MAIDEN ERLEGH TRUST

TRUST SCHOOLS' STRATEGIC AIMS 2020 - 2025

Our schools will:
- provide a safe, respectful and calm environment in which to learn and work.
- provide an exceptional comprehensive education to all pupils/students.
- plan and deliver a rich and ambitious curriculum that meets the needs of all pupils/students.
- help pupils/students understand how to learn and value positive attitudes to learning.
- provide useful feedback to students so they know their strengths and how to improve and can take responsibility for that improvement.
- ensure that students understand how to main and maintain positive and safe relationships in school and outside.
- ensure that students are prepared for the next phase of their education and lives.
- provide useful information to parents so they can support their child's improvement.
- provide effective support and development opportunities to staff and promote high levels of morale and job satisfaction.
- provide value for money and work as efficiently as possible whilst maintaining standards.
- perform in the top 10% of schools nationally or be on a rapid trajectory to do so.
- achieve an Ofsted rating of "good" to "outstanding" in all areas.
- provide leadership which is highly effective, ethical and which places its values and ethos at the forefront of all decision-making.
- work with the Trust, other Trust schools and other partners to enhance the work of the school.

WHAT WE DO AND THE WAY WE DO IT

CONSISTENCY
EVERY ONE – EVERY DAY
CHALLENGE
NO DIPS, NO GAPS, NO EXCUSES
CHARACTER
RESILIENCE – RESPONSIBILITY

VALUE FOR MONEY
MAINTAINING STANDARDS – REDUCING COSTS

OFSTED RECOMMENDATIONS FEBRUARY 2018

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	🟥	🟧	🟩
LEADERSHIP & MANAGEMENT AND GOVERNANCE			
Reduce the number of exclusions in the college by ensuring that pupils have an appropriate curriculum and the necessary support to succeed			✓
QUALITY OF TEACHING, LEARNING & ASSESSMENT			
Improve pupils reading and writing by ensuring that all teachers provide regular opportunities to enable pupils to practise these key skills			✓
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE			
Ensure that pupils, including students in the sixth form, attend college regularly		✓	

ACTIONS – 6 KEY AREAS

AIMS & SUCCESS CRITERIA	Lead and LAB	*ACTIONS*	RESOURCES & MEETING TIME	REVIEWED HALF TERMLY SEE SEF & STANDARDS REVIEWS ADDITIONAL COMMENTS BELOW
1. Quality of Education a) *Consistent lesson structure is in place* *Learning Walks, CPD* b) *Sequences of learning are delivered effectively, with an understanding of planning* *Learning walks, QA, CPD* c) *Staff training is delivered of Teaching for Excellence, and other supportive teaching models as necessary* *CPD – internal and external, cross trust training* d) *The curriculum is implemented effectively – Adaptive Teaching is seen consistently, and is effective* *Learning walks, QA, CPD* e) *Assessment is reliable and valid (Y1-Y13).* *DCP drops, data analysis, Performance Reports, triangulation with other schools, CPD*	JB/ KF/ BUR	• *Quality Assurance programme rolled out and implemented effectively demonstrating improvement in the QoE* • *Assessment model built and DCP and assessing pupils developed. This supports improvements in formative assessment and quality of education.* • *CC CPD is thoughtfully planned to support staff on the developmental journey.* • *Termly meetings to analyse data and progress within subject areas* • *Intervention programmes to support analysis for under-performing pupils* • *BPSD model for assessment rolled out successfully and has good functionality on Bromcom to aid effective tracking.*		

| 2. **Curriculum**

a) *An ambitious and sequenced curriculum designed to meet the needs of all young people at CC Y1-Y13*
ELT Meetings, CPD, curriculum model across primary, secondary and post 16, outreach and engagement with other schools and services sought, revised SLA
b) *Cranbury's vision and intent are known and understood by all stakeholders*
SLA, Vision and values, LAB meetings, CPD, Dept & ELT meetings
c) *Subject planning is coherently sequenced and outlines the knowledge and skills to be learned at each stage.*
CPD, ELT, Dept meetings
d) *Improve learners' reading, oracy and vocabulary over the course of their stay at Cranbury.*
Reading programme implementation, RWI delivered effectively in Primary and Hospital, CPD training, Learning Walks
e) *Ensure Personal Development curricular elements have equal rigour with other curriculum areas.*
Learning Walks, QA of PD, CPD
f) *Careers education is of a high quality.*
Careers SOW, opportunities for students – WEX, careers fairs, embedded in curriculum. | JB/ BUR | ***ACTIONS***

• *Subject-leaders to spend time with peers in another school*
• *Peer review of curriculum (Jun 2023)*
• *Introduction of more vocational subjects – review impact of current subjects and ensure fit for purpose.*
• *Re-mapping of curriculum personalised to cohort*
• *CPD training on how to deliver PD effectively.*

Primary

• *CC Primary to work with GHPS to develop the curriculum*
• *Create a 2-year curriculum overview which matches National curriculum objectives (topic-based curriculum).(Oct 22)*
• *3 Is statements produced for each curriculum subject.(Nov 22)*
• *Curriculum statements and plans etc. to be put onto CC Primary website.(Nov 22)*
• *RWI consultant (Nicola Dawson) to provide support to CC staff and GHPS RWI lead to support staff to increase effectiveness of the implementation of RWI and reading beyond phonics (ongoing).*

