College Improvement Plan (CIP) 2026–2027

Priority 1: Create a Feeling of Safety and Protective Care Across Every Space (Safeguarding)

Priority Statement: Ensure all pupils are safe and well looked after, whether they are learning at the main college or at an off-site provision.

- **Strategic Objective (2026–27):** Embed a shared, trauma-informed protective culture across every site and partner venue, ensuring our safety net holds every young person securely wherever they learn.
- **Leads:** Clare Demblon & Nina Edwards

Key Relational Actions (2026–27)	Expected Impact / Success Criteria	Measurable Evidence Base
Conduct, rigorous safety check-ins and quality visits with all external partners to ensure our protective blanket wraps around pupils wherever they are.	Every external provider mirrors our relational safety standards, ensuring critical safety details and pupil needs are communicated instantly across sites.	• Single Central Record (SCR) audit logs. • Alternative Provision Quality Assurance visits signed off by leaders. • Real-time safety logs and contextual alerts recorded on MyConcern. • Annual formal safety checks for off-site spaces.
Equip all staff with deep contextual training to spot subtle signs of criminal exploitation, community risks, or emotional distress as pupils move between settings.	Staff quickly sense when a child feels unsafe or targeted, stepping in swiftly with protective care before harm occurs.	• Staff training sign-in logs and reflection notes. • Anonymised casework records of early protective interventions. • Half-termly "Safeguarding Spotlights" embedded in staff briefings.
Unify main site, off site, and home tuition teams around a shared, calm, relational safety culture so expectations never fracture.	Staff use supportive methods to stop difficult situations from turning into safety incidents.	• Notes and action points from cross-team safety reviews. • Termly safeguarding reporting logs presented to the Management Committee

Priority 2: Nurturing Unique Individuality & Co-Creating Paths to Growth (Inclusion & SEND/SEMH)

Priority Statement: Identify emotional, learning, and developmental needs early, wrapping tailored support around every child and co-designing their journey alongside families.

- **Strategic Objective (2026–27):** Embed the Baobab platform as our central digital SEND delivery hub to streamline provision mapping and EHCP tracking, powering high-impact 6-week review cycles that dynamically adapt support in true partnership with families.
- **Leads:** Siobhan Davis (SEN Lead) & Clare Demblon

Key Relational Actions (2026–27)	Expected Impact / Success Criteria	Measurable Evidence Base
Successfully launch and embed the Baobab platform as our central digital SEND home, streamlining provision mapping, digitising EHCP tracking, and powering compassionate 6-week "Assess, Plan, Do, Review" cycles that dynamically adapt support based on live pupil data.	Support plans are seamlessly tracked and lived digitally; provision mapping and EHCP outcomes are transparently managed, ensuring no pupil's developmental needs slip through the gaps.	• Baobab platform fully populated with active SEND registers, provision maps, and EHCP tracking. • Digitised 6-week review logs detailing dynamic strategy changes. • Termly Baobab data reports presented to SLT and the Management Committee.
Wrap supportive adult presence around pupils during break times, class transitions, and off-site activities to hold emotional safety throughout the day.	Pupils feel securely held from arrival to departure, leading to lower social and environmental anxiety, smoother transitions, and increased engagement in learning.	• Timetables showing mapped support inside and outside classrooms. • Pupil voice feedback capturing feelings of safety during break times. • Incident logs showing a reduction in distress during unstructured times.
Conduct meaningful 6-weekly review cycles where pupils, parents, and staff celebrate small wins, listen deeply, and dynamically evolve support strategies the moment progress stalls.	Support plans are living, breathing guides co-created with families; strategies adapt instantly to the child's live emotional and academic needs.	• Pupil tracking data showing milestone growth. • Parent/pupil survey data proving genuine co-production. • Lesson visit notes showing teachers applying updated strategies in class.

Priority 3: Inspiring Ambitious Learning & Meeting Pupils Where They Are (Curriculum & Teaching)

Priority Statement: Every pupil—regardless of location—gets to learn an equally interesting, highly ambitious curriculum that matches the breadth of their needs without ever lowering expectations.

