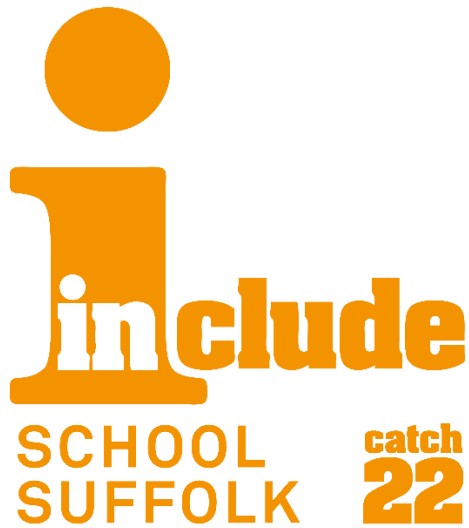




Catch 22 include Suffolk Primary School

2023 – 2026

School Improvement Plan

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Latest Ofsted Inspection (138877)

Summary from Ofsted Inspection February 2023:

This school provides a haven for pupils who have been excluded or have struggled in other school placements. Staff know the pupils well and there is a warm relationship between them. As a result, pupils are enthusiastic about coming to school and know that staff will help them feel safe. They enjoy the activities they do, especially where they are practical, for example using blocks in mathematics to represent fractions. Pupils enjoy listening to their teachers read them stories. Pupils are not yet achieving as well as they could because some teachers have low expectations. Many pupils arrive at the school displaying exceptionally challenging behaviour. Staff are skilled at helping pupils to calm down and get back to learning. Most pupils are now able to learn to read, write and do mathematics, where previously they could not access mainstream classrooms. Teachers expect them to work, and most do. However, there are still too many occasions when disruptive pupils stop others from learning. Where there is bullying, or when sexist or racist language is used, this is dealt with quickly and effectively by leaders. Pupils know who they can go to if they are worried or upset.

Ofsted Supportive Statements

- ▶ The curriculum does not make it clear how knowledge and skills learned will be progressive term on term. This means that pupils do not build their knowledge from what they have learned previously. Leaders must ensure that the curriculum is well planned and sequenced.
- ▶ Some of the activities that teachers choose for pupils to do are not well matched to the intended learning. Activities are too easy and do not rehearse the exact knowledge and skills taught. This means that pupils do not learn as well as they should. Leaders need to ensure that staff plan and choose activities that are closely matched to the learning intention.
- ▶ Phonics is not taught consistently well. Some teachers do not always follow the school's chosen approach. The books that weaker readers are given to read are not matched to the scheme. This means that pupils do not build the phonic knowledge they need to read accurately and fluently. Leaders should ensure that staff are well trained in the school's approach for teaching phonics and that books are well matched to the sounds pupils need to practise.
- ▶ The expectations for writing are inconsistent across the school. Some pupils are reluctant to write. They avoid writing where staff do not expect them to do so. As a result, pupils are not developing the skills they need to write well. Leaders need to ensure that staff understand how to encourage reluctant writers and have higher expectations of pupils' written work.

▶ Overall Effectiveness of the School

Requires Improvement

Our School Vision

Our vision at Catch 22 is a strong society where everyone has a good **place** to live, a **purpose** and good **people** around them.

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best **People** supporting them, a safe, stimulating and inclusive **Place** to learn and our **Purpose** is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

► Quality of Education

At Catch 22 Include Suffolk Primary School, we are committed to delivering a bespoke and ambitious curriculum, tailored to meet the diverse needs of our pupils. We understand that education is not just about imparting knowledge, but about nurturing **people**, helping them to find their **place** in the world, and instilling in them a sense of **purpose**. We offer an engaging learning experience that sparks curiosity and fosters a love of learning, setting a strong foundation for lifelong education. Our dedicated and passionate staff strive to make our school a place where every pupil feels valued, inspired and equipped to pursue their most ambitious dreams.

