

Great Oaks School Priorities and themes 2020/21



Bouncing back

Supporting the whole school community to build positive relations, manage their feelings, enjoy and achieve, and improve physical health and well-being as they return to full-time schooling

Moving forward

Taking the best and most creative learning from the COVID period to do some things differently and build a new normal based on co-operation and kindness

Reaching high

Aiming to be the very best version of yourself - challenging, achieving and growing



Key Aims of the School Improvement Plan 20 - 21

Section 1 - Quality of Education

Curriculum

- Using the research into the recovery curriculum that teachers undertook in the summer term, provide opportunities for students to build positive relations, manage their feelings, enjoy and achieve, and improve physical health and well-being as they return to full-time schooling
- Embed the new RSE and PSHE curriculum across all Pathways in the school and college
- Develop expertise of curriculum leads in their subjects across all Pathways, developing cross pathway teams in each curriculum area

Assessment

- To develop and use an assessment framework which incorporates self-assessments to identify areas of need following a return to full-time schooling.
- Ensure that parents and carers understand and can support the progress their children are making including the Earwig assessment framework.
- Introduce new bespoke diagnostic assessment in Maths and English
- Write and implement assessment frameworks for IMPACTS
- Continue to increase the accreditation on offer within the school and College

Teaching and Learning

- Provide additional opportunities for pupils and students to develop and re-establish play skills through the use of themed activities in the Marquee throughout the Autumn Term and Friday afternoon clubs
- Promote reading for pleasure across the curriculum and in all Pathways and key stages and evaluate the impact of this
- Improve the progress of pupils for whom English is an additional language in Literacy
- To promote age respectful learning across the school and in the College
- Give more opportunities for teachers to reflect on their practice and learn from each other

Section 2 – Behaviour and Attitudes

- Focus on the importance of co-operation and kindness as key skills to teach, develop and model
- Use creativity and technology uncovered during lockdown to provide relevant, fun and motivating learning opportunities in school and develop skills in pupils to prepare them for future home learning
- Further improve attendance in the school to 93%
- Work with pupils and students to understand how to better take responsibility for their own behaviour

Section 3 – Personal Development

- All pupils / students to develop real or virtual happiness boxes to support their well-being
- Further develop personalised learning and vocational options for pupils in Key Stage 4 and at Great Oaks College
- Increase support to meet pupils' mental health issues
- Increase training opportunities for support staff

Section 4 – Leadership and Management

- Develop 5-year restructuring plan to prepare for school expansion and possible moves, including succession planning
- Implement new Safeguarding guidance and provide additional ways for pupils in Pathway 1 to communicate safeguarding concerns
- Work with the local authority to meet the needs of the additional pupils needing Great Oaks provision without compromising the quality of education that pupils in the school / college currently receive
- Develop the skills and knowledge of subject leads across the Pathways by establishing Curriculum groups (see Aim 3) and through supporting reflective self-evaluative skills
- Review and revamp staff communication to ensure it meets the needs of the growing school

