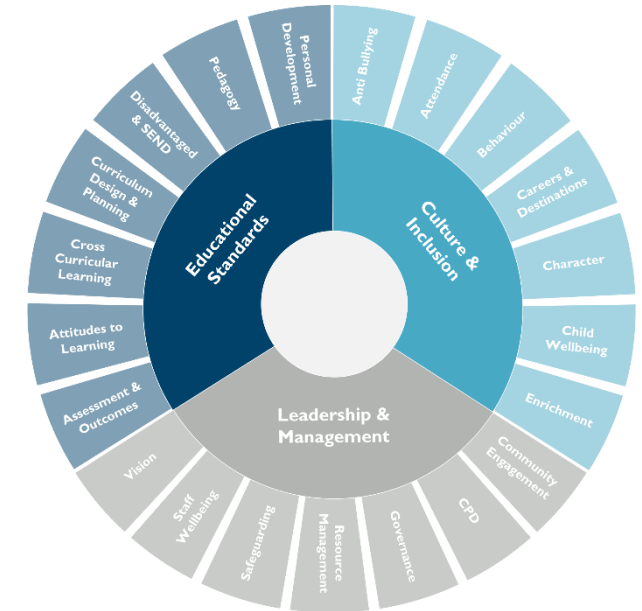


VISION

Our vision is to develop a diverse, inclusive, and collaborative community of highly effective schools that deliver excellent educational opportunities for the children and young people of the communities we serve. Through our work we will ensure that they are equipped with the knowledge, skills, and behaviours to deal with the demands of an ever-changing world.

STRATEGIC PLAN 2023-2028				
Educational Standards	Culture and Inclusion	Leading and Developing People	Growing and Developing our Community	Operational Effectiveness
Outcomes and Destinations Outcomes in each Key Stage to be in the top 10% nationally, with 100% of children having a meaningful destination	Safeguarding A culture of safeguarding is embedded in all schools as measured through external validation	Ethical Leadership Staff will feel part of the Trust community as measured through survey against the national benchmark	Trust Growth The Trust will continue to grow in a measured and sustainable way, educating 10,000 children and young people by 2028	Financial Sustainability ICFP is embedded practice and supports the delivery of balanced budgets, with reserves in line with policy
Quality of Education Provision All schools judged to be Grade 2 or higher as measured through formal accountability processes	Attendance Attendance for all groups is above the national average	Professional Development The Trust will deliver, or provide access to, high quality CPD and career opportunities for all staff, measured through engagement	Community Confidence The Trust will maintain community confidence as we continue to grow as measured through stakeholder survey against the national benchmark	Operational Sustainability The Trust will invest resources to ensure all schools operate effectively, efficiently, and sustainably as measured against its sustainability strategy
Marker of Excellence Strategies to narrow gaps are shown to continually eliminate inequality across groups	Inclusion and SEND Exclusion and suspension rates to be below the national average in all schools	Employer of Choice The Trust will be recognised as employer of choice with vacancy rates better than national comparators	System Leadership The Trust will contribute to wider system leadership with MEI growing year-on-year	Statutory Compliance MET will operate a 'best-practice' approach to ensure statutory compliance is maintained across all operations as validated through audit



OFSTED RECOMMENDATIONS FEBRUARY 2018

	W	P	S
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		✓	

Leadership and Management: Our aim is to continue to grow and strengthen leadership and management at all levels at Cranbury College so that Middle Leaders feel empowered to contribute towards the wider leadership of the school effectively.

Quality of Education: Our main focus this academic year is the development of the curriculum to ensure that every opportunity is given to our students to develop vital skills needed for their next steps in their life journey. We have already made significant progress in this regard and in broadening our curriculum design, and the next steps are to ensure that this is sustainable, accessible and relevant to our cohort at Cranbury.

Behaviour and attitudes: Our aim is to ensure that all staff feel empowered to manage low level behaviour with a calm and consistent approach both in and out of learning time. The Safe Team will feedback regularly to staff to ensure communication is effective with how behaviours have been managed and staff and students will feel safe and happy in school. We will continue to develop high expectations amongst staff and students, developing a culture of learning without limits.

Personal Development: We aim to embed 'Drop down' days within the college to ensure that we are being both proactive and reactive to the ever changing needs and challenges of our students. A Behaviour for Learning curriculum will be developed to allow students to learn appropriate behaviours that enhance their personal development in all areas.