► Behaviour and Attitudes

At Catch 22 Include Suffolk Primary School, our behaviour vision centres on the principles of '**Be Kind (People)** , **Be Safe (Place)** and **Be Ready to Learn (Purpose)**'. We are committed to nurturing each individual's emotional and social development within a safe, understanding and therapeutic environment. We promote behaviour for learning by encouraging pupils to be reflective, fostering a calm atmosphere that's conducive to growth. Our approach is guided by PACE principles: Playfulness, Acceptance, Curiosity and Empathy. We understand that emotional and mental health is pivotal to learning, and employ a supportive, collaborative, trauma-informed methodology, with restorative actions tailored to individual needs. This supportive framework prioritises holistic development, nurturing pupils into empathetic, responsible and resilient individuals.

► Personal Development

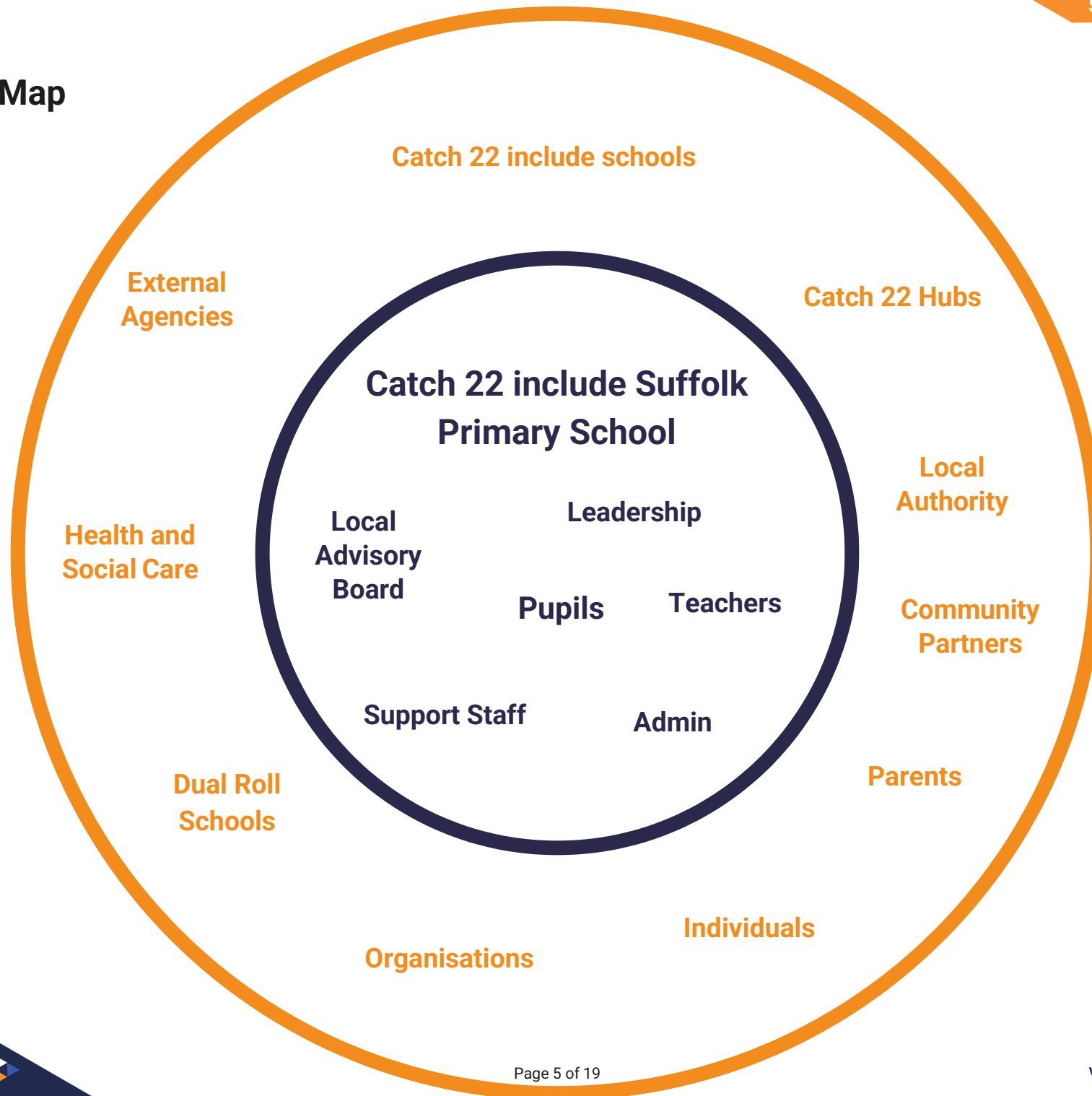
At Catch 22 Include Suffolk Primary School, our vision for personal development is to create a **place** where our pupils find their **purpose**, developing into confident and independent individuals. We believe in fostering the broader development of our **people**, providing an inclusive environment that builds character resilience and a deep understanding and appreciation of diversity. Our curriculum embeds British values, promoting respect for all. We strive to nurture our pupils to be physically and mentally healthy, equipping them with the skills to support them throughout life. Our goal is to