- **Strategic Objective (2026–27):** Deliver a seamless, highly ambitious curriculum across all provisions, using diagnostic insight to meet pupils where they are emotionally and academically, dynamically adapting teaching to rebuild confidence.
- **Lead:** Kirsty Flaws

Key Relational Actions (2026–27)	Expected Impact / Success Criteria	Measurable Evidence Base (Inspection Ready)
Align subject pathways across main site, home tuition, and community partners so every child receives a rich, uninterrupted educational journey.	No matter where a child learns, they receive an equally ambitious, beautifully sequenced education with zero drop in expectations or care.	• Joint cross-site work moderation and book check logs. • Unified subject pathway maps used across all delivery teams. • Formal QA reports signed off by SLT for external providers.
Use day-one diagnostic insights to build personalised learning paths, ensuring teachers explicitly use live data to adapt daily tasks to fit missing learning blocks.	Academic gaps in reading and math are closed smoothly because classroom tasks dynamically adapt to what the pupil needs, preventing anxiety and overload.	• Carefully triangulated diagnostic baseline reports. • Lesson observations proving teachers adapt tasks fluently based on live needs. • Sub-group tracking showing closed achievement gaps for SEND/Disadvantaged pupils.
Train all staff to blend therapeutic co-regulation with responsive checking techniques (targeted questioning, gentle feedback), uncovering misunderstandings in real time.	Pupils retain knowledge long-term and build academic self-worth because learning blocks are gently caught and resolved before frustration takes root.	• Learning walk records capturing real-time feedback and co-regulation in class. • Work scrutiny logs showing pupil misconceptions successfully resolved. • Staff coaching logs and professional development records.

Priority 4: Nurturing and Inspiring Pupils to Make Good Progress (Achievement)

Priority Statement: Walk alongside pupils from day one to nurture their communication and celebrate holistic growth in learning, health, and happiness.

- **Strategic Objective (2026–27):** Track and celebrate academic, emotional, and wellbeing milestones using holistic progress tools, driving an inspiring primary reading culture that builds vocabulary and self-worth.
- **Leads:** Kirsty Flaws, Clare Demblon & Ciara Peacock

Key Relational Actions (2026–27)	Expected Impact / Success Criteria	Measurable Evidence Base
Utilise our whole-school data frameworks (including Thrive profiles) to track academic progress, emotional health, and attitudes toward learning.	Clear, measurable proof that vulnerable pupils are rebuilding confidence, closing learning gaps, and flourishing thriving emotionally.	• Thrive baseline profiles and individualised well-being action plans. • Termly progress dashboards capturing holistic pupil metrics. • Evaluated survey results from pupils and families.
Immerse younger pupils in a rich "reading spine" of inspiring, diverse books, offering daily adult-supported reading sessions to nourish vocabulary, oracy, and confidence.	Younger pupils rapidly close reading age gaps, discover a love for stories, and confidently use expressive language across all subjects.	• Standardised reading age growth metrics tracked termly. • Half-termly oracy and vocabulary tracking (Speech & Language Link). • Pupil reading logs and library choice records. • Lesson visit records showing pupils applying reading skills across subjects.
Thread key vocational and examination vocabulary gently into daily lessons, building self-belief and familiarity so Key Stage 4 pupils approach qualifications with calm confidence.	Key Stage 4 pupils feel emotionally grounded during assessments, achieving the GCSEs and Functional Skills qualifications needed for their next steps.	• Key vocabulary scaffolds embedded in pupil workbooks. • Results from practice assessments and official mock examinations.