Aim 1 - Quality of Education

Aims	Why - background
<p>Curriculum</p> <ul style="list-style-type: none"> • Provide opportunities for students to build positive relations, manage their feelings, enjoy and achieve, and improve physical health and well-being as they return to full-time schooling 	<p>The majority of pupils have not been in school full-time since March and although around 60% of pupils were attending by the end of term for most this was only two days a week. Teachers undertook research into the Recovery Curriculum during the summer term and parents and staff were surveyed. They identified these 5 areas as crucial in enabling pupils to return effectively to learning. Activities have been developed and interventions planned to support students develop in these areas</p>
<p>Curriculum</p> <ul style="list-style-type: none"> • Embed the RSE and PSHE curriculum across all Pathways in the school and college 	<p>During 19/20 Great Oaks was part of the pilot implementing the new SRE curriculum. However, due to COVID aspects were not taught in the summer term. Staff have all received training in this area during 19/20 and parents attended workshops. The aim is identify and fill the gaps and fully introduce the curriculum across the school over the year.</p>
<p>Curriculum</p> <ul style="list-style-type: none"> • Develop expertise of curriculum leads in their subjects across all Pathways, developing cross pathway teams in each curriculum area 	<p>The Curriculum was divided into 6 discrete areas during 2018 - 19 and new curriculum leads appointed. The majority of leads are from Pathway 3 classes and have identified knowledge of the other Pathways as a key priority. Creating cross school teams will help school cohesion (particularly whilst we are teaching in Pathway bubbles) and will build on the cross pathway work that has already been successfully piloted in Leisure Skills.</p>
<p>Assessment</p> <ul style="list-style-type: none"> • To develop and use an assessment framework which incorporates self-assessments to identify areas of need following a return to full-time schooling. 	<p>We have made the decision not to formally start assessing pupils for the first 6 weeks using Earwig but need to develop an assessment tool to understand how pupils are doing judged against the 5 areas identified in the recovery curriculum. This will help us to put in place appropriate interventions and programmes and will also help us to demonstrate progress.</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Ensure that parents and carers understand and can support the progress their children are making including the Earwig assessment framework. 	<p>Over the past three years following the abolition of national curriculum levels teachers have developed a new assessment framework for Pre and Post 16 students based on the curriculum areas that we have introduced. We have uploaded this to the Earwig Assessment platform. A key priority for 19 - 20 was to introduce this to parents to enable them to understand and support the progress their young people were making. As a result of COVID this has not been partially achieved. We have therefore reset this aim from last year.</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Introduce new bespoke diagnostic assessment in Maths and English 	<p>We will be investigating using PUMA for maths and PIRA for reading assessment. There are more diagnostic tools available with these tests which will help to identify gaps to inform planning and have a positive impact on pupil progress. There is an option for pupils to complete online. PUMA tests also link to the White Rose maths scheme. Replace Vernon spelling tests with high frequency words linked to Letters & Sounds. More relevant to parents and can be assessed alongside phonics and Earwig.</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Write and implement assessment frameworks for IMPACTS 	<p>Teachers have worked with staff at Rosewood school over the past three years in developing an extended version of their IMPACTS Assessment which is relevant for our Pathway 1 pupils and some in the College. To date we have completed the extended cognitive curriculum and RSE, we need to complete extended communication.</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Continue to increase the accreditation on offer within the school and College 	<p>New accreditation introduced over past four years including Arts Award (bronze and silver), Personal Progress Awards, ASDAN Youth Award and Duke of Edinburgh Award (bronze and silver). OCR Life skills Entry level Qualification (College) and Signalong Entry level qualifications. Pupils have had opportunity to take GCSEs where relevant. Over the last couple of years we have researched into further qualification which provide a bridge between entry level and GCSE and are in a position to introduce these this year.</p>

Teaching and learning <ul style="list-style-type: none"> Provide additional opportunities for pupils and students to develop and re-establish play skills through the use of themed activities in the Marquee throughout the Autumn Term and Friday afternoon clubs. 	Our Friday afternoon activities have always given pupils opportunities to develop their leisure and play skills alongside peers and less familiar staff and students. Lockdown has limited the opportunities that our students have had to interact socially with each other. We are therefore looking to extend our clubs within pathways and use our Marquees creatively to develop play skills.
Teaching and Learning <ul style="list-style-type: none"> Promote reading for pleasure across the curriculum and in all Pathways and key stages and evaluate the impact of this 	During the first part of the year the GO Book club was introduced to pupils with EAL as part of a targeted project. The roll out of this was a key target for the second half of 19/20 which because of COVID was not completed
Teaching and Learning <ul style="list-style-type: none"> Improve the progress of pupils for whom English is an additional language in Literacy 	Data from previous years had shown that progress for EAL pupils was worse in Reading, Writing and Maths than the school population as a whole. This was a focus of our SIP in 19/20 and work was started but further development is needed
Teaching and Learning <ul style="list-style-type: none"> To promote age respectful learning across the school and in the College 	It was identified from learning walks and lesson observations that in some areas, particularly resourcing there was a need to develop more age respectful practice. This has been a target for a few years in Post 16 where progress has been made but further work needs to take place
Teaching and Learning <ul style="list-style-type: none"> Give more opportunities for teachers to reflect on their practice and learn from each other 	This was a target in 19/20 and arose as a request from training that teachers undertook in 18/19. With an increasingly large school new ways need to be found to facilitate this