develop well-rounded individuals who are ready to navigate the world with confidence, understanding and respect for all.

► Leadership and Management

At Catch 22 Include Suffolk Primary School, our leadership and management vision is to build a collegiate, inclusive and nurturing environment that places pupils at the centre. We commit to fostering teamwork, inspiring all stakeholders to adopt a growth mindset and support each other in achieving ambitious goals. Our strategic approach upholds the values of continuous professional development (CPD) and partnership working, to enhance the strengths and confidence of our **people**. We strive to make our school a **place** where individuals discover their **purpose**, pursue high expectations and celebrate achievement. Our mission is to provide a supportive educational community that empowers every pupil and member of staff to realise their full potential.

Stakeholder Map



One Year School Improvement Plan

Priorities 2023 – 2024

- the quality of education at the school
- the behaviour and attitudes at the school
- the personal development of everyone at the school
- the quality of leadership and management of the school

SIP Priorities 2023– 2024

Key Outcomes

► Quality of Education (QE)

- To enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- To foster in pupils self motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- To consistently deliver well planned lessons and effective teaching methods, activities, and management of class time;
- To show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are considered in the planning of lessons;
- For all teaching staff to demonstrate good knowledge and understanding of the subject matter being taught;
- For all teaching staff to utilise effectively classroom resources of a good quality, quantity and range

► Behaviour and Attitudes (BA)

- Utilise effective strategies for managing behaviour and encouraging pupils to act responsibly
- The welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified.

► Personal Development (PD)

- Promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

► Leadership and Management (LM)

- To demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- To fulfil their responsibilities effectively so that the independent school standards are met consistently.

Quality of Education 2023 – 2024

£ 13.316.50

Action	Expected Impact	Partnership	Cost Resources, CPD	Leadership/Date	RAG
To plan in detail, how skills and knowledge will be progressively taught term on term, and year on year.	Pupils learn more and remember more as seen by SOW, teacher assessment, pupil progress data and teaching and learning observations.	Quality assured by educational leaders within Catch 22 Education	Skills and knowledge progression maps Teacher planning days (6 per year). CPD twilight sessions (weekly)	Headteacher and Deputy Head Teacher / Plans to be in place by Sept 2023 and reviewed/ quality assured throughout the year	
Increase pupils' understanding of what progress they have made by implementing steps to progression topical map for pupils to follow, review and reflect on during lessons..	Pupils can communicate what progress they are making, and can demonstrate the skills that they have developed across the curriculum evidenced by teacher assessment, pupil work books and teaching and learning observations.	DHT/Teachers	Allocated time for pupils to review progression maps CPD twilight sessions (weekly)	Headteacher, Deputy Headteacher and Assistant Headteachers Sept 2023	
Pupils to make good progress according to their ability so that they increase their knowledge and skills through	Pupil progress in all subject areas will increase. Learning will build on skills and knowledge during their time at the school	Dual placements and previously attended schools will be asked to	Pupil admission and transition plans to include baseline assessments	Headteacher and Deputy Head Teacher	

