


Our Vision	Leadership and Management	Quality of Education: Curriculum and Teaching and Learning	Quality of Education: Assessment, Data Provision and Outcomes
<p>Through appreciating and promoting the Christian values of dignity, hope, community, wisdom, humility and kindness, all members of St George's are encouraged to be aspirational. We aim to positively impact upon each other and society so that we can contribute to a world where, inspired by St Paul's words we can:</p> <p>'Be devoted to one another in love. Honour one another above yourselves.' Romans 12:10</p>  <p>St George's aspires to be one of the foremost secondary Academies within the UK. Consequently, this is a resolutely ambitious development plan that articulates a strong and deliverable Christian vision for a progressive, creative and caring academy. Most importantly, it is underpinned by an uncompromising commitment to ensuring that we continue to provide an outstanding quality of teaching and learning within an holistic educational context that encourages young people to flourish and fulfil their extraordinary potential.</p>	<ol style="list-style-type: none"> The school's distinctive Christian vision is embedded throughout the academy enabling all to flourish Leadership at all levels is of high quality and successfully in moving the school forward. 	<ol style="list-style-type: none"> The curriculum intent is ambitious, well-sequenced, and embedded securely and consistently across the school. There is a firm and common understanding of the school's curriculum intent and what it means for practice, enabling all pupils including the most disadvantaged and SEND to flourish. High quality teaching and learning through robust and well sequenced continuous professional development programme Staff at all levels, including ECTs and ITTs, are supported in their professional development through a robust careers pathway and appraisal process. Improve the effectiveness of homework, deepen knowledge acquisition, and strengthen exam preparation to ensure all students achieve their academic potential. 	<ol style="list-style-type: none"> Successful assessment, data and feedback structures ensure cumulative data is used effectively to ensure regular and timely intervention Reading is a core part of the curriculum designed to ensure that pupils develop the skills and knowledge necessary to become fluent, confident readers. Curriculum enactment utilises in class strategies that effectively ensure all pupils, especially our most vulnerable, flourish. Utilise comprehensive data analysis to inform targeted academic interventions and systematically measure the impact of these interventions on student achievement and progress.
	<p>Quality of Behaviour & Attitudes</p>	<p>Personal Development</p>	<p>SEND</p>
	<ol style="list-style-type: none"> The attendance and safeguarding structures support all pupils to attend well, including our most vulnerable pupils The pastoral systems allows all pupils to flourish and live life to its fullness through insightful, targeted support 	<ol style="list-style-type: none"> Consistent routines across the Academy are embedded so that genuine mutual respect is modelled at all times and pupils understand how to meet our high expectations A high quality PD Curriculum is embedded which includes a well-sequenced PSHE and Careers curriculum that prepares pupils for modern life in Britain. Our electives programme and other enrichment opportunities nurture, develop and stretch pupils' talents and interests. 	<ol style="list-style-type: none"> A fully Inclusive and supportive environment for SEND pupils enables all to thrive socially & academically

Priority 1 - The school's distinctive Christian vision is embedded throughout the academy enabling all to flourish		
Development Areas		Staff
1.1	Include all stakeholders in the review and refinement of the Academy's theologically rooted Christian vision.	RF
1.2	Ensure all academy staff and leaders apply the Christian vision to their strategic plans to enable all aspects of school life to meet the academic and spiritual needs of all learners.	RF
1.3	Ensure the Academy's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part.	RF
1.4	Ensure the Academy's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together	RF
1.5	Ensure the Academy's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.	RF
1.6	Ensure the Academy's collective worship is an expression of the school's Christian vision.	RF
1.7	The Academy ensures pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.	RF
1.8	The Academy's evaluation systems are robust resulting in high quality learning where all pupils flourish.	RF
Priority 2 - Leadership at all levels is of high quality and successful in moving the school forward.		
