Our **values** are: Respect Integrity Empowerment	Our **vision** is that **We inspire each individual and empower them to be their best in school and beyond.**	Our mission is **Our ambition is for our young people to build a strong sense of identity and have a powerful voice in society, with the knowledge, skills and understanding to succeed. We are a supportive and resilient community where people feel they belong, can contribute, and have fun. We are leaders in education innovation and collaboration through the expertise and insight of our staff.**

TEACHING AND LEARNING Intent Priority for school improvement	Implementation Significant actions required to meet the objective	Driver Gets the job done	By when? Dates when the milestones will be reported by the driver (S O N D J F M A M J J)	Accountable Supporter / leader.	Consult Key stakeholders.	Inform impact statement	Impact Impact Statement (Actions, Impact, Evidence, Analysis)
1.0 Review and enhance the programmes of study across all key stages for the upcoming academic year, ensuring appropriate integration of schemes, activities, and pedagogy. *(Sophie Appraisal) (Teacher appraisal – teacher standard 4 – "Contribute to design and provision of an engaging curriculum …")*	1.1 ALL KEY STAGES: Prioritize the review of the progression framework for phases 1-3 to address the challenges faced by pupils in the early curriculum stages in building on prior knowledge, potentially extending the review period to two years.	Sophie	Milestone at D; M	Sophie	Pupils Parents Staff Post 19 providers Similar SEND schools	Govs C&O 17 Nov	• Comprehensive review and documentation of all programmes of study across key stages. • Completion of the more granular progression framework review for phases 1-3 within the proposed two-year period. • Evidence of improved pupil outcomes in early curriculum stages through assessments and feedback. • Partnerships with local businesses and organizations create work-based opportunities for students.
	1.2 SIXTH FORM: Ensure that the curriculum is both challenging and ambitious while meeting their interests and aspirations for the small number of reaching higher pupils. *(Kristof appraisal)*	Kristof	Milestone at J				
	1.3 SIXTH FORM: Tailored work experience offering yearly enrichment opportunities for every pupil.	Kristof	Milestone at N; F; J				
	1.4 ALL KEY STAGES: Enhance Diverse Community Representation: Further integrate diverse community representation into the curriculum, resources, and activities. This includes ensuring that teaching materials, including those generated by AI, reflect a variety of cultures and perspectives, and organizing events that celebrate the diversity within the school community. *(Equalities Obj)*	Sophie	Milestone at N; M				• Diverse representation across all of curriculum content. • Use of AI-generated materials showcasing diverse cultures. • Organise three diversity events per academic year. • Increased student participation in diversity activities • Staff development sessions on integrating diversity.
2.0 Maintain consistency in the educational environment with the addition of four new teachers and several new teaching assistants. (TAs) *Mentoring – Heather (TLR)*	2.1 Ensure the consistent use of technology to support classroom access to the curriculum across the whole school. *(TA appraisal)*	Mayrose (TLR)	Milestone at M	Sophie	Pupils Parents Local partners LA 11x11 Staff	**Govs C&O 18 March**	• Successful onboarding and integration of 4 new teachers and several new TAs within the first term. • Regular training sessions on technology use for all staff (TLR led twilights) • Consistent use of technology tools by all staff, as evidenced by lesson observations and pupil feedback. • Improved pupil access to the curriculum and communication, measured through surveys and assessments.
	2.2 Develop a team, including HLTAs and Lead TAs, for phonics assessments while providing support for new staff to ensure a consistent approach. *(HLTA, Lead TA, Appraisal target)*	Katie (TLR)	Milestone at J				
	2.3 To enhance the educational experience of students at Richard Cloudesley School by implementing the Cloudesley Promise, an enrichment opportunities framework, on the Evidence for Learning (EfL) platform.	Kristof	Milestone at M			Govs C&O 8 June	• Successful implementation of the Cloudesley Promise framework on EfL within the first term. • Regular monitoring and evaluation of enrichment opportunities • Evidence of improved pupil engagement and outcomes through enrichment activities, measured through assessments and feedback.
	2.4 To enhance the physical well-being and social inclusion of students in the Sky Provision at Richard Cloudesley School by introducing community access to inclusive gym and soft play facilities *(Ben appraisal)*	Ben	Milestone at M			**Govs C&O 18 March**	• Establishment of community access to the inclusive gym/soft play within the first term. • Regular use of the facilities by the community, measured through attendance records and feedback. • Positive impact on pupil well-being and physical development, measured through surveys and assessments.