	INTENT	ACTIONS LEADING TO IMPLEMENTATION	TIMESCALE When	LEAD / OTHERS	PLANNED IMPACT	Updates
1	Curriculum Provide opportunities for students to build positive relations, manage their feelings, enjoy and achieve, and improve physical health and well-being as they return to full-time schooling	<ul style="list-style-type: none"> Extended morning tutor periods for the first half-term to explore how they are feeling Marquees in the playground to encourage additional physical activities and enable pupils to go out in all weathers Happiness box projects for whole school Work on COVID school rules to understand additional safety measures needed Regular fun activities and competitions throughout the term Improve well being through introduction of a breathing project 	From Sept – Dec 20 (breathing project all year)	LMT	All pupils and students confidently returned to full-time schooling	
2	Curriculum Embed the RSE and PSHE curriculum across all Pathways in the school and college	<ul style="list-style-type: none"> Identify areas of curriculum in RSE and PSHE that were not covered during lockdown Develop a catch-up plan and plan for implementing this year's programme Provide appropriate support and training to teachers 	From Sept 20 – July 21	PSHE lead, all teachers including P16	Pupils have the knowledge, of all issues relating to SRE and PSHE commensurate with their age and levels of	

		<ul style="list-style-type: none"> Work with parents to support the SRE programme 			development and are able to follow this.	
3.	<u>Curriculum</u> Develop expertise of curriculum leads in their subjects across all Pathways, developing cross pathway teams in each curriculum area	<ul style="list-style-type: none"> Work with Subject leaders to identify the cohorts or areas of their curriculum that they need support with Develop cross school groups. Identify priorities in each area, include these in subject improvement plans Plan a whole school event or activity Monitor and develop the cross-curriculum links of their subject 	From September then meetings half-termly throughout the year	Subject leads	Subject areas are fully representative of all pathways and ages	
4.	<u>Assessment</u> To develop and use an assessment framework which incorporates self-assessments to identify areas of need following a return to full-time schooling.	<ul style="list-style-type: none"> Use research teachers had carried out on recovery curriculum to identify priority areas Develop assessment framework and train staff in use Assess weekly until half-term. Put in additional interventions where necessary 	From September until October half-term	Deputy Head (Assessment) All teachers Deputy Head (College) to adapt for P16	All pupils have returned to school and have had any additional needs met	
5	<u>Assessment</u> Ensure that parents and carers understand and can support the progress their children are making including the Earwig assessment framework.	<ul style="list-style-type: none"> Run parent workshop sessions at coffee mornings and Governors meetings - Ensure that teachers are able to explain assessment and progress effectively at annual reviews - All teachers to have performance management targets on developing parental communication 	From Jan – July	Deputy Head (Assessment) All teachers	Parent survey results in July indicate that over 90% of parents know and can support the progress their child is making in school	
6	<u>Assessment</u> Introduce new bespoke diagnostic assessment in Maths and English	<ul style="list-style-type: none"> Investigate PUMA Assessment for maths and PIRA for reading assessment. Provide training to staff Introduce across the school Develop the curriculum knowledge of non-specialist maths teachers and introduce 'Great Oaks Maths Cycles' for KS3 adapted from White Rose. 	From Nov - July	Core Skills lead	Assessments used more accurately reflect pupil's abilities and link to curriculum	
7.	<u>Assessment</u> Continue to increase the accreditation on offer within the school and College	<ul style="list-style-type: none"> Pilot functional skills qualifications with selected pupils in Year 10 and 11 from September Undertake exam practice with pupils Widen to other groups from 21/22 	From Sept – July 21	Core Skill lead Pathway 3 a Maths and English teachers	Pupils have opportunity to take exams equivalent to GCSEs	