planning lessons effectively to build on pupil's abilities and prior knowledge Quality assurance through regular learning walks, lesson observations and book scrutinies with clear feedback, guidance and support Pupil admission/transition plans to include baseline assessments outlining prior knowledge.	as evidenced by half termly reports and data drops.	complete admissions data	Deliver training and support to teachers to plan lessons effectively – CPD twilight sessions (weekly)	Sept 23	
To consistently teach phonics well to enable pupils to build the phonics knowledge they need to read accurately and fluently	Phonics will be taught consistently well. Teachers will always follow the school's chosen approach. The books that weaker readers are given to read match the scheme. Pupils will build the phonic knowledge they need to read accurately and fluently as seen by teaching and learning observations, teacher assessment, pupil progress reports and data drops	Ruth Muskin training provider and Oxford University Press	Cost of RWI training (£4761) and resources (£6,065.50)	Headteacher, Deputy Head Teacher, Assistant Headteachers and Reading Lead Whole scheme to be implemented: Sept 2023 – ongoing	
To deliver a curriculum that consistently motivates and	Writing will be taught consistently well. This will be	Ruth Muskin training provider	Regular training sessions and support	Headteacher, Deputy Head	RWI training dates as above

inspires pupils to complete writing tasks independently by: Delivering training to Teachers and Teaching Assistants in ways to foster a love of writing. Creating a clear school handwriting policy	evidenced in pupil's ability to write independently and monitored through learning walks, lesson observations and book scrutiny.	and Oxford University Press / Teachers	from the designated Reading Lead Regular learning walks, lesson observations, book scrutinies and pupil progress analysis	Teacher, Assistant Headteachers and Reading Lead September 2023	
To ensure that SMSC development and British Values are embedded across the curriculum opposed to being systematically planned for Gridmaker training to be delivered to DHT/AHTs	SMSC and British Values is taught and planned consistently well across the curriculum. Pupils' personal developmental needs are met as seen on Gridmaker and pupil progress reports.	Gridmaker	Leaders to provide a shared calendar to remind all staff of opportunities and current events throughout the year All staff CPD sessions, Cover supervisor role at each site to cover PPA times	Headteacher, Deputy Head Teacher, Assistant Headteachers Sept 2023	
Activities to be carefully planned for and chosen to match the intended learning objectives and outcomes	All pupils are engaged and challenged consistently. All pupils demonstrate their learned skills through a diverse range of applications. As evidenced by learning observations and schemes of work.	Oxford University Press – Numicon Online	A range of learning resources and equipment (£2.500) Numicon resources and professional development to enhance activities in maths Training to teachers around selecting and	Headteacher, Deputy Head Teacher, Assistant Headteachers Sept 2023	

	All teachers use a range of resources to engage pupils in achieving the lesson objectives		planning for engaging and purposeful activities		
All staff to have an increased understanding of the aptitude and prior attainments of the pupils, and ensures that these are considered in the planning of lessons by: using assessments every half term to establish pupil's prior knowledge and to use this to inform planning	Teaching will be consistently differentiated according to ability and learning needs of pupils Pupil progress will increase	Insight	Standardised assessments include: New Group Reading Tests, British Spelling Test Series and Sandwells (Costs vary dependent on pupil cohort) CPD sessions around assessment and planning	Headteacher, Deputy Head Teacher, Assistant Headteachers June 2023	
All staff to demonstrate an increased understanding of the needs of the pupils, and ensures that these are considered in the planning of lessons by: planning lessons using Boxall profile tools and EHCP recommendations and other suggested interventions and strategies to adapt teaching to the needs of each individual pupil	Teaching and learning is adapted to meet pupils' needs consistently well through targeted planning and teaching. Evidenced by teachers' daily planners and progress of EHCP outcomes. Pupil progress will increase		CPD Sessions Boxall Profile suscription	Trainee SENCo, Assistant Heads, Teachers and Trauma informed Advocates Sept 2023	

