

## ✓ How will we know when we're successful?

### Preparing for Adulthood

The overwhelming majority of students successfully

1. achieve a broad range of appropriate accreditation outcomes as they progress towards ambitious 'Preparing for Adulthood' EHC Plan outcomes
2. progress from Key Stages 4 and 5 with clear evidence over time that progression leads to higher levels of study and/or employment
3. participate in at least one successful residential school journey, work experience placement, and external sporting/public performance event

### Visible Learning

1. Teachers systematically evaluate their impact, using research, data and professional development to improve the quality of teaching and learning.
2. Learners progressing from Key Stage 2-4 match or exceed previous 'outstanding' cohorts despite accreditation changes, and maintain or increase their rate of progress in Maths and English
3. Learners consistently demonstrate a range of visible learning dispositions, in particular being 'assessment capable'.
4. Teachers are confident in their baseline assessments of learners and use data regularly to evaluate progress, reshaping their own practice in light of it

### Well-Being

1. Evidence that all students' voices are developed, captured, and responded to.
2. Staff awareness of mental health issues consistently leads to appropriate support
3. Attendance is significantly higher than special school averages and comparable to secondary mainstream, with minimal unauthorised absence
4. High staff morale evidenced through positive engagement in and feedback on CPD, line management, appraisal, wellbeing events and surveys

### Parent/Carer Priorities

1. Positive parental feedback with high levels of engagement at events/meetings and through Friends of Stormont House
2. Parent governors work closely with leaders and actively involved in governance
3. Clear leadership team responses to parent/ carer priorities e.g. 'You said, we did'

### Student Priorities

Actions to address student priorities are increasingly student-led, their evaluations of progress are positive, and improvements are achieved in a timely manner

### External Evaluations and Wider Impact

1. Quality of Education remains outstanding and continues to improve (SIP/Ofsted)
2. Resources are deployed efficiently and effectively to achieve school priorities
3. High-quality safeguarding and SEN processes are externally quality-assured
4. Effective practice in leadership; teaching & learning; interventions and SEN systems is systematically shared within and beyond the school



## Our Vision

Achievement for all in a unique world-class school

### Whole-School Priorities

Preparing for Adulthood

Visible Learning

Well-Being

Student  
Priorities

- Student Leadership
- Action Teams

Parent/Carer  
Priorities

- Community
- Communication
- Curriculum

Resource  
Priorities

- Plan for possible school expansion
- Improved efficiency and effectiveness

## Focused Priorities 2024-25

Priority	Strand & Intended Successful Outcomes	Lead
1. Preparing for Adulthood (PfA)	<p><b>1. Inclusion and personalisation to achieve PfA Outcomes</b></p> <ol style="list-style-type: none"> <li>Continue to develop subject leader review of curriculum; content, sequencing, and Key Stage 4/5 accreditation pathways for current and future cohorts. Revise and align Preparing for Adulthood (PfA) provision and curriculum maps linked to the <a href="#">4 PfA outcomes</a> and <a href="#">Gatsby Benchmarks</a> (KF)</li> <li>Use revised PfA curriculum maps to support challenging but achievable outcomes in person-centred EHC Planning (Year 9 onwards), identifying tiered provision to achieve them (SC)</li> <li>Quality assure and continue to develop the new post-16 pathways and provision for students with greatest learning need (FC/ KF)</li> </ol>	KF
2. Visible Learning (VL)	<p><b>2. Use Visible Learning (VL) and other research evidence to inform improvement strategies</b></p> <ol style="list-style-type: none"> <li>Larger-scale (but fewer) VL Impact Cycles aligned with teaching and learning priorities (KM): <ul style="list-style-type: none"> <li>SOLO taxonomy for 'learning to do' as well as 'describe' (PW)</li> <li>Unpicking reading assessments (disparities between decoding and comprehension) to better inform planning and teaching (JM)</li> <li>An Impact Cycle led by Enhanced TAs focusing on questioning</li> </ul> </li> <li>A reading strategy that extends from English across the curriculum (KF) <ul style="list-style-type: none"> <li>providing ready access to high quality reading resources</li> <li>increasing everyday literacy skills and reading for enjoyment</li> </ul> </li> <li>Extend the understanding and use of revised ambitious flightpaths in English and maths to other subjects as appropriate (and mindful of limitations). (FC* (JM))</li> </ol>	KF
3. Well-Being	<p><b>3.1 Student Well-Being</b> (See also SDP 4.1 Student Priorities)</p> <ol style="list-style-type: none"> <li>Student attendance and persistent absence return to pre-pandemic levels, benchmarked against secondary mainstream</li> <li>Continued high priority for robust systems to identify and respond to possible safeguarding concerns regarding children and/or adults</li> <li>Develop and publish a school safeguarding statement, linked to audit and reviewed as necessary</li> </ol>	SCo

Priority	Strand & Intended Successful Outcomes	Lead
	<p><b>3.2 Staff Well-Being:</b> A long-term strategy based on the <a href="#">Education Staff Wellbeing Charter</a></p> <ol style="list-style-type: none"> <li>Streamline staff access to key information, guidance, policies, procedures, and support mechanisms. Improved use of communication and productivity software (e.g. Office 365) (LF)</li> <li>Implement and keep under review long-term equalities &amp; diversity action plans, including race, gender, identity, and disability (KF)</li> <li>Systematic professional development pathways and opportunities; strengthening linkage between line management, appraisal and CPD for all staff, resulting in increased leadership capacity and clearer progression routes (KF)</li> <li>Refresh Restorative Approaches and Reflective Practice to deepen understanding and improve consistency (SC)</li> </ol>	KM
4.1 Student Priorities	<p><b>Student Leadership and Smart School Council Action Teams</b></p> <p>Further develop and celebrate student leadership, including through Smart School Council Action Teams (e.g. mentoring other students, celebrating cultures, safe places, using the park, library improvements)</p>	AM
4.2 Parent/ Carer Priorities	<p>Use priority themes of <b>Community, Communication &amp; Curriculum</b> to promote <a href="#">parental engagement</a>, including opportunities to socialise and better support each other; have ready access to information; and support their children's learning outside school. Develop 'Friends of Stormont House' to support this</p>	SCo
5. Improved efficiency & effectiveness	<ol style="list-style-type: none"> <li>Ensure school vision and purpose underpins exploration of expansion without loss of quality: Governing Body and SLT negotiation with Local Authority. Full stakeholder consultation needed. Align any expansion with development of mainstream resourced SEND provision (KM)</li> <li>A sustainable financial base, strengthening links between curriculum and financial planning (MB)</li> <li>Active key risk register and mitigation (Finance, Facilities, Compliance, H&amp;S, HR, Policy Review, Possible Expansion) (MB)</li> <li>Long-term vision, strategies, resourcing and training for technology to enhance learning; leadership; communication and online safety (IT Director)</li> <li>Sequenced further development of 'School Synergy', as a unified classroom- and home-facing MIS &amp; Communication system (SC)</li> </ol>	MB