ACTIONS – 6 KEY AREAS

AIMS & SUCCESS CRITERIA	Lead and SAB	<u>ACTIONS</u>	RESOURCES & MEETING TIME	REVIEWED HALF TERMLY SEE SEF & STANDARDS REVIEWS ADDITIONAL COMMENTS BELOW
-------------------------	--------------	----------------	--------------------------	--

<p>1. <u>Quality of Education</u></p> <p>a) Consistent lesson structure is embedded <i>Learning Walks, CPD</i></p> <p>b) Sequences of learning are delivered effectively, with an understanding of planning <i>Learning walks, book looks, QA, CPD</i></p> <p>c) The curriculum is implemented effectively – Adaptive Teaching is seen consistently, and is effective <i>Learning walks, QA, CPD</i></p> <p>d) Assessment is reliable and valid (Y1-Y11), leading to improved outcomes for all students. <i>DCP drops, data analysis, Performance Reports, triangulation with other schools, CPD</i></p> <p>e) Stretch and challenge is evident for all learners through planning and delivery, and is effective <i>Learning Walks, QA, CPD</i></p> <p>f) Students are encouraged to reflect on their learning and improve as a result of effective reflection <i>Learning walks, book looks, DCP drops, data analysis, QA, CPD</i></p>	<p>SLT</p>	<ul style="list-style-type: none"> • Quality Assurance programme implemented effectively demonstrating improvement in the QoE • Assessment model refined to show consistency • Assessment of 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 • Learning behaviour measures developed further and tracked more rigorously. • Impactful early intervention offer identified and rolled out to target learners effectively for maximum impact • Termly SLT meetings with subject leads to ensure consistency across subjects 		
--	-------------------	---	--	--

2. <u>Curriculum</u>	SLT	<u>ACTIONS</u>		
<p>a) <i>An ambitious and sequenced curriculum designed to meet the needs of all young people at CC Y1-Y11</i> <i>ELT Meetings, CPD, curriculum model across primary, secondary, outreach and engagement with other schools and services sought, revised SLA</i></p> <p>b) <i>Cranbury's vision and intent are known and understood by all stakeholders</i> <i>SLA, Vision and values, SAB meetings, CPD, Dept & ELT meetings</i></p> <p>c) <i>Subject planning is coherently sequenced and outlines the knowledge and skills to be learned at each stage.</i> <i>CPD, ELT, Dept meetings</i></p> <p>d) <i>Tutor Time and Assembly programme is designed and implemented to maximise learning opportunities and build positive relationships</i> <i>Tutor programme designed and assembly programme in place based on school values, QA, stakeholder voice</i></p> <p>e) <i>To ensure an inclusive curriculum where all learners can achieve success</i> <i>QA, Termly reviews, Stakeholder voice, outcomes</i></p> <p>f) <i>Improve learners' reading, oracy and vocabulary over the course of their stay at Cranbury.</i> <i>Reading programme implementation, screening processes developed, RWI delivered effectively in Primary and Hospital, CPD training, Learning Walks</i></p> <p>g) <i>Ensure Personal Development curricular elements have equal rigour with other curriculum areas.</i> <i>Learning Walks, QA of PD, CPD</i></p> <p>h) <i>Careers education is of a high quality.</i> <i>Careers SOW, opportunities for students – WEX, careers fairs, embedded in curriculum.</i></p> <p>i) <i>Behaviour for Learning curriculum created and rolled out across the College to ensure</i></p>		<ul style="list-style-type: none"> • <i>Subject-leaders to spend time with peers in another school</i> • <i>Peer review of curriculum (tbc)</i> <i>Re-mapping of curriculum personalised to cohort</i> • <i>CPD training on how to create effective curriculums</i> • <i>CPD training to promote PD learning</i> • <i>Identify opportunities for Cultural Capital and 'lived experiences' across all provision and build these in to curriculum plans</i> • <i>Create and implement a whole school reading strategy</i> • <i>Identify a reading and oracy champion</i> • <i>Create and implement a behaviour for learning curriculum that is rolled out across the college</i> • <i>Identify opportunities for drop down days across the academic year and build them in to the school calendar</i> • <i>Regular review of AP provision</i> • <i>Review of all curriculum maps for vision, intent and effective sequencing</i> • <i>Termly Subject Lead meetings with SLT to review offer and identify next steps</i> • <i>Create a full tutor time programme- and build into CPD offer so staff are empowered to deliver effectively</i> • <i>Implement an assembly rota built on school values and ensure consistent delivery of this across the school</i> • <i>CC Primary to work with Oak Tree to develop the curriculum offer</i> • <i>Create a 2-year curriculum overview which matches National curriculum objectives (topic-based curriculum).(Oct 24)</i> • <i>3 Is statements produced for each curriculum subject in all settings</i> • <i>Curriculum statements and plans etc. to be reviewed and amended accordingly</i> • <i>Hospital curriculum is planned and in line with the National curriculum.</i> 		