Priority 5: Nurture a Sense of Belonging (Attendance & Behaviour)

Priority Statement: Maintain a calm, predictable, and deeply respectful environment across all sites where relational boundaries are held consistently, digital overwhelm is removed, and school anxiety is met with a proactive outreach

- **Strategic Objective (2026–27):** Wrap multi-agency support around pupils struggling with school attendance, insulate pupils against fatigue, and maintain predictable relational boundaries across all spaces to reduce distress.
- **Leads:** Emily Dean, Dionne Wyatt, & Nina Edwards

Key Relational Actions (2026–27)	Expected Impact / Success Criteria	Measurable Evidence Base
Analyse weekly attendance patterns to spot subtle drops early (especially during key transition weeks for permanently excluded cohorts), stepping in with doorstep visits and multi-agency care.	We break the historical 47.9% PEX attendance ceiling because drops are intercepted with multi-agency support before the pupil completely disengages.	• Weekly attendance dashboard maps tracking PEX, MV, and HT cohorts. • Joint action plans co-created with the Education Welfare Service (EWS). • Detailed casework logs showing rapid school outreach within 48 hours.
Partner with families through warm routines and targeted home-school support plans to sustain primary attendance and prevent late-year fatigue.	Primary attendance is protected against fatigue, securely sustaining a baseline of 85% or higher throughout the school year.	• Active lists of pupils supported to prevent persistent absence. • Family communication logs showing doorstep check-ins and support plans. • Weekly charts showing stabilised trends.
Ensure staff consistently model restorative boundaries and enforce phone-free spaces, protecting pupils from digital overwhelm and creating a safe, disruption-free environment.	Pupils experience safe boundaries in every room; classroom anxiety drops, leading to a measurable decline in repeat incidents and suspensions.	• Behaviour analytics showing a downward trend in repeat incidents. • Reduced suspension records. • Staff learning walk logs confirming consistent boundary modelling. • Termly pupil surveys proving pupils feel safe and supported in class.

Priority 6: Nurturing Inner Strength, Identity & Inspiring Future Dreams (Personal Development & Careers)

Priority Statement: Deliver a structured personal development curriculum that builds real-life resilience and emotional self-regulation, while guaranteeing every young person secures a safe, ambitious next step for college or work.

- **Strategic Objective (2026–27):** Empower 100% of leaving pupils to transition into sustained post-16 pathways through co-created character portfolios, trauma-informed mentoring, and inspiring real-world encounters.
- **Lead:** Lia Mexa

Key Relational Actions (2026–27)	Expected Impact / Success Criteria	Measurable Evidence Base
Guide every pupil using a thoroughly planned curriculum to build a personal growth portfolio containing concrete proof of their emotional regulation, teamwork, and resilience.	Every young person leaves with a proud, well-rounded portfolio proving they possess the life skills needed for adulthood.	• 100% completed physical or digital pupil skills portfolios. • Regular pupil self-reflection entries tracked across the year. • Lesson visit notes showing character skills taught explicitly.
Match vulnerable learners with trained mentors for regular co-regulation and coaching, building coping toolkits that reduce distress and improve classroom engagement.	Vulnerable pupils learn to navigate stress and frustration, leading to a major drop in behavioural incidents and increased classroom confidence.	• Secure mentor tracking logs showing focused emotional targets. • Triangulated data charts proving mentoring lowers behaviour points. • Termly pupil surveys tracking gains in confidence and well-being.
Connect pupils with meaningful encounters with employers, local businesses, and colleges tailored to their unique interests, ensuring every child secures a safe, sustained post-16 destination.	Every single leaving pupil locks in a safe, sustained college placement or training course, completely eliminating the risk of dropping out (NEET).	• Verified post-16 destination and transition registers. • Compass careers tool reports proving all benchmark milestones are met. • Pupil evaluation sheets following college visits and employer encounters.

Priority 7: Strong Compassionate Leadership (Leadership & Governance)

Priority Statement: Lead with clarity and empathy, streamlining workload so staff can give their best to pupils, while building deep, trusting relationships with families and managers.