Ensure that all teachers consistently demonstrate good knowledge and understanding of the subject matter being taught through: Subject specific half termly schemes of work to be allocated to carefully selected teaching staff based on subject knowledge and experience for core subjects, following the progression maps created by qualified teacher leaders All teaching staff to complete subject knowledge audits to inform the arrangement and delivery of targeted CPD sessions	Teachers will consistently demonstrate high quality subject knowledge in the lessons they are teaching. This will be evidenced in teacher planning, lesson observations and learning walks. Pupil progress will increase against all subject areas	Subject Audit Programmes Ruth Miskin RWI training provider	Paid time and location for collaborative teacher planning days Subject Audit programmes Subject specific CPD sessions Ruth Miskin RWI training	Headteacher, Deputy Headteacher, Subject Lead Teachers Oct 2023	
To provide and select reading books for pupils that are well matched to the sounds they need to practise following the Read, Write, Inc, phonics scheme.	Pupils will read consistently well with reading books matched to the sounds they need to practise. All staff will be consistently following the reading scheme. Assessment data will demonstrate increased progress in reading.	Ruth Miskin RWI training provider	Ruth Miskin RWI training costs Reading Lead position Library bookcases, shelving and furniture A range of reading books	Headteacher, Deputy Headteacher, Designated Reading Lead and Assistant Heads Training booked for Sept 5th 2023.	

To ensure that all pupils are provided with opportunities to attend purposeful educational visits which enhance and consolidate their learning with memorable experiences. Each class will have an arranged educational visit every half term which is planned for and managed using the Evolve system. Every Educational trip will have a clear purpose for consolidating learning outcomes and all pupils will be provided with opportunities to attend.	Pupils will be able to apply their learning across a wide range of contexts and develop their understanding of the wider world Pupils will have gained memorable experiences from their educational visits.	Evolve System	Evolve system training for teachers Cost of transport Cost of Educational Visits Staff Expenses (Milage)	Headteacher, Deputy Headteacher, Assistant Heads and Teachers Oct 2023	
All staff will have access to a whole school shared calendar which includes information regarding: planned educational visits, special awareness events, key dates, religious festivals, topic ideas following current events and expected site visits.	Teachers will be well informed and supported in their planning for teaching and learning with raised awareness of social, moral, spiritual and cultural opportunities. The visibility and availability of leaders will be clear to all staff and the quality of education experience for pupils will improve as a result of the consistency in expectations across the school.		Development of shared calendar	Deputy Headteacher to create. Leadership team to add visits and events where necessary. Sept 2023	

Behaviour and Attitudes 2023– 2024

£ 6.272

Action	Expected Impact	Partnership	Cost Resources, CPD	Leadership/Date	RAG
TeamTeach: Retraining all staff in January 2024 to update all staff in appropriate methods and use	- Reduction in frequency of restraints - All staff use correct techniques in line with TeamTeach policy and protocol/Behaviour policy - Every child has an individual TeamTeach plan to ensure we manage behaviour in a trauma-informed way - Reduction in staff injury	AHT (lps) and H&S manager	TeamTeach (app. £5000) /H&S	AHT (lps) Jan 2024	
IESPs: Combine behaviour Support plans/IEPs into one holistic plan per pupil	- All staff have a working knowledge of every pupil's needs - Incidents and suspensions decrease - Pupils develop their own strategies and coping mechanisms as a result of their IESP	DHT/AHT (lp)	/	AHT (lps) Oct 2023	
Bound Books: All staff to use bound books correctly and effectively	- Leaders can develop effective interventions to support individual pupils - Pupils feel safe and understand our processes of keeping them safe	AHT/H&S Manager		AHT (lps) Sept 2023	

