



Foundry College Improvement Plan 2023-2024 (CIP)

Initial Draft: September 2023 **Authors:** SLT

Reviews:

09/2023	03/2024	07/2024	SLT
09/2023	03/2024	07/2024	Foundry College Whole Staff
09/2023	03/2024	07/2024	Management Committee

This College Improvement Plan evaluates (RAG) the actions from 2022-23 leading to identification of the actions and costs for 2023-24, that will enable the College to address the revised key priorities as well as the issues raised in the last Ofsted inspection (March 2023) and meeting the requirements of the SLA from the LA.

The College Improvement Plan also identifies the strategic objectives for a 5 year vision (2019- 2024)

The College Improvement Plan describes the needs of Foundry College in order to meet our vision to provide the best education that we can for our children. This plan has been compiled with the aim of ensuring that the priorities identified will improve the overall college efficiency and provide for the needs of all children socially and academically, thereby having an impact on the standards children achieve and their on-going health and emotional wellbeing.

The plan targets areas for improvement based on the following:

- The Ofsted Action Plan resulting from the school's inspections and recommendations made within the reports.
- The Ofsted Handbook for Schools.
- Views of staff, governors, parents and pupils.
- Analysed data of statutory and in school/college testing data.
- Service Level Agreement expectations from the Local Authority.
- Planning the use of the college' resources to maximise educational outcomes.
- Our leadership team's self-assessment and analysis of how our schools perform.

The Management Committee will use this document to analyse the use of funds for this financial year and it is expected that they will agree to most of the proposals, subject to ratification by the full governing body. It is important to state that we regard this as a working document, which is regularly reviewed and updated. We find it perfectly acceptable to change priorities during the year or make additions. We believe this makes us sensitive to the needs of the local authority, college and its pupils.

The priorities have been categorised under the inspection framework headings: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and Overall Effectiveness. They embrace the national priorities of ensuring there is appropriate focus on the development of the curriculum and character education to ensure pupils' needs are fully met.

The plan is based on the following overarching principles:

- Building a sustainable outstanding provision with the needs of the individual at its heart
- Learning is a positive experience for Foundry College pupils
- Ensuring Foundry College is focused on continuous self-improvement
- Building capacity in leadership and staffing

Progress against the plan will be reported through the termly Headteacher's Report to Management Committee and through the Teaching and Learning and the Resources Sub Committees.

Focus	Ofsted March 2023 said
Quality of Education	<ul style="list-style-type: none"> • Leaders have created a personalised curriculum built around pupils' needs. This is based on their strong understanding of pupils' starting points. • Staff work with a wide multidisciplinary team to find the best 'pathway' for each pupil and ensure that they re-engage with education as quickly as possible. • For many pupils, the journey to get back on track takes time. However, the good support that pupils receive enables some of them to return to mainstream or specialist settings quickly and successfully. • Pupils learn a range of subjects around the 'non-negotiables' of English, mathematics and personal, social and health education (PSHE). • In key stage 4, the curriculum is increasingly shaped around qualification pathways and pupils' career aspirations. • English is given suitable priority, and reading, writing and oracy are threaded through different subjects. Some older pupils study English literature, enabling them to complete in-depth studies of significant texts. • However, younger pupils do not have enough opportunity to read for enjoyment and learn from high-quality texts. As a result, they are not gaining sufficient breadth of reading. This also limits pupils' opportunity to acquire new vocabulary, develop an understanding of various genres and learn about different authors. • They work towards a range of appropriate qualifications, including in vocational subjects, that align to their planned routes to future education or employment.
Behaviour and Attitudes	<ul style="list-style-type: none"> • Staff gain pupils' trust, find out their interests and help them to experience success. • They are highly sensitive to pupils' emotions, anxieties and readiness to learn. They know when they can push ahead with new learning and when they need to step back. • Staff involve parents, pupils and other professionals in this process, ensuring that things are working as intended and adapting provision as needed. • High staff ratios mean that pupils get lots of individual support. This helps staff to assess what pupils know and address gaps in their learning.
Personal Development	<ul style="list-style-type: none"> • Pupils benefit from careers guidance and are supported to develop individual plans. • They prioritise the most important content pupils need to learn and adapt learning activities to reflect their needs and interests. • Staff organise some off-site visits to support pupils' wider development, although not all pupils are willing to take up what is offered. • They encourage pupils to take part in special events in support of their chosen charity. • However, leaders have not ensured that pupils have enough opportunity to engage meaningfully in social and extra-curricular activities.
Leadership & Management	<ul style="list-style-type: none"> • The leadership team has maintained the good quality of education in the school since the last inspection. • Leaders and staff are determined to engineer and sustain success for all pupils. Their aspirations are seen in older pupils' positive outcomes and successful pathways into further education, training or employment.
Overall Effectiveness	<ul style="list-style-type: none"> • The leadership team has ensured that all safeguarding arrangements are fit for purpose, and that records are detailed and of high quality • While there have been many successes, you are not complacent and recognise that there is more you can do to improve the school.
	Key Actions
	<ul style="list-style-type: none"> • Younger pupils do not have enough opportunity to listen to or read high-quality texts. This limits their potential to develop a love of reading, acquire new vocabulary and learn about different genres and literary styles. Leaders need to strengthen this aspect of the school's reading curriculum and ensure that pupils are guided to select and enjoy a wide range of high-quality literature. • There are too few opportunities for pupils to mix socially. Typically, breaktimes are very short and do not provide sufficient time for pupils to engage meaningfully in social activities. This limits pupils' social development and opportunities for them to take part in activities outside of the classroom or connect with and forge friendships with other pupils. Leaders need to review their current arrangements and provide more meaningful, regular opportunities for pupils to mix socially with their peers.

