

School Improvement Plan 2026–2027



Respect • Integrity • Empowerment

Vision: *We inspire each individual and empower them to be their best in school and beyond.*

Starting Points

Next Steps

1. Teaching & Learning



Responsive, ambitious teaching
Personal Learning Goals & progress
Accreditation

2. Pupil Welfare



Safeguarding & Attendance
Allergy & NHS Partnership
Pupils safe, known & supported

3. Personal Development



Pupil Voice & Independence
Belonging & Enrichment
Transition to Adulthood

4. Leadership



Coaching-Based Appraisal
Staff Wellbeing & Equality
Inclusive Culture

5. Inclusion & Outreach



Specialist SEND Support
Mainstream Confidence
Local SEND Reform

6. Governance



Audit & Skills Development
Succession Planning
Strategic Challenge

Every pupil safe, known, included, challenged and prepared for next steps.

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 – 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								Accountable Supporter / leader.	Consult Key stakeholders.	Inform Impact statement	Impact Impact Statement (Actions, Impact, Evidence, Analysis)					
1.0 Make teaching and curriculum pathways more consistent, responsive and ambitious so every pupil is engaged in purposeful learning, barriers are reduced, Personal Learning Goals are clear, and pupils make measurable progress from their own starting points. (Sophie appraisal target)	1.1 Improve responsive teaching so staff plan for and reduce barriers linked to SEND, medical needs, communication and diagnosed conditions. (Teacher appraisal target)				Kristof / Caroline / Ben / Michelle	S	O	N	D	J	F	M	A	M	J	J	Sophie	Pupils	C&O 8 March	a) Pupils are consistently engaged in purposeful, curriculum-linked learning in every lesson, with no passive or disconnected learning time evident through learning walks, pupil voice and work scrutiny. b) Teaching is highly responsive to pupils’ SEND-related barriers, including medical needs, communication profiles and diagnosed conditions, so adaptations are anticipated, timely and effective. c) Personal Learning Goals are visible, actively used and routinely reviewed, strengthening the link between teaching, assessment and measurable progress from pupils’ individual starting points. d) Teaching is accurately pitched across classes and pathways, with increased consistency in challenge, support and evidence of progress over time. e) Reaching Higher pupils access appropriately ambitious curriculum pathways and accreditation that prepare them well for the end of Key Stages 2 and 4. f) Early Years curriculum thinking, progression and preparation for next steps are clearly documented and understood by staff, supporting coherent planning and transition. g) Curriculum pathways are increasingly individualised, broadening pupils’ understanding of future opportunities while remaining closely matched to needs, aspirations and interests. h) Clear next steps for Makaton and handwriting within Sky are agreed, implemented and monitored, leading to greater consistency in communication and recording approaches.		
	1.2 Ensure every pupil, in every lesson, is engaged in purposeful, curriculum-linked learning with no exceptions. Lead TA appraisal target)				Kristof / Caroline / Ben	S	O	N	D	J	F	M	A	M	J	J			C&O 16 Nov			
	1.3 Make teaching more consistent so work is well matched to pupils’ needs and clearly linked to visible, regularly reviewed Personal Learning Goals.				Sophie	S	O	N	D	J	F	M	A	M	J	J			C&O 16 Nov			
	1.4 Adapt curriculum pathways and accreditation so pupils in Reaching Higher are suitably challenged and well prepared for the end of Key Stages 2 and 4.				Sophie	S	O	N	D	J	F	M	A	M	J	J			Govs C&O 7 June			
	1.6 Clarify the Early Years curriculum so progression, planning and preparation for next steps are clearly documented. (Michelle appraisal target)				Michelle	S	O	N	D	J	F	M	A	M	J	J			Govs C&O 8 March			
	1.7 Develop more personalised curriculum pathways that reflect pupils’ needs, interests and aspirations, including suitable accreditation for the changing cohort. (Janice / Katie appraisal target)				Janice / Katie	S	O	N	D	J	F	M	A	M	J	J			Govs C&O 7 June			
	1.8 Agree clear next steps for Attention Autism, ACE Books, Makaton, the Curiosity Programme, sign-supported English and handwriting in Sky provision. (Ben appraisal target)				Ben	S	O	N	D	J	F	M	A	M	J	J			Govs C&O 8 March			
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)					
2.0 Further strengthen pupil welfare so every pupil is safe, well known, well supported and able to stay regulated, connected and ready to learn. This includes strong allergy practice, clear safeguarding evidence, better attendance support, suitable alternative provision and effective work with families, NHS colleagues and hospital schools. (Caroline appraisal target)		2.1 Whole-school allergy and anaphylaxis training in September 2026, followed by implementation and monitoring of the updated allergy policy in line with Benedict’s Law.			Caroline	S	O	N	D	J	F	M	A	M	J	J	Caroline	NHS staff	Govs C&O 8 March	a) All staff complete allergy and anaphylaxis training and apply updated procedures confidently, with emergency plans, medicines and risk assessments reviewed, accessible and consistently understood. b) Pupils with allergies are safer and more confidently included in school life, with reduced avoidable risk and clear evidence from training records, policy monitoring, care-plan checks and incident review. c) Class teams take stronger ownership of attendance, building trusting relationships with families and improving shared communication around health appointments, preparation, roles and attendance recording. d) Pupils unable to access school-based learning receive purposeful, planned and monitored alternative provision that sustains learning, wellbeing and belonging. e) Partnership with hospital schools, NHS colleagues and families leads to more coherent support, clearer information sharing and stronger reintegration planning where appropriate.		
		2.2 Strengthen class-team ownership of attendance by building trust with families, improving communication about health appointments, preparing pupils well and making roles and recording clearer.			Caroline / Kristof / Ben / Michelle	S	O	N	D	J	F	M	A	M	J	J		Hospital schools				
		2.3 Develop community-based support for pupils who cannot attend school so they continue to learn, feel supported and stay connected.			Caroline / Lucy	S	O	N	D	J	F	M	A	M	J	J		Learning Mentor (AK)				