8	<u>Assessment</u> Write and implement assessment frameworks for IMPACTS extended Communication	<ul style="list-style-type: none"> Identify staff to work with Rosewood school to write extended communication curriculum and assessment Work with subject leads and Pathway 1 teachers to fully implement RSE and extended cognitive curriculum 	By July 20	Deputy (assessment) Teachers Deputy Teachers tbc	Appropriate assessment for Communication in place which identifies what pupils / students can do and what they need to do next	
9.	<u>Teaching and learning</u> Provide additional opportunities for pupils and students to develop and re-establish play skills through the use of themed activities in the Marquee throughout the Autumn Term and Friday afternoon clubs.	<ul style="list-style-type: none"> Marquee programme to be developed for the half-term with a range of creative and play activities planned Additional break-times for pupils in all pathways. Staff to encourage play and physical activity Friday afternoon clubs to be rearranged in bubbles 	From September – Nov 20	Leisure Lead Pathways 1 PE teacher	Pupils all show improvements in interaction and play skills as indicated on the assessment framework	
10.	<u>Teaching and Learning</u> Promote reading for pleasure across the curriculum and in all Pathways and key stages and evaluate the impact of this	<ul style="list-style-type: none"> Develop GO book club Display for reading with teachers favourite author / book Themed English Week 	From Sept – July 21	Core skills lead and team	Greater progress in reading as a result of improved motivation	
11.	<u>Teaching and Learning</u> Improve the progress of pupils for whom English is an additional language in Literacy	<ul style="list-style-type: none"> Identify pupils who are not making expected progress Research and Identify approaches that may assist Implement approaches 	From Nov - July 21	Core Skills Lead Communications lead	Pupils for whom English is an additional language are making at least expected progress	
12.	<u>Teaching and Learning</u> To promote age respectful learning across the school and in the College	<ul style="list-style-type: none"> College staff workshops on age respectful practice and resources Subject teams in school to develop and source age appropriate resources 	From Oct 20 – July 21	Subject leads College Deputy	Pupil and students learn in an age appropriate way	
13.	<u>Teaching and Learning</u> Give more opportunities for teachers to reflect on their practice and learn from each other	<ul style="list-style-type: none"> Organise staff meetings to enable teachers to plan, assess and problem solve together Award research bursary for projects that involve elements of joint working Enable joint observations to take place across the school 	From December 20 – July 21	LMT	Culture of teachers learning from each other and supporting each other developed	

Aim 2 - Behaviour and Attitudes

Aims	Why - background
Focus on the importance of co-operation and kindness as key skills to teach, develop and model	During lockdown in society and in school there was an increase in awareness and appreciation of all those who work to keep us safe -from cleaners and shopworkers to carers and doctors. We recognised this at school with opportunities created to thank others. There was also a good deal of mutual support between staff at school to ensure that we were able to continue to meet the needs of our pupils and students successfully. We aim to build on this throughout the year and ensure that pupils are able to understand and respect these values.
Use creativity and technology uncovered during lockdown to provide relevant, fun and motivating learning opportunities in school and develop skills in pupils to prepare them for future home learning	During lockdown we were able to educate many pupils remotely through the development of our Great Oaks You Tube Channel, use of Class Dojo and through Zoom. We experimented with and refined these technologies throughout the summer term. Many of these remote teaching methods will remain during our opening to maintain the social distancing and so that they can be quickly deployed if we need to lockdown again. We also need to teach pupils how to use some of these technologies safely and effectively
Further improve attendance in the school to 93%	Up until 23 rd March our attendance figures were the highest on record at 93%. Even taking into account lockdown and part-time provision our attendance was still 75% for the whole year. As we welcome pupils back to school we want to continue the work that we were doing throughout the first half of 19/20, such as rewards, more regular phone calls and support meetings to help parents to maintain good pupil attendance
Work with pupils and students to understand how to better take responsibility for their own behaviour	Responsibility has been added as one of our key goals in our mission statement. Key stage managers are crucial in being able to quickly follow up incidents with tutors and classes to help pupils understand consequences of behaviour and take responsibility for their behaviour when things go wrong. Class dojo helps pupils to track their progress in this area and work towards rewards.

	INTENT	ACTIONS LEADING TO IMPLEMENTATION	TIMESCALE When	LEAD / OTHERS	PLANNED IMPACT	Updates
1	Focus on the importance of co-operation and kindness as key skills to teach, develop and model	<ul style="list-style-type: none"> Recognise acts of kindness and co-operation through whole school celebrations 	From Sept 20	All staff	Caring and supportive school ethos achieved during lockdown maintained	