5 year Vision (2019-2024): Where do we want to be in 5 years' time?

Objective	Success Criteria	Strategies
<p>New commissioning agreement with WBC to include:</p> <ul style="list-style-type: none"> ➤ Centrally funded Early Years and Primary Outreach Provision ➤ Provision for Post-16 pupils who require on-going support in line with the raising participation agenda ➤ Provision for Medical / Vulnerable pupils irrespective of the source of diagnosis ➤ Provision for the re-engagement and reintegration of Children Missing in and from Education ➤ Emergency support for looked after children ➤ Specialist provision for primary aged pupils with an EHCP (SEMH) ➤ Specialist provision for secondary pupils with an EHCP (ASD) ➤ Development of on-site Alternative Provision for KS4 pupils in vocational and work related learning 	<ul style="list-style-type: none"> ➤ All Wokingham pupils are able to access timely behavior intervention support ➤ Reduction in NEET for post-16 pupils who are not ready for the large College environment ➤ Medical / Vulnerable pupils with private diagnoses can receive timely intervention ➤ No Wokingham resident children aged 5-16 are out of touch with education ➤ WBC's LAC pupils can access additional support ➤ Provision for pupils with designated school type 'Special' who currently have to remain in mainstream where their need can't be met and they are at risk of exclusion ➤ Reduction in secondary PEx ➤ Pupils educated by Foundry College make good learning progress from their starting points ➤ MC to be assured of financial viability ➤ Memorandum of Understanding 2020-2025 in place ➤ Plans and key priorities approved by MC ➤ Action plans in place: responsibilities, tasks, timings and outcomes agreed by SLT ➤ New purpose built premises or free / subsidised access to sporting facilities 	<ul style="list-style-type: none"> ➤ Review and revise budget for essential transport arrangements ➤ Review and agree appropriate base and top up funding, including additional funding for pupils over number ➤ Develop fit for purpose premises, including appropriate outdoor space or free access to WBC maintained facilities ➤ Revise Foundry's categorisation with DfE ➤ Collaborative working partnership with other WBC education services: Education Welfare Service, Education Psychology, Virtual School, School Transport, SEND, Secondary Federation and Primary Heads Association ➤ Identify current strengths and areas for development in relation to expansion of pupil numbers ➤ Determine the key priorities and produce a plan to meet the college's key long-term vision