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)
3.0 Continue to provide excellent personal development so pupils build confidence, independence, communication, identity and belonging. Pupils' views will help shape school life, enrichment and transition planning, so they are well prepared for adulthood, accreditation, future destinations and participation in society. <i>(Lucy appraisal target)</i>	3.1 Strengthen the school council so pupils have more influence over the curriculum, learning environment and wider school improvement.	Kristof / Lucy	S	O	N	D	J	F	M	A	M	J	J	Lucy	SALTs in mainstream and special NHS Team Leader Parents Pupils	Govs L&R 15 March	a) Pupils’ voices have a stronger and more visible influence on school provision, with school council feedback shaping curriculum content, enrichment, the learning environment and wider school improvement. b) Pupils demonstrate increased confidence, communication, independence, identity and belonging, evidenced through pupil voice, EHCP outcomes, annual reviews, observations and family feedback. c) Year 11 transition planning begins early and responds to individual aspirations, so sixth form pathways, units and accreditation are accurately matched to pupils’ needs, interests and next steps. d) Enrichment is structured, equitable and purposeful, with all pupils accessing opportunities that strengthen independence, communication, confidence and preparation for adulthood. e) Specialist therapeutic transition sessions support pupils to prepare emotionally and practically for change, leading to greater confidence, reduced anxiety and clearer personalised transition plans. f) Post-16 provision is coherent, equitable and ambitious, with clear links between independence, accreditation, destination readiness and preparation-for-adulthood outcomes. g) The curriculum actively promotes equality, identity and belonging, with pupils seeing themselves represented positively and developing greater understanding of others, difference and participation in society.	
	3.2 Start Year 11 transition planning early so sixth form pathways, accreditation and units are well matched to pupils' needs and aspirations.	Kristof / Lucy	S	O	N	D	J	F	M	A	M	J	J					
	3.3 Make enrichment fair, purposeful and clearly linked to independence, communication, confidence and preparation for adulthood.	Caroline / Ben / Michelle / Kristof	S	O	N	D	J	F	M	A	M	J	J					
	3.4 Provide termly therapeutic sessions to help pupils prepare emotionally and practically for transition and careers planning.	Lucy / AK	S	O	N	D	J	F	M	A	M	J	J					
	3.5 Ensure Post-16 provision is fair, ambitious and clearly linked to independence, accreditation, future destinations and preparation for adulthood.	Kristof	S	O	N	D	J	F	M	A	M	J	J					
	3.6 Equalities Objective 1: Ensure the curriculum actively promotes equality, identity and belonging for all pupils.	Sophie	S	O	N	D	J	F	M	A	M	J	J					
LEADERSHIP 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	Consult	Inform	Impact Impact Statement (Actions, Impact, Evidence, Analysis)
4.0 Strengthen leadership of people, professional culture and equality so appraisal, staff wellbeing and inclusive conduct are developmental, evidence-informed and clearly understood. <i>(Francis’ appraisal target)</i>	4.1 Redesign appraisal after the removal of performance-related pay, using a coaching model focused on evidence, professional learning and action research.	Francis	S	O	N	D	J	F	M	A	M	J	J	Francis	LA HR Team Teachers TAs	Govs L&R 9 Nov	a) Appraisal is successfully redesigned as a developmental, coaching-based process, with staff able to evidence professional learning, action research and improvements in practice. b) Staff feel well supported through timely supervision, return-to-work conversations, wellbeing signposting and early identification of patterns in sickness absence. c) Attendance is proactively reviewed half-terminally, with clear evidence that leaders identify trends, act promptly and reduce avoidable barriers to staff attendance and wellbeing. d) Reasonable adjustments are accessible, understood and consistently applied, including practical support for staff experiencing the menopause. e) Staff demonstrate increased confidence and shared understanding of the Public Sector Equality Duty, the Equality Act 2010, unconscious bias and inclusive professional conduct. f) Professional learning deepens inclusive practice, confidence and accountability across the school, evidenced through appraisal records, staff feedback, training evaluations, HR records and governor review.	