AHT will explore more efficient platforms for recording TeamTeach holds.	3. Leaders are able to quality assure behaviour management and use this in performance management processes with staff				
Incidents: Review incident reporting and develop twilight training for all staff	1. Incidents will reduce 2. Consistency across all three sites in reporting 3. Restorative practice will improve 4. Staff wellbeing will improve	AHT (lps)/ Datix/ H&S	Grab Bags	AHT (lps) Oct 2023	
Advocates: Develop advocate role to lead on Pastoral support for pupils, including: Student Council, Boxall profile, interventions and family liaison.	1. Pupils are well supported with tailored interventions 2. Advocates act as primary point of contact for families and children's agencies including social services. Their approach is centred on the needs of the pupils and ensuring that they are functioning properly and are cared for within the school setting	AHT (lps)/Advocates	Theory and Practice of Boxall Profile Training (£199 pp) Drawing and talking training (£225 pp) Advocate Forum	AHT (lps) Jan 2024	
Display and teach school rules/3Ps to school community and stakeholders	1. Increased understanding of expectations 2. Rewards are linked to expectations 3. Behaviour and attitudes improve across the school community	AHT/Comms/Admin	Posters/Display content/Website/Assemblies	AHT (lps)	

Increase Attendance to 95%:	1. Pupils benefit from a full time education 2. Pupil progress improves 3. Risk of getting involved in antisocial behaviour or crime is reduced	AHT (Ips)/EWO/Dual Placement Schools	Interactive assemblies	AHT (Ips) April 2024	
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AHT (Ips)/Advocate

Personal Development 2023 – 2024

£ Cost (excluding PP and SF)

Action	Expected Impact	Partnership	Cost Resources, CPD	Leadership	Date
All staff use Gridmaker effectively to record where and how SMSC/British Values and RSE/PSHE outcomes are delivered	1. This will ensure that all SMSC/British Values, RSE/PSHE outcomes are covered within our curriculum. 2. Pupils will develop skills to help them navigate the world with confidence, understanding and respect for all.	Gridmaker/SLT/Teachers	Gridmaker CPD for HT/DHT/AHTs In-house CPD for all staff	DHT Training: 30/08/2023	
Develop effectiveness and impact of advocate roles through CPD in ELSA, interventions, Boxall Profile Revise advocate responsibilities to allow greater focus on Pastoral work.	1. Pupils will have focussed interventions to develop their emotional literacy and resilience 2. Family relationships will be strengthened and developed to further benefit the pupils 3. Advocates will have increased capacity to develop their impact	ELSA Network Nurture UK Drawing and Talking Advocates	ELSA Network Nurture UK Drawing and Talking	AHT (Ips) Jan 2024	

Developing links with the community to enhance our curriculum offer	1. Pupils will have access to extra curricular opportunities e.g. PE run by local sports clubs 2. Develop pupils' knowledge and relationship with the local community 3. Pupils will benefit from Increased knowledge of the wider world	Sports clubs Suffolk wildlife trust Fire and rescue, Police First Aid Friends Suffolk library service TF Music school	TBA	AHT (BSE) Jan 2024	
NASENCO course – Elisha and Daryl	1. All SEN needs are met consistently across the school	University of Hertfordshire University of Middlesex	N/A (last year's budget)	HT – Sept 2024 DHT – Sept 2023	
All pupils are provided with opportunities to attend purposeful educational visits every half term, which enhance and consolidate their learning with memorable experiences.	1. Every Educational trip will have a clear purpose for consolidating learning outcomes and all pupils will be provided with opportunities to attend. 2. Pupils will have gained memorable experiences from their educational visits.	Evolve	Budgeted	AHT (BSE) Oct 2023	
RSE/PSHE Update policy	1. Staff, Parents and children will have a clear understanding of how we deliver RSE/PSHE	EC Publishing (Follows PSHE association) School Nurse	Suffolk Council RSHE Portal	DHT October 2023	