		<ul style="list-style-type: none"> • Provide whole school opportunities for co-operative working amongst staff and pupils whilst maintaining social distance • Opportunities for staff to understand the pressures that our parents are under through effective staff training 				
2	Use creativity and technology uncovered during lockdown to provide relevant, fun and motivating learning opportunities in school and develop skills in pupils to prepare them for future home learning	<ul style="list-style-type: none"> • Develop new plan for more interactive Assemblies using technology. • Develop zoom opportunities between classes and Pathways • Continue to promote and use Clasdojo in preparation for possible lockdown • Continue to maintain and enhance whole school themes to provide a structure in the case of a move to home learning • Teach pupils how to effectively and safely engage with zoom, dojo and teams • Ensure pupils have home access to relevant technologies • Produce a school tour video for prospective Year 6 parents • Look to appoint a social media manager to develop the above 	From Sept 20 – July 21	Head, Pathway leads IT team	More effective use made of technologies to support pupils in school and if there is a return to home learning	
2	Further improve attendance in the school to 93%	<ul style="list-style-type: none"> • Ensure that thorough risk assessments have been completed and widely circulated to families prior to opening to give them confidence that school is safe for their son / daughter to return to • Ensure that attendance is always discussed in Annual Reviews and Parents Evenings • Develop new rewards for good attendance • Continue to develop personalised learning options to motivate pupils not engaged in traditional learning 	From Oct 20 – July 21	Head / Deputies Teachers Head / Deputies Pathways Managers / Personalised Learning TLR	Pupils are spending more time in school and making more progress as a result	
3.	Work with pupils and students to understand the importance of responsibility in taking responsibility for their own behaviour	<ul style="list-style-type: none"> • Focus on responsibility as part of anti-bullying week and whole school behaviour themes • Using case studies look at examples of role models who took responsibility • Include Dojo point for taking responsibility for your actions or being responsible 	From Oct 20 – July 21	Pathway leads	Pupils have a greater understanding of consequences of their behaviour and the importance of taking responsibility for their actions.	

Aim 3 – Personal Development

Aims	Why – background
All pupils / students to develop real or virtual happiness boxes to improve their well-being	During lockdown all teachers spent time researching and reading articles / listening to podcasts on the Recovery curriculum. A number from all Pathways in the school identified the idea of happiness boxes as a good way to engage and motivate pupils as they return to school
Further develop personalised learning and vocational options for pupils in Key Stage 4 and at Great Oaks College	Over the past 3 years we have developed a number of new vocational learning opportunities for pupils in Year 11 and at Great Oaks College including catering options, brick laying, hairdressing and painting and decorating as well as trialling a café at our College site. These have proved popular with pupils and students and are leading to a range of qualifications
Increase support to support pupils’ mental health issues	We currently have 5 trained ELSAs providing support to pupils in the school and students at the college,. We have also been running whole ELSA activities. As a result of pupils coming back after lockdown we are looking at expanding this.
Increase training opportunities for support staff	Last year we worked with Strictly Education and Rosewood School to develop and then run specialist Higher Level Teaching Assistant qualifications for Special Schools, the first specialist HLTA qualification in the South. We are also part of the Southampton Inclusion Partnership delivering and training teachers through the Schools Direct ITT programme

	INTENT	ACTIONS LEADING TO IMPLEMENTATION	TIMESCALE When	LEAD / OTHERS	PLANNED IMPACT	Updates
1	All pupils / students to develop real or virtual happiness boxes to support their well-being	<ul style="list-style-type: none"> • Disseminate the research on Happiness boxes to all teachers • Model and introduce during first assembly • All classes to devise and update their own real or virtual happiness boxes throughout the year 	From Sept 19	AE , introduce – all teachers	Pupils believe that they can improve their mindset and make a difference to their world	
2	Further develop personalised learning and vocational options for pupils in Key Stage 4 and at Great Oaks College	<ul style="list-style-type: none"> • Open new café and shop at Down to Earth Farm with Great Oaks College students • Introduce further personalised options throughout the year for Year 11s including media arts and mechanics 	From Sept 20	Pathways 3 Manager, TLR -Personalised	Pupils and students have a great opportunity to experience and learn	

				Deputy – Great Oaks College	skills in a wide range of vocational areas	
3.	Increase support to meet pupils' mental health issues	<ul style="list-style-type: none"> Train additional staff in meeting Mental Health needs, cascade this training to all staff through INSET days and meetings 	From Sept 20	Deputy - CPD	Improved access to support services to pupils.	
4.	Increase training opportunities for support staff	<ul style="list-style-type: none"> Investigate use of the Apprenticeship fund to support staff training Train at least 4 more SSAs on our bespoke HLTA training with colleagues from other schools Support staff to access Bluesky to record training and develop portfolios 	From Oct 20 – July 21	Deputy CPD	Skills of support staff recognised and utilised	