	2.5 Provide students with opportunities to explore various career paths through workshops, guest speakers, and hands-on experiences, and access to impartial careers advice and guidance.	Sophie Develop a lead role	Milestone at J			Govs C&O 8 June	• Development of a comprehensive careers and independence advice and guidance program. • Regular workshops and sessions on careers and independence • Improved pupil understanding and preparedness for future careers and independence, measured through surveys and feedback. • There is ongoing support, and resources are available to students as they transition from school to further education or employment.

PUPIL WELFARE Intent - Priority for school improvement	Implementation Significant actions required to meet the objective	Driver Gets the job done	By when? Dates when the milestones will be reported by the driver	Accountable Cheerleader / leader	Consult Key stakeholders	Inform impact statement	Impact Impact Statement (Actions, Impact, Evidence, Analysis)
3.0 Establish a sustainable training and support framework for staff , including PBS , Team Teach AET standard and Advanced Training	3.1 Implement refresher sessions for Positive Behaviour Support (PBS) and Team Teach, along with comprehensive training programs for new staff, while developing a sustainability plan to ensure the long-term effectiveness of these initiatives	Lucy	S O N D J F M A M J J	Lucy	NHS staff Parents Hospital schools Staff AET trainers	**Govs C&O 9 March**	• Conduct two refresher sessions per term on PBS and Team Teach for existing staff. • Ensure new staff complete PBS, Team Teach, and AET standards training within their first month. • Develop and implement a plan for regular review and updates of training materials, incorporating staff feedback. • Offer advanced AET training for staff who have completed level 1, with at least one session per term. • Establish an internal training process to ensure sustainability, including developing in-house trainers and regular evaluation of training effectiveness.
	3.2 Provide new staff with training in Autism Education Trust (AET) standards and offer advanced training for those who have completed level 1. Additionally, internalize this training process to ensure sustainability, given that pupils with this profile are now an integral part of the school.	Lucy	S O N D J F M A M J J				
4.0 To support system for pupils by formalizing our approach for those with medical needs, developing a comprehensive intervention framework in collaboration with OT, SALT, and CAMHS, and fostering early years and new families engagement through active parent collaboration. *(Lucy Appraisal)*	4.1 Formalize our approach for pupils already enrolled who are unable to attend school due to medical reasons by strengthening connections with hospital schools.	Lucy / Francis	S O N D J F M A M J J				• Regular communication with hospital schools • Individual learning plans for all hospital-supported pupils, with regular reviews. • Sensory circuits training led by OT with follow up quality assurance • Emotional literacy sessions with SALT • Sessions on health needs • Regular meetings and early years play sessions
	4.2 Develop a four-strand intervention framework in partnership with OT, SALT, and CAMHS to strengthen ELSAs' confidence and capacity. This framework will focus on physical and sensory needs through sensory circuits led by the Occupational Therapist, language and communication through emotional literacy sessions co-designed with SALT, emotional and behavioural support through activities focused on recognizing and discussing feelings and experiences, and health-related support for understanding health needs and managing medical interventions.	Lucy	S O N D J F M A M J J				
	4.3 EARLY YEARS: *Collaborate with parents on attendance and engagement to encourage regular school habits* Invite parents to school to collaborate with staff and create natural communication opportunities during play. *(Michelle appraisal)*	Michelle	S O N D J F M A M J J				

PERSONAL DEVELOPMENT Intent Priority for school improvement	Implementation Significant actions required to meet the objective	Driver Gets the job done	By when? Dates when the milestones will be reported on by the driver	Accountable Cheerleader / leader	Consult Key stakeholders	Inform Impact	Impact Impact Statement (Actions, Impact, Evidence, Analysis)
5.0 Sustain and advance PSHE methodologies as new staff members are integrated and parents become familiar with these approaches.	5.1 To develop and sustain PCAS methods as new staff join and parents embrace the approaches.	Janice (TLR) and Agi (TLR)	S O N D J F M A M J J		SALTs in mainstream and special NHS Team Leader Parents Pupils	**Govs L&R 16 March**	• Regular training sessions on PCAS methods for new staff, with at least 90% attendance. • Increased parent engagement with PCAS methods, measured through surveys and feedback. • Consistent use of PCAS methods across the school, as evidenced by observations and pupil outcomes.