<p><i>implicit and explicit delivery in all curriculum areas</i> <i>Learning walks, DCP drops, data analysis, decreased behaviour data, successful return to permanent placements</i></p> <p>j) <i>Opportunities for students to have lived experiences' built in to the curriculum offer and are evident throughout the academic year including planned drop down days</i> <i>Learning walks, QA, student voice, parent voice</i></p>		<ul style="list-style-type: none"> • <i>Developed resources used consistently and effectively in hospital setting</i> • <i>Termly meetings with Rob Buck, MET careers lead</i> • <i>KS4 1-1 careers guidance to create portfolio</i> • <i>Careers calendar</i> • <i>Annual careers fair</i> • <i>WEX placements</i> • <i>Transition & NEET programmes</i> • <i>Continue to build relationships with external providers</i> 		
--	--	--	--	--

<p>3. Provision & Purpose</p> <p>a) To secure a final Service Level agreement, including purpose of all sites and building. Staff structure to be considered. <i>New SLA, staff restructure, review of all provisions</i></p> <p>b) To review CBC vision in conjunction with all stakeholders and ensure provision is in line with this. <i>Stakeholder voice, re-established vision and purpose</i></p> <p>c) To ensure all students are reintegrated back to permanent placements, including EHCP students placed in appropriate provision in a timely manner. <i>Outlined in SLA, clear financial systems in place and logging of packages, use of provision map, reintegration package developed and implemented</i></p> <p>d) To review all provisions and ensure all offers are impactful and value for money <i>Appropriate provision in place that shows progress for learners, pathway processes are clear, thorough, regularly reviewed for impact and value for money and are easy to follow</i></p> <p>e) To develop 'All sites, one school' ethos through multi site working and effective collaboration <i>Staff voice</i></p> <p>f) To develop clear processes for all operational procedures that are clear and transparent and followed appropriately by all stakeholders <i>Stakeholder voice, QA, Performance management</i></p>	<p>All SLT</p> <p>CWi</p> <p>CWi</p> <p>CWi/ CBa</p> <p>CWi/ AKe</p> <p>CWi/ AKe</p>	<ul style="list-style-type: none"> • To continue to work with LA to secure an effective SLA • To consult with stakeholders regarding vision and re-establish with all stakeholders as appropriate • To develop reintegration support processes and design a system to allow effective measurement of impact • To review current ILP provision and procedures around ILPs to ensure they are robust, ensuring this is shared with all staff. • To create opportunities for cross-site working and building opportunities for all sites to be included in CPD delivery etc. • Financial processes agreed with MET and local Authority. • Review of all processes and procedures, built in to CPD plans to ensure stakeholders are aware and following • To ensure there is a clear Inclusion Offer for students at CC 		
--	--	---	--	--