Focus: Quality of Education - To close the gap in attainment, knowledge and understanding between predictors and actuals – Kirsty Hodge & Kirsty Flaws						
Priority	Key actions	Impact	Lead	Time Scale	Costs / Resources	Evidence Source
Ensure the level of challenge is consistently high and takes into account individual needs and EHCP outcomes	<ul style="list-style-type: none"> ➤ IEP's reflect the identified needs of individual pupils ➤ IEP showcase pupils in debrief ➤ Half termly monitoring of IEP targets alongside pupils ➤ Recommendations from EHCP are actioned 	All pupils have their individual needs met Increased pupil outcomes	SD SD SD SD	Ongoing Ongoing Half termly		Baseline assessment data Education Review minutes IEP's
Develop links with schools to obtain further details on the pupils, ensuring the target setting is justified based on historic information	<ul style="list-style-type: none"> ➤ Review induction process to gather further details 	Clearer starting point and detailed information on previous pathways	KH	Sept '23		PEX paperwork Supporting paperwork on pupil data MOU Admissions flow chart
ICT skills developed across the college	<ul style="list-style-type: none"> ➤ Lead staff member to be recruited ➤ Implement and monitor Annual Plan 	All pupils and staff will be proficient in the use of Excel, Powerpoint, Word and the use of email	SH	Sept '23		Skills Audit (pupils and staff) Annual Plan Monitoring Schedule Analysis
Develop on line learning resources to support pupils learning	<ul style="list-style-type: none"> ➤ Research and trial different platforms to engage and support pupils learning away from the classroom ➤ Training for all staff to support the online learning for pupils ➤ Parents evening to engage support 	Pupils can access further support and challenge with academic qualifications	KH/KF	Oct '23	£5000	Engagement levels Outcomes Progress against baseline
Whole college focus on reading development	<ul style="list-style-type: none"> ➤ Targets for all pupils ➤ Half termly monitoring ➤ Clarity over expectations for development and consolidation of reading in all lessons 	Consistency of practice in all lessons, supported by reading platform	LM/K F	Half termly	£1500 Online reading platform	
Raise the proportion of pupils who meet and exceed expected progress	<ul style="list-style-type: none"> ➤ Training for all staff to support the teaching of metacognition ➤ Co-curricular opportunities to support across the curriculum 	Adapted schemes of work Accelerated progress	VC/KH VC/KH	Sept '23 Ongoing		Schemes of work shared with departments Meeting minutes

Focus: Behaviour & Attitudes – Analysis of B&A data to inform both need and provision – Nicky Rees & Louise Brookes						
Priorities	Key actions	Impact	Lead	Time Scale	Costs / Resources	Evidence
Embed values & a therapeutic culture, to enhance enjoyment, engagement & attendance	<ul style="list-style-type: none"> ➤ Embedded systems of celebrating success ➤ Develop the outward facing celebrations through website and newsletters ➤ Educational visits on and off site ➤ Identify and reduce/remove barriers to learning for individual pupils through targeted interventions especially with vaping and phone use 	<p>Enhanced pupil aspiration</p> <p>Improved engagement with pupils and parents</p> <p>Improved attendance and engagement in lessons</p> <p>Reduction in anti social behaviours and increase in pro social behaviours</p>	<p>NR</p> <p>NR/LB/SH</p> <p>NR/LB</p> <p>SD/JI</p>	<p>Oct '23</p> <p>Jan '24</p> <p>Jan '24</p>	£3000	Tutor time, pupil work, education review, assemblies, postcards, debrief minutes, achievement points, A2L analysis, website
Alternative venues for pupils	<ul style="list-style-type: none"> ➤ Secure alternative venue to engage and teach pupils who struggle with the onsite provision 	Increased attendance and engagement in curriculum	IT/NR	Oct '23	£8000	
A focus on staff awareness of online safety (e-safety)	<ul style="list-style-type: none"> ➤ High quality CDP for all staff ➤ Development of phone policy and consistency in applying 	Staff are equipped to support pupils in keeping safe	IT/NR	Oct '23		Training materials Training log Pupil profile MyConcern
Improve individual pupil attendance	<ul style="list-style-type: none"> ➤ Promote good attendance, challenge poor attendance ➤ Weekly attendance certificate sent to home school ➤ Regular review of packages to promote attendance ➤ Mentoring programme 	Attendance of all pupils improves over time, MTTs are all in place & reviewed half termly or when necessary	<p>NR/LB</p> <p>DW</p> <p>NR & KF</p> <p>NR/LB</p>	<p>Ongoing</p> <p>Half Termly</p> <p>Ongoing</p>		Attendance certificates Education reviews HT report A2L AP package
Consistent management of behaviour	<ul style="list-style-type: none"> ➤ Devise therapeutic thinking plans ➤ Devise pro social and anti social monitoring and interventions 	<p>Identify and address individual pupil needs</p> <p>Increase in pro social behaviours</p>	<p>LB</p> <p>LB</p>	<p>Half Termly</p> <p>Weekly</p>		Pupil Therapeutic thinking plans