Parent/carer/staff consultation Ensure policy is part of our admissions pack Develop clear RSE unit of work for year 6 pupils	2. Pupils will benefit from all elements of RSE/PSHE regardless of their start date	Jane Stannard (Suffolk Council schools engagement manager)			
To ensure that SMSC development and British Values are embedded across the curriculum opposed to being systematically planned for Gridmaker training to be delivered to DHT/AHTs	1. SMSC and British Values is taught and planned consistently well across the curriculum. Pupils' personal developmental needs are met as seen on Gridmaker and pupil progress reports.	Gridmaker	Leaders to provide a shared calendar to remind all staff of opportunities and current events throughout the year All staff CPD sessions, Cover supervisor role at each site to cover PPA times	Headteacher, Deputy Head Teacher, Assistant Headteachers Sept 2023	
Student Councils: Student council elections to be held in each class Weekly student council meetings run by advocates Student council to develop a standing	Pupils can voice their opinions and have their views taken into account in decisions which impact upon them Pupil participation will increase, they will learn about democracy, local and global citizenship and accountability	Advocates/Headteacher/Pupils/Teachers	Clear school council display Meeting minutes recorded and share with whole school	Advocates October 2023	

agenda with outcomes and actions Student council to meet with Headteacher once every half term Student council members to be part of recruitment panel					
Transitions: Clear transition plans for incomers and leavers for dual placement and PEX pupils	Pupil/Parent/Carer anxiety is reduced with a clear understanding of the process Pupils will benefit from establishing good relationships with the staff they will be working with Pupil transition back into mainstream or specialist provision will be successful	Family Service Coordinators/Dual Placement schools, Parents/Carers, other agencies		AHTs January 2024	
Become a Rights Respecting School	- Children are healthier and happier - Children feel safe - Children have better relationships - Children become active and involved in	Unicef Rights Respecting Schools	AHT (Lowe) £210 training course/£2 per pupil	Oct 2023	

school life and the
wider world

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Leadership and Management 2023 – 2024

£ Cost (excluding PP and SF)

Action	Expected Impact	Partnership	Cost Resources, CPD	Leadership	Date
Restructure senior leadership team to ensure increased capacity to drive forward improvement	1. Deputy Headteacher will have capacity to drive forward improvement plan for QofE 2. Quality of Education will move from Requires improvement to at least Good 3. Teachers will be better supported with teaching, learning and planning 4. Line management responsibilities will reflect areas of expertise	DHT/HT/Head of Quality and Impact	Budgeted staffing costs for DHT role and interim AHT (BSE) role.	DHT 1 st September 2023	
School leaders set the tone and culture of expected behaviour within the school.	1. All staff model expected behaviour and professional standards 2. Pupils understand what good behaviour, respect and kindness look like 3. Behaviour improves across the school	HT/DHT/AHTs	/	AHT (Ips) January 2024	
Set up a Local Advisory Board (LAB) to provide local governance.	1. Quality assurance for whole school improvement will increase	LAB members	CPD and expenses	HT Oct 2023	

	- Headteacher will be support and held accountable for Independent School Standards - Staff, Parents/Carers and the local community will have a voice in the running of our school. - Improved relationships with our local community - The school will benefit from being able to utilise wider areas of expertise				
Successfully manage site move to House 1, Ashley school site, Lowestoft	Pupils and staff will benefit from a fit for purpose learning environment	Workplace Business Partner/LA/H&S/School staff/Ashley School staff	Budgeted for within LA agreement and Catch 22	HT/AHT (Lowestoft)	
Actively seek and secure new premises for site merge of Ipswich and Bury St Edmunds for 2024	- Pupils and staff will benefit from a fit for purpose learning environment - Increased potential for growth of service	Workplace Business Partner/LA/H&S/School staff	Budgeted for within LA agreement and Catch 22	HT/DHT/AHTs Ips and BSE January 2024	
Develop and cost Outreach/Online learning for pupils on waiting list/without placements/school refusers	- Pupils will have access to a full-time education offer if they are unable to attend in person - School exclusions will reduce - Pupil safeguarding and wellbeing will be monitored by trained school staff - Increase income potential	Catch 22 finance and comms, LA, HT, DHT	TBA (will be covered by increased income)	HT January 2024	