Development Areas		
2.1	Continue to foster a culture of professional autonomy and accountability by providing focused and highly effective professional development leadership training and teachers' subject, pedagogical and pedagogical content knowledge and development opportunities leading to better outcomes for pupils.	GWK
2.2	Align departmental development plans with the academy's strategic priorities through both short-term and long-term planning which creates consistency and coherence across all areas of the academy.	GWK
2.3	Embed leaders clear and ambitious vision for providing high-quality education to all pupils and culture realised through strong, shared values, policies and practice that enables pupils and staff to excel with high expectation and social behaviours and scholastic excellence.	GWK
2.4	Continue to ensure leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues, particularly about workload, are identified and dealt with appropriately and quickly.	GWK
2.5	Further strengthen the governing body by reviewing its composition, recruiting new members as needed, and ensuring effective deployment of skills and enhances the effectiveness of the academy.	GWK
2.6	Review and enhance the recruitment strategy which takes account of wellbeing and workload positioning St George's as an attractive place for highly qualified and aspirant practitioners.	GWK

2.7	Enhance communication and partnerships with parents, carers, and the local community through professional and effective external documentation and media.	GWK
2.8	Further improve the clear and robust calendars and structures which identify and eliminate pressures on staff to improve wellbeing	GWK
Priority 3 - The curriculum intent is ambitious, well-sequenced, and embedded securely and consistently across the school. There is a firm and common understanding of the school's curriculum intent and what it means for practice, enabling all pupils including the most disadvantaged and SEND to flourish.		
Development Areas		
3.1	To continue to develop the curriculum review cycle to ensure each curriculum area showcases an aligned, effectively sequenced, and coherent intent rationale in line with effective implementation.	CST
3.2	Continue to refine systems which showcase exceptional pupil work that is consistently of a high quality across the curriculum, contributing to consistent high achievement, particularly the most disadvantaged and SEND.	CST
3.3	Maximise the effectiveness of the intellectual planning model so that in every curriculum area, teachers have a firm and common understanding of the most effective ways to articulate and implement their curriculum intent through effective pedagogical choices.	CST
3.4	Maximise the effectiveness of the intellectual planning model so that in every curriculum area, teachers have a firm and common understanding of the most effective ways to use data in curriculum and lesson preparation.	CST
3.5	Refine the strategic overview of curriculum developments and schemes of learning to ensure all curricula continue to build cumulatively sufficient, aligned knowledge which cohesively interleaves all curriculum systems leading to sustaining pupils' mastery of knowledge and skills for future learning and employment.	CST
3.6	Refine curriculum booklets even further to ensure the work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum. Booklet evolution ensures they continue to coherently match the plans and sequencing of intent documentation to clearly display cumulatively sufficient subject knowledge and skills, designed in a way that aligns with specific pedagogy conducive to effective implementation.	CST
3.7	Refine precise guidance for the annotation of 'teacher copies' of curriculum booklets so teachers continue to consistently showcase a firm and common understanding of curriculum, subject knowledge, pedagogy and implementation practice to contribute well to effectively delivering the curriculum intent and sustaining highly effective independent teacher preparation.	CST
3.8	Continue to prioritise reading across the curriculum in KS3 and KS4 where a rigorous and sequential approach to reading strategies develops pupils' fluency, confidence and comprehension even more rapidly.	CST
Priority 4 - High quality teaching and learning through robust and well sequenced continuous professional development programme		
Development Areas		
4.1	Ensure high-quality teaching is consistently delivered in every lesson and curriculum area, with adapted delivery to secure progress for all pupils, including those with SEND, ensuring the delivery is effectively sequenced and coherent with curriculum intent.	VDN
4.2	Embed a firm and common understanding of effective pedagogical choices so that teaching staff consistently maintain the highest expectations for pupils. This includes preparing lessons appropriately, using effective exposition to sequence and model learning clearly, questioning effectively, assessing pupils' learning, and providing precise feedback.	VDN
4.3	Effective use of qualitative and quantitative data to inform T & L and prepare and respond with appropriate pedagogical choices to promote positive pupil progress.	VDN
4.4	Develop the role of the Lead Practitioner team to enhance the use of the QA system to strategically deliver intellectual preparation, inform CPD needs and present findings to support informed decision making and targeted support at a whole school level.	VDN
4.5	Expand the scope of the QA process to ensure staff receive regular feedback on their practice and are supported by school resources to implement improvements, fostering their continuous professional development.	VDN
4.6	Establish a weekly, pre-planned whole-school CPD programme linked to the development of SG5. This programme should ensure that all teachers utilise Teach Like a Champion (TLAC) strategies, making teacher exposition explicit and focused, and responsive teaching impactful, facilitating independent workflow.	VDN

4.7	Encourage leaders to utilise and share best practices both internally and externally with all teaching staff through intellectual preparation and TLAC resources.	VDN
4.8	Implement coaching, team teaching, and peer observations effectively following internal quality assurance to address priority areas. When performance concerns arise, follow a clear and structured support process to provide necessary assistance and ensure improvement, adhering to transparent school policies.	VDN
4.9	Further enhance and systematically share best practices in checking for understanding as part of the school's commitment to fostering pupil success.	VDN
4.10	Continue to build on existing strengths in pupils' ability to precisely articulate what they are learning and the reasons behind it, ensuring deeper engagement and comprehension	VDN
Priority 5 - Staff at all levels, including ECTs and ITTs, are supported in their professional development through a robust careers pathway and appraisal process.		