Aim 4 - Leadership and management

Aims	Why - background
Work with the local authority to meet the needs of the additional pupils needing Great Oaks provision without compromising the quality of education that pupils in the school / college currently receive	The school is now at capacity. With only very limited additional build (2 classroom modular building) and the conversion of some specialist rooms into general classrooms we have on the same footprint provided for double the number of pupils and over double the staff that the school was built for 12 years ago. The local authority recognise the need for more provision and are developing plans, however we will need an urgent interim solution for September 2020
Develop 5-year restructuring plan to prepare for school expansion and possible moves, including succession planning	Three years ago, we restructured the middle leadership to create Pathway Leads and subject leaders to link to our new curriculum provision. As the school continues to develop and grow, we need to relook at the senior structure to make sure that it is able to most effectively able provide effective leadership for this growth
Implement new Safeguarding guidance and provide additional ways for pupils in Pathway 1 to communicate safeguarding concerns	Staff are continually trained and updates on safeguarding provided. We are often asked to support social workers and the police in helping them talk to pupils and students. Our knowledge of the pupils enables us to do this effectively however it would be useful to have a wider bank tools available to support Pathway 1 pupils with this. This is also the group that we have identified who are less able to communicate safeguarding concerns in school
Develop the skills and knowledge of subject leads across the Pathways by establishing Curriculum groups (see Aim 3) and through supporting reflective self-evaluative skills	Subject leads developed their knowledge of how their subject was taught and delivered and improved their leadership skills during 19 – 20 through joint lesson observations and learning walks with LMT. This year we want to work with them on being able to effectively and honestly self-assess their subject and feed this into their development plan
Review and revamp staff communication to ensure it meets the needs of the growing school	The teacher team has over doubled in the past 6 years and meeting formats that worked historically are now only really useful for information giving. The development of Pathway meetings during lockdown

and the move to Pathway bubbles has created stronger small teams in which teachers feel confident sharing views. Alongside this we want to support the middle managers with their subject development and developing their leadership skills in running small groups

	INTENT	ACTIONS LEADING TO IMPLEMENTATION	TIMESCALE When	LEAD / OTHERS	PLANNED IMPACT	Update February 19
1	Work with the local authority to meet the needs of the additional pupils needing Great Oaks provision without compromising the quality of education that pupils in the school / college currently receive	<ul style="list-style-type: none"> Meet with the local authority to identify additional places needed over the next three years and plan for additional accommodation Engage with the local authority special school reconfiguration review to plan for long-term expansion of the school. Engage with the local authority special school reconfiguration review to plan for a new College provision Develop a timeline with the LA for these 2 actions 	<p>By October 20</p> <p>From Oct 20 – July 21</p>	Head, Deputies, Trustees, Governors	High quality provision in place for all pupils / students and prospective pupils for the next 10 years	
2	Develop 5-year restructuring plan to prepare for school expansion and possible moves, including succession planning	<ul style="list-style-type: none"> Review the current leadership and staffing structure, identifying gaps in skills currently and over next 5 years Develop and invest in middle leadership training Recruit with a view to expansion Work with SSET to develop and expand support services 	Sept - July	Head, Deputies, Governors	School is well prepared for continued increase in numbers and possible move	
3	Implement new Safeguarding guidance and provide additional ways for pupils in Pathway 1 to communicate safeguarding concerns	<ul style="list-style-type: none"> Staff training in new Safeguarding Policy and accompanying policies Governor / Trustee training in above Send staff on training and implement GOSafe PECs training 	Sept – July 21	Deputies	Great Oaks keeps all children safe	
4.	Develop the skills and knowledge of subject leads across the Pathways by establishing Curriculum groups (see Aim 3) and through supporting reflective self-evaluative skills	<ul style="list-style-type: none"> Individual meetings between LMT and subject leads to reflect on practice across the school Jointly complete subject SEF with LMT to feed into Development plan Review SEF – Spring and Summer term 	Sept – July 21	LMT Subject leads	Subject leads better know the strengths and areas for development of their subjects	

4.	Review and revamp staff communication to ensure it meets the needs of the growing school	<ul style="list-style-type: none"> • Build on some of the communication methods developed over lockdown including daily email briefings and weekly updates • Use the new Microsoft functions that the school has invested in to communicate between staff • Develop new staff meeting structure with small cross school and Pathway working 	From Sept 20	All staff to feedback	Staff believes that school communication is good or better according to annual staff survey	
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