Hospital

• *Hospital curriculum is planned and in line with the National curriculum.*
• *Lesson weightings are followed, and developed resources used consistently and effectively*

Careers

• *Termly meetings with Rob Buck, MET careers lead*
• *KS4 1-1 careers guidance to create portfolio*
• *Careers calendar*
• *Annual careers fair*
• *WEX placements*
• *Transition & NEET programmes*
• *Build relationships with external providers* | School visits and associated meetings facilitated as necessary | |

3. **Provision & Purpose** a) *To renegotiate Service Level agreement, including purpose of all sites and building. Staff structure to be considered. To build in line with Action Plan following Green Paper* *New SLA* b) *To plan effectively support from Reading College to increase post 16 provision* *Meeting & minutes, provision negotiated and SLA pinned down* c) *To ensure students with an EHCP have their needs met as much as possible in PRU- setting clear logs, reviews and key information shared to staff.* *Outlined in SLA, clear financial systems in place and logging of packages, use of provision map*	**All SLT**	• *To consult with external to support a proposal in changing the agreement regarding all elements of the CC service – taking into account the new Green Paper* • *To meet with Reading College to discuss suggested way of working better together to meet the needs of the community we serve, with particular reference to post 16 and transitional support for these students.* • *To ensure the SEN team are liaised with the ensure paperwork and processes are rigorous, ensuring pupils needs are met, in a timely manner ensuring the correct setting is sought quickly for EHCP students who setting states 'specialist setting required'* • *Ensure EHCP are up to date, reviewing in a timely manner and = accessible to staff* • *Primary EHCP provision is reviewed to ensure success of pupils* • *Classroom Support Plans in place* • *Financial processes agreed with MET and local Authority.* • *Clear logging of ILP/ provisions for EHCP Children* • *To ensure there is a clear Inclusion Offer for students at CC*		
4. **Attendance** a) *Increase student attendance, reduce Persistent Absence* *Attendance data, improve offer* b) *Ensure attendance needs are met effectively for children and families.* *Clear processes and policies followed, clarity on use of WPA/ EWO service* c) *Tight and rigorous monitoring of students attending alternative provision* *Identified job role for this – split to two AO.*	**C Baggley**	• *Review staffing structure and provision for monitoring attendance* • *Review EWO service (impact and offer) and how best to use them. Investigate a trust EWO* • *Effective use of attendance tracking to ensure safeguarding is rigorous.* • *ILP and MTT forms used and reviewed to measure impact and to ensure clear tracking of provisions.*		

5. **Behaviour & Safeguarding** a) *There are high expectations for behaviour and staff use policies effectively and consistently to prevent and deal with poor behaviour* *Bromcom, CPOMS, trust processes followed* b) *There is a clear and consistent programme for character& resilience education.* *Embedded throughout curriculum, staff are able to identify where and how* c) *Pupils/students feel safe and are confident in the school's processes.* *Pupil survey, pupil voice* d) *Positive behaviour Management is used – students and parents are aware and celebrate successes* *Positive Points, positive communication and log, incentives and rewards system improved* e) *Increased engagement and interaction with mainstream schools, with support of the Local Authority to increase the success rate of students returning to mainstream schooling.* *Fair Access Protocol clarified, positive support from Local Authority, Fair Access Meetings* f) *Interventions are developed and logged effectively in line with specific student needs.* *Development of Interventions, and identifying need, Provision Map* g) *Continue to develop and embed the Cranbury College way.* *CPD, Observations, feel of the school, reduction in suspensions, increase in positives* h) *Zones of Regulation rolled out on all sites* *Notice boards, training, SOW delivered to students*	All SLT	• *Positive Rewards rolled out, and a Positive Point system.* • *Development of Cranbury College Way – relaunch of developing a culture.* • *Creating of values document – to include restorative practice, relationship work and positive behaviour.* • *Continued relationship building, and challenge with LA to ensure students get a fair deal when being reintegrated into mainstream* • *Zones of regulation to be used by staff and children to support behaviours.* • *Interventions and support logged in Provision Map – to use this platform to effectively share information with staff*		

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6. **Leadership & Management** a) *Record-keeping re students is rigorous, consistent, and secure.* *Use of Bromcom, provision map and CPOMS, in addition to student files. Protocol in place for sharing information of PEX children we receive* b) *To ensure staff are trained within their area, and that the staffing structure is fit for purpose.* *Revisit staff structure in line with SLA* c) *To ensure key processes are rolled out in line with MET processes.* *Ensure underpinning trust consistency on current and new processes* d) *To rewrite the Service Level Agreement with the local authority- with the outcome of the students needs being met better.* *New SLA in place* e) *Effective Line Management, Appraisal and staff CPD is carried out* *Monitoring of appraisal, reminders, training for staff* f) *To ensure funds are used appropriately and are we financially viable.* *Regular financial meets (deep dives), close monitoring of ICFP (or similar), appropriate budget holders and budgets*		• *Good use of systems and software's (CPOMS, Bromcom, Provision Map, Handsam)* • *Continue to review staffing model in line with proposal and Service Level Agreement – financially, and structurally.* • *A new, safe, and fit for purpose SLA agreement* • *To establish clear job Descriptions, Line Management, and training for Line Management. Clarity on ELT, and what this entails.*		