Development Areas		
5.1	Implement a comprehensive induction programme for ECTs, ensuring that all formal requirements are met and ECTs are supported through their induction.	HBE
5.2	Ensure high quality mentoring of ITTs and ECTs, through regular training, development and quality assurance	HBE
5.3	Provide a thorough induction of ITTs and oversee the mentoring throughout their placements.	HBE
5.4	Monitor and evaluate the effectiveness of professional development, training and mentorship across ECT and ITT	HBE
5.5	Implement a comprehensive induction program for all new staff, with a detailed plan for ongoing mentorship and support for ECTS and ITTs	HBE
Priority 6 - Improve the effectiveness of homework, deepen knowledge acquisition, and strengthen exam preparation to ensure all students achieve their academic potential.		
Development Areas		
6.1	Conduct a comprehensive review of current homework and refine the current model to ensure homework is meaningful, reinforces classroom learning, and is manageable for students.	SA
6.2	Through RAP and coaching sessions, provide training for teachers on designing and assigning homework that promotes core knowledge and is effectively aligned with the curriculum's core concepts.	SA
6.3	Regularly check homework quality and consistency across all subjects making any necessary adjustments to maximise impact.	SA
6.4	Ensure the links between exam preparation, knowledge organisers and curriculum are well sequenced and build progressively on pupil's prior knowledge.	SA
6.5	Integrate high-quality resources and teaching strategies through effective Do Nows, that promote deep knowledge acquisition. Staff share best practice in IP sessions.	SA
Priority 7 - Successful assessment, data and feedback structures ensure cumulative data is used effectively to ensure regular and timely intervention		
Development Areas		
7.1	Embed, review and continuously refine the robust systems to ensure rigorous and reliable accountability at all levels, utilising comprehensive data analysis to inform decisions and drive improvement.	SN
7.2	Ensure the effective use of transition and baseline data to tailor educational strategies, support individual student needs, and facilitate smooth transitions across key stages.	SN
7.3	Assessment systems continue to evolve, routinely capturing the performance of identified subgroups to enable swift and timely interventions, leading to the continued positive trajectory for these groups.	SN
7.4	Implement rigorous quality assurance processes and standardised assessments to ensure consistency and reliability in evaluating student performance.	SN
7.5	Develop and enforce protocols to ensure that assessment marking is consistent, accurate, and reflective of students' true capabilities.	SN
7.6	Ensure that teachers have timely access to the essential data they need to tailor instruction effectively and meet the learning needs of their students.	SN

7.7	Establish systems for the timely collection and analysis of data, enabling leadership to make informed and proactive decisions to enhance student outcomes.	SN
7.8	Create and maintain a sustainable and scalable data processing system that supports ongoing school improvement and can adapt to future needs.	SN
7.9	Ensure that teachers are fully aware of the outcomes required to achieve the school's target Progress 8 (P8) scores, and that Quality of Education practices/priorities are aligned with these goals.	SN
7.10	Triangulate half termly data reports, capturing patterns in behaviour, attendance and academic performance with a forensic analysis on vulnerable subgroups, so that proactive action is taken at all levels to close the gaps.	SN
Priority 8 – Reading is a core part of the curriculum, designed to ensure that pupils develop the skills and knowledge necessary to become fluent, confident readers.		
Development Areas		
8.1	Establish a clear, ambitious vision for reading strategy that sets high expectations for all pupils, and is understood by all staff.	
8.2	Strategically develop and embed the systematic delivery of reading as a precise discipline through the Reading Plus programme	
8.3	Reading strategies are carefully selected using evidence-based approaches to the teaching of reading.	
8.4	Develop a rigorous approach to assessing and tracking the progress of pupils in reading, and use this information to inform teaching and support.	
8.5	Develop timely and effective interventions for pupils who are struggling with reading, focusing in particular on vulnerable pupils (SEND and disadvantaged), ensuring they receive the support needed to catch up with their peers and national expectations in line with their chronological reading age.	
8.6	Ensure pupils exceeding expected reading ability are stretched beyond the reading curriculum to access increasingly high level texts.	