6.0 Ensure effective communication systems and continuity for pupils during transitions, with a strong focus on pupil voice and evidence-based impact. *(Caroline Appraisal)*	6.1-Lead planning and training for next providers to ensure smooth handover of communication strategies. Work closely with Caitlin and relevant staff to coordinate transition activities and resource allocation and analyse evidence of impact to demonstrate effectiveness of communication sustainability strategies.	Caroline	S O N D J F M A M J J	Caroline			• All pupils moving on have a documented communication transition plan shared with the next provider. • At least one training session provided for receiving settings on communication strategies and AAC use. • Evidence of classroom visits and support sessions logged, with feedback from staff on improved pupil voice. • Licences for leavers confirmed and AAC provision explicitly included in EHCPs for all relevant pupils. • Data or case studies showing sustained or improved communication outcomes for pupils post-transition (e.g., pupil voice surveys, progress reports). • Positive feedback from Caitlin and other stakeholders on joint working and transition effectiveness.
	6.2-Develop a transition plan for pupils moving from Richard Cloudesley School to mainstream or specialist autistic provisions, ensuring continuity of support and communication strategies.	Lucy	S O N D J F M A M J J				
	~~6.3 Schedule regular review meetings with all stakeholders, including the LA, schools, speech therapists, and parents, to monitor progress and make necessary developments~~	~~Caroline~~	S O N D J F M A M J J				
7.0 Offer ongoing, comprehensive support to all families, including new arrivals.	7.1 Provide a programme of support for families potentially joining the school.	Lucy	S O N D J F M A M J J				• Eases transition and reduces anxiety. • Enhances reputation and attracts families. • Improves student engagement and success. • Enhances image and appeal. • Builds trust and connection. • Video communicates values and culture
	7.2 Update the school video to better reflect the new school community	Francis	S O N D J F M A M J J				
	7.3 Explore wraparound childcare – change of school day in secondary?	Francis	S O N D J F M A M J J				

LEADERSHIP Intent 0Priority for school improvement	Implementation Significant actions required to meet the objective	Driver Gets the job done	By when? Dates when the milestones will reported on by the driver	Accountable	Consult	Inform	Impact Impact Statement (Actions, Impact, Evidence, Analysis)
8.0 Strengthen our innovative educational environment by supporting teacher development and maintaining high-quality education as new teachers join. *(Francis Appraisal)*	**8.1 Teacher Development**: Engage in development through London and National networks, and use Inset and twilight training to target TA interests in different areas of the curriculum. Explore Chartered Teacher Status for teachers and for the school.	Francis	S O **N** D J **F** M A M J J	Francis	LA AI Team Teachers TAs Parents	Govs L&R 11 Nov	• Participation in network engagement and targeted training sessions for teachers • Successfully implement AI tools to optimise workload and personalise student support. • Ensure workshops run for parents are accessible for non-English-speaking • Promote parents' understanding of the curriculum and enhanced ability to support their child's education.
	8.2 Technology and Innovation: Adapt ways of working with AI to manage workload and better serve individual children's needs with smarter targets.	Francis	S O N D **J** F **M** A M J J				
9.0 Recognize that staff roles often expose them to indirect trauma and provide support to address mental health stigma. Implement programs and initiatives that promote mental health awareness, signpost counselling services, and promote a supportive environment for staff to discuss and manage their own mental well-being. *(Francis Appraisal) (All staff wellbeing appraisal)*	**9.1 Promote Mental Health Awareness**: Provide training and resources to reduce stigma and encourage employees to seek help – daily approach to mental health *(Equalities Obj)*	Francis / Lucy	S O N D J **F** M A M J J	Lucy	CAMHS Staff Vacc team	**Govs L&R 16 March**	• **Mental Health Awareness and Training**: Successfully conduct at least three mental health awareness and training sessions per year staff attending and reporting increased understanding and reduced stigma around mental health issues. • **Counselling Services Utilisation**: Ensure all staff are aware of and have access to counselling services • **Supportive Environment**: Create a supportive environment where at least 85% of staff feel comfortable discussing their mental well-being, as measured by anonymous staff surveys and feedback forms
	9.2 Wellness Initiatives: Class team problem solving sessions, supervision for those that want / need it. Bringing in specialists – e.g. yoga teacher	Lucy	S O N **D** J F **M** A M J J				
	9.4 Vaccination Campaigns: Encourage flu vaccinations or other relevant immunisations.	Francis	**S** O N D J F M A M J J				
	9.5 Ventilation: Improve air circulation in the workplace to reduce airborne transmission – AC in Sky, Primary 7 and secondary PC rooms.	Sarah	S O N D J F **M** A M J J				
10.0 To maintain highly effective governance as governors come and go, and the school evolves.	10.1 Develop a comprehensive governance framework that outlines roles, responsibilities, and processes.	Nicky (CoG)	S **O** N D J F M M J J	Nicky (CoG)	Govs Staff Parents	Govs FGB 8 Dec 11 May 6 July	• Implement a clear governance framework, with all of governors understanding their roles within six months. • Ensure all new governors complete induction within one month and 80% of governors attend annual training sessions. • Conduct biannual evaluations and hold three feedback sessions annually, incorporating stakeholder input into decisions.