Focus: Personal Development - Promote pupil mental health and wellbeing needs and raise pupil aspirations – Nicky Rees						
Priorities	Key actions	Impact	Lead	Time Scale	Costs / Resources	Evidence
Increase opportunities for pupils to take ownership for their progress and reflect on their targets	<ul style="list-style-type: none"> ➤ Pupil induction informs SMSC gaps ➤ Targeted termly Plan in place for pupils ➤ All offsite provision includes NIA focus 	Individualised and relevant SMSC provision for all	JI JI/KF RP	Ongoing Termly reviewed Ongoing		Evolves Feedback SMSC grid maker SMSC spreadsheet Newsletter Briefing notes
100% of pupils in KS4 have had a work experience and/or volunteering opportunity in either Term 1 or 2 and have a post 16 plan	<ul style="list-style-type: none"> ➤ Forge relationships with local workplaces ➤ Invite workplaces on site to build skills links for placements ➤ Adapting work experience to meet the needs of the pupil 	100% of Yr11 pupils have an on-going work placement as part of package	NR/VW	April '24		Work Experience Report EVOLVE CEIAG Policy Case studies Work Readiness plans WEX Feedback – pupils and employers
Increase engagement in MV pupils, both on site and at home in both academic and social activities	<ul style="list-style-type: none"> ➤ Engagement activities offered in the curriculum for ALL onsite M/V pupils ➤ Explore and promote suitable Health & wellbeing activities for Home tutored medical pupils (HTM) 	100% of MV pupils engage in some form of interactive/social activity	NR/KH	Ongoing		Timetable Education review HT Learning logs
Develop the wellbeing offer by joint working with ARC	<ul style="list-style-type: none"> ➤ Identify pupils who would benefit from targeted counselling support 	Pupils mental health needs supported	LM/AS	Ongoing		Timetable

Focus: Leadership & Management – Ensure robust quality assurance mechanisms and support are in place – Iain Thomas						
Priorities	Key actions	Impact	Lead	Time Scale	Costs / Resources	Evidence
Develop a three year strategy for the LA and the governing body	➤ SLA finalised with LA and shared with MC	Financial stability and direction from LA	RA/IT	Jan '24		SLA
Ensure the college AP offer meets the needs of stakeholders	➤ Embed quality assurance mechanisms for all AP providers	Continued commissioning by stakeholders	IT/LB/RP	Termly		AP offer Outreach offer Ap review Outreach review MOU data Meeting notes
	➤ Robust monitoring of pupil outcomes	Improved pupil outcomes	KF	Half Termly		
Robust Safeguarding mechanisms, including GDPR and Health and Safety	➤ Sharing of key safeguarding information	Staff record keeping is compliant and files are appropriately named Plan review shows good progress	NR	Ongoing		Review of GDPR Compliance action plan Disposal logs Spot check records
	➤ Staff training on good GDPR compliant practices		IT/RA	Termly		
	➤ Implement GDPR compliance action plan	Historic records are processed No significant issues (breaches)	RA/DA	Jan '24 Ongoing		
	➤ Build capacity to manage GDPR & H&S			July '23		
	➤ Annual GDPR audit to check compliance		IT/RA			
High quality outreach provision	➤ Formalise SLA	Agreed SLA	LB	Jan '24		Annual feedback
	➤ Robust monitoring of outcomes, finance, staffing	Financial stability	LB	Oct '23		
	➤ Annual stakeholder feedback	Continued commissioning	LB	July '24		
Pastoral Support & family liaison	➤ Recruitment of key person	Increased attendance, increased engagement with families	IT	Jan '24		Attendance figures Headteachers report
	➤ Develop systems to support families in enhancing attendance and signposting for external support		NR	July '24		