8.7	Reading for pleasure is a key priority so that pupils foster a love of reading and have access to a rich and diverse range of reading materials that cater to their interests and reading levels.	
8.8	Develop a reading plan that ensures it is integrated across the curriculum, with opportunities for pupils to apply their reading skills in different subjects.	
8.9	As part of the academy CPD programme, professional development opportunities for staff to improve the teaching of reading is planned and delivered effectively.	
Priority 9 –Curriculum enactment utilises In-class strategies that effectively ensure all pupils, especially our most vulnerable, flourish.		
Development Areas		
9.1	Work in collaboration with HOS and LP to support early identification of knowledge gaps with clear actions plans to support the closing of gaps, especially for our disadvantaged and SEND pupils.	
9.2	Implement a coaching model with other leaders across the school and trust, to support them in their own curriculum enactment	
9.3	Implement training for staff on inclusive teaching practices that meet the needs of students with SEND across the Trust	
9.4	To continue to embed preparation strategies, utilising individualised data, that enable teachers to actively prepare for their most vulnerable pupils.	
9.5	Implement and embed the training of innovative scaffolding techniques to support the most vulnerable pupils to build on their existing knowledge and skills incrementally.	
9.6	Embed targeted feedback to the most vulnerable through strategies such as the first 5, so that pupils understand their progress and areas for improvement.	
9.7	Work alongside middle leaders to ensure there is a swift and robust early identification of pupils with SEND and appropriate evidence is collated so these pupils access the right provision for their exams.	
9.8	Monitor and evaluate the effectiveness of curriculum enactment, providing HOS with precise feedback to move the department forward.	
9.9	Facilitate the sharing of best practice across the trust so that a consistent approach to curriculum enactment is embedded.	
Priority 10– Utilise comprehensive data analysis to inform targeted academic interventions and systematically measure the impact of these interventions on student achievement and progress.		
Development Areas		

10.1	Establish a comprehensive framework for identifying students in need of academic support.	ABE
10.2	Design and deploy targeted intervention programs that address specific learning gaps and are based on best practices and research.	ABE
10.3	Ensure that interventions are flexible and responsive to the changing needs of pupils	ABE
10.4	Develop clear metrics and benchmarks for evaluating the success of academic interventions	ABE
10.5	Use evaluation results to refine and improve intervention strategies, ensuring they effectively support student learning and achievement.	ABE
10.6	Engage students and parents in understanding the purpose and impact of academic interventions, fostering a supportive learning environment.	ABE
Priority 11 – The attendance structures support all pupils to attend well, including our most vulnerable pupils		
Development Areas		
11.1	Ensure the pastoral, attendance, and inclusion teams deeply understand the impact of poor attendance on pupil outcomes. Make attendance a priority in every morning meeting, with a particular focus on the most disadvantaged pupils to drive improvement and secure outstanding outcomes.	CCN
11.2	Strengthen routines and procedures for analysing attendance data to identify and support specific sub-groups. Ensure pastoral workers actively and consistently challenge attendance and punctuality issues with pupils and parents daily, fostering a culture of high expectations and accountability.	CCN
11.3	Collaborate effectively with linked partnerships, such as the Pupil Welfare Officer (PWO) and attendance lead, to ensure regular school attendance for all pupils.	CCN
11.4	Continue the development of comprehensive analysis, reporting and tangible actions leading to improvement in absence, PA/SA rates for all pupils against local and national averages for all pupils	CCN
11.5	Enhance systems to tackle lateness and emphasise the importance of punctuality in all communications with parents and pupils. Ensure these measures contribute to the overall effectiveness of the school's attendance strategy and support outstanding educational outcomes.	CCN
11.6	Ensure all pupils and staff feel supported with their mental health and well-being, with systems in place that also promote good attendance. Recognise the connection between well-being and attendance and provide comprehensive support to sustain both.	CCN
11.7	Ensure that all staff working with SEND and Children Looked After (CLA) pupils understand the impact of poor attendance on outcomes. Implement rigorous, individualised plans to support good attendance for these pupils, ensuring that their specific needs are met and their educational outcomes are maximised.	CCN
11.8	Review and further develop tracking and monitoring systems to ensure that appropriate interventions are implemented at the earliest opportunity. Use data-driven insights to inform targeted support, ensuring all pupils have the best possible chance of maintaining high attendance levels and achieving outstanding outcomes.	CCN