	10.2 Provide a thorough induction programme for new governors to ensure they understand their roles and the school's governance framework.	Nicky (CoG)	S O N **D** J **F** M A M J J				
	10.3 Offer regular training sessions and professional development opportunities for governors to keep their skills and knowledge up to date. Encourage governors to attend external training and networking events.	Nicky (CoG)	S O N D J **F** M A M J J				
	10.4 Conduct regular evaluations of the governing body's performance to identify areas for improvement.	Nicky (CoG)	S O N D J F M **A** M J J				
	10.5 Engage with parents, staff, and the wider community to gather their perspectives and build support for the school's governance. Ensure that stakeholder feedback is considered in decision-making processes.	Nicky (CoG)	S O N D J F M A M **J** J				

Objective	Actions	Lead	S	O	N	D	J	F	M	A	M	J	J	Monitor	Stakeholders	Govs	Success Criteria
11.0 Develop and implement a comprehensive climate action plan by December 2025 to reduce the school's carbon footprint, promote sustainability, and educate the school community on environmental responsibility. Click here to see Climate Action Plan	11.1 To complete our climate action plan (by December 2025)	Francis	S	O	N	D	J	F	M	A	M	J	J	Francis	stakeholders	FGB 8 Dec	• Achieve a reduction in the school's carbon footprint by June 2026, measured through energy consumption and waste production metrics. • Implement at least five new sustainability initiatives, such as recycling programs, energy-efficient lighting, and water conservation measures, with documented evidence of their impact. • Organise and conduct at least three community events per year focused on environmental awareness and sustainability, with participation from students, staff, and parents. • Integrate climate education into the curriculum across all key stages, ensuring that pupils are educated on environmental issues and sustainability practices. • Develop and maintain green spaces within the school grounds, such as gardens or outdoor classrooms, with pupils participating in related activities.
	11.2 Plan objectives from Climate Action Plan agreed on 16 December 2025: **Biodiversity** 1. Improve the outside areas to enhance learning and wellbeing. 2. Ensure that all new developments with outside space at the school incorporate a strong biodiversity element. 3. Embed regular access to outside spaces within the school curriculum as a core part of the Cloudesley Promise, ensuring all pupils benefit from outdoor learning experiences that support their education, wellbeing, and connection to nature. **De-carbonisation** 1. Extend successful sustainability and decarbonisation initiatives from the secondary site to the primary site, ensuring both campuses benefit from improved energy efficiency, reduced emissions, and enhanced climate action practices. 2. To evaluate how efficient the supply changes are (e.g. Amazon) 3. Establish the school's carbon footprint by systematically reviewing travel to and from school and between sites, supporting targeted climate action and sustainability planning. 4. Reduce waste across the school by improving practices related to paper, food, and recycling. 5. Enhance indoor environments by increasing greenery, including the addition of more plants and the potential installation of a living wall **Adaptation and Resilience** 1. Provide adequate shade and shelter in outdoor areas to protect pupils and staff from extreme weather. 2. Ensure the whole school community is prepared to stay safe and comfortable during heatwaves through education and practical measures. **Climate education and green careers** 1. Ensure staff feel confident to teach about climate change, sustainability and biodiversity - educating not scaring the children 2. Develop a calendar of climate education across the school year that integrates with assemblies and lesson themes. 3. Broaden the range of work experience opportunities for pupils within green careers, connecting them with local organisations and projects.	Tom (Gov) and Francis	S	O	N	D	J	F	M	A	M	J	J	Tom	All stakeholders	Govs FGB 6 July	
12.0 To ensure safe and effective Governance of the School's Use of Data and AI (Francis appraisal) (Admin team appraisal)	12.1 Optimise processes and administrative tasks: Utilise AI-powered tools to automate routine administrative tasks such as minute taking, attendance tracking, scheduling, and report generation. This will free up staff time, allowing them to focus on more support for staff and pupils, whilst reducing administrative costs.	Francis	S	O	N	D	J	F	M	A	M	J	J	Francis	Pupils Staff Admin Team LA AI Team	Govs L&R 16 March	• Successfully implement AI-powered tools to support minute taking, attendance tracking, scheduling, and report generation. • Increase administrative capacity through the use of AI-powered tools. • Ensure 100% compliance with data security policies when using Microsoft Co-Pilot for generative AI, with regular audits and no data breaches reported. • Provide training sessions for staff on the proper use of Microsoft Co-Pilot, with at least 90% of staff completing the training. • Provide additional support for pupils through personalised learning activities, with positive feedback from both pupils and teachers. • Establish a comprehensive governance framework for the use of data and AI, ensuring pupil safety, data security, and education quality. • Conduct regular reviews and audits of AI usage and data security, with no major incidents reported.