Focus: Overall Effectiveness			Responsibility: Iain Thomas			
Key Priorities	Key actions	Success Criteria	Lead	Time Scale	Costs / Resources	Evidence
Safeguarding procedures are in place and effective	➤ Annual update of policy FC001	Policy ratified by MC	NR	Sept '23	Training £2000 The Key £100 Licence £480	Website Audit return to WBC (S175) Training materials& records Minutes of meetings My Concern records Staff & student voice
	➤ Complete annual NSPCC audit	Return submitted to WBC	NR	Nov '23		
	➤ Training programme for staff: First Aid, Team Teach, DSL, Health & Safety, DPO	Staff upskilled, mandatory qualifications	IT/DW	Annual		
	➤ All staff & MC read KCSIE 2023	100% read return	NR	Sept '23		
	➤ Attend WBC's DSL, EMRAC and WBSCP meetings		NR			
	➤ Regular safeguarding team meetings	Cascade of local information	NR	Termly		
	➤ Regular agenda item for SLT and MC meetings	Information sharing to sense check practice	NR	Half termly		
	➤ Use and monitoring of My Concern	Accurate records and chronology	NR/JI	Ongoing		
Pupils make academic and personal progress towards achieving appropriate individual outcomes	➤ Robust data collection, review and monitoring strategy in place for academic progress and A2Ls	All pupils make demonstrably positive progress, both in academic and personal development	KH/KF	Half termly		National testing results Spring/Summer 2024 results Next steps plans
	➤ Interventions to enhance progress of individuals	All pupils make good progress toward expected outcomes from their starting points	KH/KF	Half termly		
Review commissioning arrangements with WBC: pupils with EHCPs, post-16, M/V placements, AP development, CME	➤ Benchmarking activity for outcomes, finance, resources	Foundry College provides a good value for money education	RA	Jan '23		MoU's, SFVS, Dashboard, Benchmarking RC meeting minutes; Minutes of meetings with WBC
	➤ 3 year plan	Vision agreed with WBC and MC	IT	Dec '23		
	➤ Agree funding strategy for EHCP top ups	New funding structure agreed	IT	Apr '24		
	➤ Commissioning meetings with WBC	2023-2024 SLA with WBC	IT	Termly		

GLOSSARY

A2L	Attitude to Learning
AP	Alternative Provision
ASD	Autistic Spectrum Disorder
CEIAG	Careers Education, Information, Advice and Guidance
CIP	College Improvement Plan
CPD	Continuing Professional Development
DSL	Designated Safeguarding Lead
EET	in Education, Employment or Training
EHCP	Education, Health and Care Plan
EMRAC	Exploitation and Missing Risk Assessment Conference
EWS	Education Welfare Service
FC	Foundry College
GDPR	General Data Protection Regulations (May 2018)
ILP	Individual Learning Plan
KCSIE	Keeping Children Safe in Education (Sept 2020)
KP	Key Priorities
LAC	Looked After Children
MC	Management Committee
MH	Mental Health
MoU	Memorandum of Understanding
MTT	Modified Timetable
M/V	Medical / Vulnerable
NEET	Not in Education, Employment or Training
PP	Pupil Premium
PSHE	Personal Social and Health Education
RE	Religious Education
SEF	Self-Evaluation Form
SEND	Special Educational Needs and Disabilities
SEMH	Social, Emotional and Mental Health
SIMS	School's Information Management System
SLT	Senior Leadership Team
SMSC	Social, Moral, Spiritual, Cultural
SRE	Sex and Relationships Education
WBC	Wokingham Borough Council
WBSCP	West of Berkshire Safeguarding Children Partnership
WEx	Work Experience
WPHA	Wokingham Primary Heads Association
WSF	Wokingham Secondary Federation