11.9	Triangulate half-termly data reports, capturing patterns in attendance and academic performance with a forensic analysis, particularly focusing on vulnerable subgroups. Ensure proactive action is taken at all levels to close the gaps and support all pupils in achieving their full potential	CCN
Priority 12- The pastoral system allows all pupils to flourish and live life to its fullness through insightful, targeted support		
Development Areas		
12.1	Ensure all staff are continuously trained in current safeguarding legislation and remain fully aware of their statutory duties through regular calendared updates and practical training sessions.	CCN
12.2	Maintain robust policies and approaches to address incidents of bullying, discrimination, and sexual harassment, both in person and online, ensuring a safe school environment for all students and that all pupils feel safe and supported by creating a school environment where these issues are promptly and effectively addressed, promoting inclusivity and respect.	CCN
12.3	Regularly evaluate and embed behaviour routines and systems to ensure all pupils, including the most disadvantaged and those with SEND, demonstrate consistently high levels of respect and exceptional behaviour through reasonable adjustment support.	CCN
12.4	Further strengthen and deliver comprehensive training programmes as part of CPD for staff in behaviour management and promoting positive attitudes, using evidence-based approaches and innovative practices to equip staff with the skills needed to manage behaviour effectively and foster a positive school culture.	CCN
12.5	Continue to embed the preventative on-call and observation system so that all staff are continuously supported when managing pupils' behaviour through our clear routines and all pupils are given clear adjustments to regulate their own behaviours	CCN

12.6	Review and refine the preventative behaviour curriculum and strategy so that repeated patterns of poor behaviour become less frequent and pupils have the tools to regulate their own behaviour, particularly our most disadvantaged/SEND and repeat offenders	CCN
12.7	Further develop the pastoral systems to provide targeted support to pupils, especially those with additional vulnerabilities such as mental health issues or those at risk of exclusion.	CCN
12.8	Develop daily/weekly and half-termly data reports, capturing patterns in pastoral systems such as behaviour and safeguarding with a forensic analysis, particularly focusing on vulnerable subgroups. Ensure proactive action is taken at all levels to address patterns and support all pupils in achieving their full potential	CCN
12.9	High quality and accessible pastoral support ensures pupils know through bespoke mentoring PSHE how to maintain active and healthy lifestyles and an age appropriateness of healthy relationships.	CCN
Priority 13 - Consistent routines across the Academy are embedded so that genuine mutual respect is modelled at all times and pupils understand how to meet our high expectations		
Development Areas		
13.1	Ensure routines remain fully embedded and support staff through continuous professional development (CPD) in the implementation of STEPS, SHAPE, and SLANT strategies. Utilise lesson modelling and regular CPD sessions, with a particular focus on Initial Teacher Trainees (ITTs), Early Career Teachers (ECTs), and teachers new to the Academy, to maintain high standards of teaching and learning.	MHS
13.2	Plan and conduct culture reset sessions at the beginning of each term to ensure all pupils and teachers understand and engage with the school's high expectations. These sessions should reinforce the school's vision and values, promoting a consistent and positive learning environment	MHS
13.3	Continue to foster a positive school environment where bullying is not tolerated. Ensure pupils are aware of how and where to report incidents, and guarantee that these incidents are addressed swiftly and effectively	MHS
13.4	Ensure all social times have clear and consistent routines to uphold the calm and respectful culture both inside and outside the classroom. This helps maintain a structured environment conducive to learning and positive interactions among pupils.	MHS
13.5	Encourage daily expressions of gratitude to foster mutual respect between pupils and staff. This practice should be integrated into the school culture to enhance relationships and create a supportive and respectful school community.	MHS
13.6	Regularly update microscripts and ensure consistent communication of routines to staff through bespoke CPD sessions. This includes effective management of line-ups, transitions, and other school routines to promote a well-organised and efficient learning environment.	MHS
13.7	Involve stakeholders in the evaluation of the school culture and share best practices with the school and wider community, particularly through social media. This engagement helps build a cohesive community that supports the school's ethos and continuous improvement efforts.	MHS
Priority 14-A high quality PD Curriculum is embedded which includes a well-sequenced PSHE and Careers curriculum that prepares pupils for modern life in Britain.		