KS3 provision: Create and develop a business proposal for the LA Recruit and train relevant staff Increase site capacity	1. Pupils who do not have a named secondary placement or who are not ready to transition will be able to remain in full time education 2. Increased income potential 3. Risk of children getting involved in antisocial behaviour or crime is reduced	LA/Catch22	TBA (covered by increased income)	HT In place by Sept 2024	
ISS/Ofsted Folders: Each site will have a folder with evidence of compliance with all Independent School standards/Examples of good practice	1. All staff will have increased knowledge and understanding of ISS 2. School leaders will review practice more effectively and drive improvement in all areas 3. The school will be prepared to demonstrate evidence of good practice across all ISS for inspections/QA visits 4. The school will move from RI to at least Good	Head of Quality and Impact/Include Leaders	/	HT/DHT January 2024	
Staff Wellbeing Mental Health Champions (MHC) to	1. Staff wellbeing will improve across all sites 2. Staff will feel more supported by	AHT (Lowe)/MHCs	Resources and activities to be costed within existing budget	AHT (Lowe) Oct 2023	

be identified for each site

AHT (Lowe) will develop a wellbeing programme with MHCs

leadership and management

3. Staff absence will reduce
4. The school will benefit from a more positive attitude across all sites

Medium and Long Term

School Improvement Plan (Broad Strokes)

Priorities 2024-2026

- the quality of education at the school
- the behaviour and attitudes at the school
- the personal development of everyone at the school
- the quality of leadership and management of the school

Quality of Education 2024 – 2026

£ Cost (excluding PP and SF)

QE: (Copy from MT & LT SIP priorities)

Action	Expected Impact	Partnership	Cost Resources, CPD	Leadership	Date
Develop KS3 Curriculum	1. 2. 3.				
Create and develop after school and holiday provision	1. 2. 3.				
Designated Subject leads with good subject knowledge	1. 2. 3.				
All teachers qualified or on QTS pathways	1. 2. 3.				
All teaching and learning to be at least Good and working towards Outstanding	1. 2. 3.				
	1. 2. 3.				
	1. 2. 3.				

Behaviour and Attitudes 2024 – 2026

£ Cost (excluding PP and SF)

BA: (Copy from MT & LT SIP priorities)

Action	Expected Impact	Partnership	Cost Resources, CPD	Leadership	Date
Develop staffing to include qualified therapist/s and increased, targeted therapeutic interventions for all identified pupils	1. 2. 3.				
Include Suffolk will not use PIs with our pupils	1. 2. 3.				
Include Suffolk will not suspend pupils	1. 2. 3.				
Attendance average to be over 95%	1. 2. 3.				
All pupils will have an identified destination before their last term with include.	1. 2. 3.				
	1. 2. 3.				
	1. 2. 3.				

Personal Development 2024 – 2026

£ Cost (excluding PP and SF)

PD: (Copy from MT & LT SIP priorities)

Action	Expected Impact	Partnership	Cost Resources, CPD	Leadership	Date
Develop and implement outdoor learning programme	1. 2. 3.				
All pupils take part in extra-curricular activities which are provided or organised by or on behalf of the school	1. 2. 3.				
Peer mentoring programme to be developed and introduced	1. 2. 3.				
Become an ECO school	1. 2. 3.	https://www.eco-schools.org.uk/			
	1. 2. 3.				
	1. 2. 3.				
	1. 2. 3.				

Leadership and Management 2024 – 2026

£ Cost (excluding PP and SF)

LM: (Copy from MT & LT SIP priorities)

Action	Expected Impact	Partnership	Cost Resources, CPD	Leadership	Date
DHT to Gain NPQH	1. 2. 3.				
Increase community links and impact	1. 2. 3.				
Shared CPD with Dual Register schools	1. 2. 3.				
Reduction of primary pupil exclusions across the county	1. 2. 3.				
Increase provision and capacity	1. 2. 3.				
More effective recruitment and staff retention	1. 2. 3.				
	1. 2. 3.				

