending through the year, allowing for changes in pricing and student numbers• Capital investment is needed to complete the repairs identified in the recent Conditions Report and further improve the environment used daily by 1200 students and 150 staff.

Key action	Persons responsible	Resource implications including exec leadership time	Start date	End date
(7.1) Implement a plan that reduces the overall operational workload of senior leaders by increasing/reorganising the distribution of day to day leadership, enabling more strategic capacity.	SCA	Time, work with job descriptions, additional staffing costs for over-staffing	Jan 2025	Sept 2025
Evaluation				
(7.2) To consider how we can develop staff further, offering further opportunities for career progression. Review staffing structures to see where succession planning is needed to avoid vulnerabilities from staff turnover	SCA/SLT	HR Support, SLT Meeting time, Budget for additional responsibilities	Jan 2025	Jan 2026
Evaluation				
(7.3) To consider how well budgets were spent in the last academic year, identifying any significant overspends or underspends. Organise meetings, if required, to discuss why this happened? and the implications for the following academic year	SCA/KHE	Training for budget-holders if required Reallocate funding if needed and viable	Sep 2025	Sep 2026
Evaluation				
(7.4) To plan further capital investments in the school site, working with external contractors to deliver projects that are well designed and meet all relevant building regulations	SCA/AEV/J TO/KHE	Funding from existing budgets Time for planning and liaison with external contractors and FCAT premises staff	Jan 2025	Sep 2026
Evaluation				