Development Areas		
14.1	Design a career pathway from Year 7 to Year 11 that prepares pupils for post-16 options, enabling them to make informed choices about their futures. Ensure that alternative pathways, including vocational and apprenticeship routes, are clearly identified as viable options alongside university entrance preparation.	ES
14.2	Collaborate with middle leaders to embed careers education across the curriculum, helping pupils make explicit links between the subjects they study and future employment opportunities fostering a better understanding of how academic learning translates to real-world skills and careers.	ES
14.3	Ensure that our careers education aligns and meets all the Gatsby Benchmarks providing a comprehensive framework will support high-quality career guidance and prepare students effectively for the world of work.	ES
14.4	Review and refine current work experience and provider access arrangements so pupils in all year groups have access to the most appropriate and meaningful careers guidance ensuring all students gain valuable insights and experiences related to their future career choices.	ES
14.5	Embed the school's bespoke PSHE and aspiration curriculum so that it extends beyond the academic, vocational or technical and is designed specifically to meet the needs of our pupils, aligning it with the school's vision and values.	GME
14.6	Through our PSHE curriculum, provide pupils with a deeper knowledge and understanding of the importance of equality, diversity, and understanding differences. This includes reflecting the Church of England guidance on challenging homophobic, biphobic, and transphobic bullying, promoting respect and tolerance for all	GME

14.7	Ensure that a responsive PSHE curriculum is effective in addressing emerging priorities highlighted by our safeguarding team. This will help in promoting pupils' mental health and well-being, equipping them with skills to stay safe and make positive choices.	GME
14.8	Monitor the effectiveness of PSHE through meaningful evaluation which includes pupil and parent voice, behaviour data, work scrutiny and learning walks to ensure continuous improvement and alignment with the needs of our pupils.	GME
14.9	Ensure that all staff delivering PSHE have access to quality resources, regular CPD, and intellectual planning. This will enhance their confidence and effectiveness in delivering the curriculum, ultimately benefiting pupils' personal development.	GME
Priority 15 - Our electives programme and other enrichment opportunities nurture, develop and stretch pupils' talents and interests.		
Development Areas		
15.1	Ensure pupils have access to a wide, rich set of experiences. There is a varied and extensive personal development of rich curricular and extracurricular opportunities which further develop the academy's offer and provide opportunities for pupils to stretch and develop their talents and interests	RF
15.2	Provide further leadership and project opportunities for pupils across the school.	THS
15.3	Continue to develop the role of pupil voice and surveys to encourage and empower the pupil body regarding determining the culture of the school community.	RF
15.4	Provide rich experiences in a coherently planned way through the curriculum and extracurricular order	THS
15.5	Review and enhance the rewards systems so that pupils feel a sense of pride in their daily accomplishments with a focus on excellent behaviour and attendance.	THS
15.6	Investigate and develop a plan of graduation for pupils that undertake a wide variety of enrichment over 5 years	THS
15.7	Effectively track and review the impact of all rewards especially for SEND and disadvantaged ensuring it positively impacts these groups	THS
15.8	Regularly review the quality, uptake, and impact of all enrichment activities, ensuring strong uptake by pupils who are disadvantaged (including those with SEND)	THS
Priority 16 - A fully inclusive and supportive environment for SEND Pupils enables all to thrive socially & academically		
Development Areas		
16.1	Leaders further strengthen the process to identify, assess and effectiveness use of SEND provision and support to meet the needs of pupils with SEND and ensure they are included in all aspects of academy life	JKR
16.2	Regularly review the curriculum with subject leads to ensure it is coherently sequenced to meet the diverse needs of SEND pupils, their starting points and it is ambitious and inclusive for future progression	JKR
16.3	Provide focused CPD on inclusive teaching practices and effective strategies for supporting SEND pupils.	JKR
16.4	Closing monitor assessment to identify knowledge gaps and promptly address these through targeted interventions	JKR
16.5	Implement comprehensive behaviour management and wellbeing programs tailored to SEND pupils so that the personal development of pupils with SEND, ensuring they have opportunities to develop independence, resilience, and confidence.	JKR
16.6	Strengthen partnerships with parents, carers and stakeholders to further support the pupils ensuring clear communication and involvement in decision-making.	JKR
16.7	Review and develop robust systems for monitoring and evaluating the progress, wellbeing and safeguarding of SEND pupils.	JKR
16.8	Foster a school culture that embraces diversity and promotes dignity and respect for all pupils.	JKR
16.9	Provide targeted support for SEND pupils during key stage transitions, ensuring they are well-prepared for their next steps.	JKR
16.10	Monitor the behaviour and welfare of pupils with SEND and provide appropriate support to address any issues.	JKR