<p>4. Inclusion</p> <p>a) Increase student attendance, reduce Persistent Absence <i>Attendance data, improve offer</i></p> <p>b) Ensure attendance needs are met effectively for children and families. <i>Clear processes and policies followed, clarity on use of WPA/ EWO service</i></p> <p>c) Tight and rigorous monitoring of students attending alternative provision <i>Records of QA reviews taking place, impactful revision, student progress</i></p> <p>d) Staff and students feel happy and safe in all provisions at Cranbury College and opportunities are planned for to develop wellbeing <i>Stakeholder voice, staff retention</i></p> <p>e) SEND provision is preventative and proactive, with a robust system in place to identify needs and action appropriately <i>Learning walks, QA, DCP data, placement data, stakeholder voice, SEND register</i></p> <p>f) Improved attitudes to learning as a result of inclusive, accessible learning opportunities for all learners, alongside explicit behaviour for learning opportunities built in to all we do. <i>Learning walks, DCP drop, data analysis, reduction in behaviour incidents, successful reintegration data</i></p> <p>g) Interventions reviewed and implemented so that they are run consistently and effectively, allowing early intervention and prevention <i>DCP drop, data analysis, stakeholder voice, successful reintegration</i></p> <p>h) Behaviour and Rewards systems will be purposeful and impactful, focusing on positive re-enforcement with a transparent process in place for behaviour if necessary <i>DCP drop, Data analysis to show increased positive behaviours and reduction in negative behaviours, stakeholder voice, successful reintegrations</i></p>	<p>CBa</p>	<ul style="list-style-type: none"> • 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. • To ensure that 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 • Ensure that there is appropriate provision in place for students at SEN K level and these students are identified in a timely manner • Ensure Assess Plan Do Review is embedded and used appropriately • Ensure identification of SEND need on entry to Cranbury is clear and consistent • Ensure access arrangements are identified and are implemented as normal way of working from the onset • Create a wellbeing calendar which is embedded into the school calendar and CPD offer • Create opportunities to meet with all stakeholders and gain their views and opinions • Development of Behaviour for Learning curriculum as above • Build CPD plan to ensure staff understanding of inclusive, adaptive teaching • Interventions are planned, scheduled and reviewed regularly, forming part of the QA process • Develop a behaviour and rewards system that focuses on positive re-enforcement 		
--	-------------------	--	--	--

<p>5. <u>High expectations of all</u></p> <p>a) <i>There are high expectations for all and stakeholders are held to account when these are not met</i> <i>Bromcom, CPOMS, trust processes followed, performance development</i></p> <p>b) <i>There is a clear and consistent programme of behavior for learning created and running alongside all subjects taught at CBC.</i> <i>Embedded throughout curriculum, staff are able to identify where and how</i></p> <p>c) <i>Staff expectations of students both academically and pastorally are consistently high and staff model these expectations effectively through their own behaviours</i> <i>Data analysis, QA, Learning walks, Brom Com, stakeholder voice, external review</i></p> <p>d) <i>Increased engagement and interaction with mainstream schools, with support of the Local Authority to increase the success rate of students returning to mainstream schooling.</i> <i>Fair Access Protocol clarified, positive support from Local Authority, Fair Access Meetings, improved relationships, positive stakeholder voice</i></p> <p>e) <i>Continue to develop and embed the Cranbury College way.</i> <i>CPD, Observations, feel of the school, reduction in suspensions, increase in positives</i></p>	<p>CWi/ CBa</p>	<ul style="list-style-type: none"> • <i>Development of Cranbury College Way – relaunch of developing a culture.</i> • <i>Creating of values document – to include restorative practice, relationship work and positive behaviour.</i> • <i>Continued relationship building, and challenge with LA to ensure students get a fair deal when being reintegrated into mainstream</i> • <i>Interventions and support logged in Provision Map – to use this platform to effectively share information with staff</i> • <i>Development of staff and student induction process to ensure expectations are clear from the onset</i> • <i>Expectations built in to CPD programme to ensure regular refreshers regarding expectations</i> 		

<p>6. Leadership & Management</p> <p>a) Record-keeping re students is rigorous, consistent, and secure. <i>Use of Bromcom, provision map and CPOMS, in addition to student files. Protocol in place for sharing information of PEX children we receive</i></p> <p>b) To ensure staff are trained within their area, and that the staffing structure is fit for purpose. <i>Revisit staff structure in line with SLA</i></p> <p>c) To ensure key processes are rolled out in line with MET processes. <i>Ensure underpinning trust consistency on current and new processes</i></p> <p>d) To finalise the Service Level Agreement with the local authority- with the outcome of the students needs being met better. <i>New SLA in place</i></p> <p>e) Effective Line Management, Appraisal and staff CPD is carried out <i>Monitoring of appraisal, reminders, training for staff</i></p> <p>f) To ensure funds are used appropriately and we are financially viable. <i>Regular financial meets (deep dives), close monitoring of ICFP (or similar), appropriate budget holders and budgets</i></p>		<ul style="list-style-type: none"> • 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. • To create a personalised CPD programme allowing staff to develop skillset in areas of interest • To create a xtargeted middle leader training programme that allows middle leaders to grow and develop effectively • To roll out the use of National College as a training platform across the College • To maximise the MEI training opportunities to empower staff at all levels to develop leadership qualities 		
---	--	--	--	--