	4.2 Strengthen staff attendance and wellbeing through half-termly sickness absence reviews, return-to-work conversations, early identification of patterns and timely signposting to support. <i>(Sarah appraisal target)</i>	Sarah	S	O	N	D	J	F	M	A	M	J	J					
	4.3 Equalities Objective 2: Improve support for staff experiencing the menopause so reasonable adjustments, conversations and practical support are clear, accessible and consistently used.	Sophie / Sarah	S	O	N	D	J	F	M	A	M	J	J					
	4.4 Equalities Objective 3: Refresh staff understanding of the Public Sector Equality Duty, Equality Act 2010, unconscious bias and inclusive professional conduct.	Francis	S	O	N	D	J	F	M	A	M	J	J					
5.0 Share the school's specialist SEND expertise with mainstream schools so they feel more confident and better able to include and support pupils with SEND. <i>(Nicky’ T’s appraisal target)</i>	5.1 Write, publish and implement the Richard Cloudeley Inclusion Strategy, with reviews in January and May to evaluate impact and refine support for mainstream inclusion.	Francis / Sophie	S	O	N	D	J	F	M	A	M	J	J	Francis	LA SEND Team Outreach service Mainstream Schools	Govs L&R 15 March	a) Mainstream schools report increased confidence, knowledge and practical strategies for understanding and supporting pupils with complex SEND. b) Specialist advice, training and outreach from the school lead to more inclusive mainstream practice, evidenced through feedback, case reviews, follow-up actions and improved pupil support plans. c) More pupils are successfully understood, supported and included within mainstream settings because staff have clearer strategies for communication, regulation, access, curriculum adaptation and reasonable adjustments. d) The school's contribution to local area SEND reform is recognised as proactive and influential, with specialist expertise helping to build mainstream capacity and strengthen inclusive pathways across the local area.	
	5.2 Continue to support local SEND reform and prepare for national policy changes, including providing “Experts at Hand” support to strengthen inclusion in Islington mainstream schools.	Francis Nicky T (Head of outreach)	S	O	N	D	J	F	M	A	M	J	J					
6.0 Keep governance strong during local and national change by completing a governance audit, identifying skills gaps, planning succession and maintaining effective challenge, support and oversight. <i>(Governing Body target)</i>	6.1 Complete a governance audit to check strengths, skills gaps, succession planning, training needs and committee effectiveness.	Chair of Governors	S	O	N	D	J	F	M	A	M	J	J	CoG	FGB	Govs L&R 15 March	a) Governance audit is completed and provides a clear, accurate picture of governing board strengths, skills, capacity and future needs. b) Any governor skills gaps are identified and addressed through targeted recruitment, training, mentoring or committee membership changes. c) Succession planning is strengthened so governance remains stable, knowledgeable and effective despite local and national change. d) Governors continue to provide highly effective strategic challenge, support and oversight, evidenced through minutes, committee reports, link-governor activity and full governing board review. e) Governance remains exceptional, with confident oversight of school improvement, safeguarding, finance, SEND, equality and the implications of wider policy change.	
	6.2 Use the governance audit to agree an action plan, address skills gaps, strengthen training and succession planning, and review progress through committees and the full governing board.	Chair of Governors	S	O	N	D	J	F	M	A	M	J	J					