	12.2 Only using Microsoft Co-Pilot for generative AI that includes school data, including information about pupils, staff, and the school.	Francis	S	O	N	D	J	F	M	A	M	J	J				
	12.3 Create personalised learning plans: Consider developing AI-driven personalized learning plans for pupils, that can adapt to their individual needs and progress. This will enhance the quality of education by providing tailored support and reducing the need for additional resources, and / or removing barriers.	Sophie	S	O	N	D	J	F	M	A	M	J	J				
	12.4 Predictive Maintenance of school facilities: Implement AI-based predictive maintenance for school facilities and equipment. This will help identify potential issues before they become costly repairs, ensuring that the school environment remains safe and functional.	Francis	S	O	N	D	J	F	M	A	M	J	J				
	12.5 Design personalized learning activities: Using Twinkl AI or CoPilot. These tools can enhance traditional teaching methods and provide extra support, especially reading and maths	Sophie	S	O	N	D	J	F	M	A	M	J	J				
	12.6 Ensure safe and effective governance of the school's use of data and AI: Ensure pupil safety, data security, education quality, and well-being of staff and pupils.	Francis	S	O	N	D	J	F	M	A	M	J	J				
	12.7- Ensure effective IT support, to include a lending library for technology resources for mainstream, and improve access technology for all members of the school community especially where there are new staff	Francis	S	O	N	D	J	F	M	A	M	J	J				
	12.8 Support Non-English-Speaking Parents: Use workshops and AI translation to help parents understand the curriculum and support their child's education. (Eq. Obj)	Francis	S	O	N	D	J	F	M	A		J					
14.0 To maintain the school's financial stability without compromising the exceptional quality of education, considering external challenges such as rising costs, aging infrastructure, and shifting pupil profiles. (Sarah Appraisal)	14.1 Conduct a thorough review of the school's budget to identify areas where costs can be reduced without impacting the quality of education. This includes evaluating operational expenses, energy usage, and resource allocation.	Sarah	S	O	N	D	J	F	M	A	M	J	J	Sarah		Govs L&R 15 June	• **Budget Efficiency**: Streamline operational costs within the first year without negatively impacting educational quality, as evidenced by consistent or improved student performance metrics – consider class structures • **Class budget** – assigned to each class for resources, with additional budget for trips (linked to enrichment promise) – resources shared across departments more effectively • **Staffing structure** – revised structure that is sustainable. • **Cover** – contingency plan for teacher sickness cover (day one, day two, longer term cover once insurance kicks in) • **Infrastructure Maintenance**: Develop and implement a maintenance plan for aging infrastructure, completing 100% of scheduled repairs and upgrades within the planned timeframe, ensuring no disruption to the learning environment.
	14.2 Develop a maintenance plan for aging infrastructure to prioritise repairs and upgrades. This plan should include regular inspections and a schedule for addressing critical issues to prevent costly emergency repairs.	Sarah	S	O	N	D	J	F	M	A	M	J	J				
	14.3 Implement energy efficiency measures to reduce utility costs. This could include upgrading to energy-efficient lighting, improving insulation, and exploring renewable energy options such as solar panels.	Sarah	S	O	N	D	J	F	M	A	M	J	J				
	14.4 Analyse shifting pupil profiles to understand changing needs and adapt the curriculum and resources accordingly. This will ensure that the school continues to meet the diverse needs of its pupils.	Francis / Sophie	S	O	N	D	J	F	M	A	M	J	J				
	14.5 Leverage technology to improve efficiency and reduce costs. This could involve using digital tools for administrative tasks, online learning platforms, and virtual meetings to save on travel and other expenses.	Francis / Sarah	S	O	N	D	J	F	M	A	M	J	J				