- **Strategic Objective (2026–27):** Act on staff feedback by using technology to remove administrative fatigue, while embedding an open Community Hub and robust governance to ensure our therapeutic vision delivers outstanding outcomes.
- **Lead:** Iain Thomas

Key Relational Actions (2026–27)	Expected Impact / Success Criteria	Measurable Evidence Base
Simplify assessment forms and automate data reporting so staff can focus their energy where it matters most—building relationships and teaching inspiring lessons.	Staff are freed from administrative fatigue, sustaining a positive, energetic workplace culture centred on pupil care.	• Results from the annual anonymised staff workload and wellbeing survey. • Staff retention and attendance metrics demonstrating a healthy culture. • Simplified assessment templates and streamlined reporting calendars.
Expand our welcoming Community Hub to host informal workshops and coffee mornings based on parent requests (e.g., online safety, managing boundaries at home, supporting reading).	We break down historical barriers with hard-to-reach families, building deep trust that directly improves pupil attendance and engagement at review events.	• Community Hub sign-in sheets and parent group logs. • Workshop evaluation forms showing positive impact at home. • Increased parent attendance rates at 6-weekly pupil review meetings.
Conduct scheduled governor deep-dives across all sites to check on safety culture, therapeutic consistency, and pupil progress against starting points.	Committee members ask sharp, constructive questions that ensure school improvements honour our therapeutic vision while driving high academic standards.	• Detailed Management Committee minutes containing explicit challenge logs. • Governor visit reports focused on specific improvement priorities. • Termly RAG-rated progress reviews of this College Improvement Plan.

Termly Action Plan and Evidence Sheets for the 2026–2027 College Improvement Plan (CIP)

Autumn Term:

- **Priority 1 (Safeguarding - Creating a Feeling of Safety):**
    - *Action:* Establish a unified multi-site tracking log linking the main college Single Central Record (SCR) with all off-site alternative provisions. Deliver updated Wokingham relational contextual risk training to all staff.
    - *Evidence to Collect:* Signed staff training attendance logs, MyConcern baseline safety reports, and initial unannounced safety audit paperwork from alternative providers.
- **Priority 2 (Inclusion & SEND - Baobab Platform Launch):**
    - *Action:* Successfully launch and populate Baobab as our central digital SEND delivery hub. Migrate active SEND registers and provision maps, train staff on real-time tracking, and launch the first baseline 6-week "Assess, Plan, Do, Review" cycles.
    - *Evidence to Collect:* Baobab platform fully populated with active registers and provision maps, staff training completion records, and the first round of signed, co-produced pupil review sheets.
- **Priority 3 (Curriculum & Teaching - Meeting Learners Where They Are):**
    - *Action:* Conduct day-one diagnostic profiling for every incoming pupil to establish supportive baselines by the end of the first half term. Audit alternative provider curriculum plans to guarantee equity of ambition and high standards.
    - *Evidence to Collect:* Initial diagnostic baseline charts, aligned curriculum subject maps for all delivery sites, and staff reflection notes from training on real-time misconception checking.
- **Priority 4 (Achievement - Literacy & Emotional Flourishing):**
    - *Action:* Introduce our inspiring primary "reading spine" books alongside daily adult-led shared reading sessions. Complete baseline reading age assessments and thread Key Stage 4 examination vocabulary directly into learning workbooks.
    - *Evidence to Collect:* Reading spine book inventories, baseline reading age metrics, and pupil workbooks embedded with keyword reference scaffolds.
- **Priority 5 (Attendance & Behaviour - Relational Boundaries & Early Outreach):**
    - *Action:* Implement weekly relational attendance tracking dashboard. Deploy proactive mentoring touchpoints specifically targeting permanently excluded (PEX) pupils during high-risk weeks 3 and 4 post-induction to catch early disengagement. Roll out primary attendance reward trackers.
    - *Evidence to Collect:* Weekly attendance cohort graphs, PEX mentor touchpoint records, and learning walk observation notes confirming 100% staff consistency with phone-free boundaries.

- **Priority 6 (Personal Development & Careers - Growth Portfolios):**
    - *Action:* Launch digital or physical personal growth portfolios for all secondary pupils. Pair high-priority learners with trained trauma-informed mentors and capture initial post-16 career aspirations.
    - *Evidence to Collect:* Completed portfolio structural templates, mentor assignment logs, and the baseline Year 11 career aspirations database.
- **Priority 7 (Leadership & Governance - Compassionate Systems):**
    - *Action:* Streamline teacher data tasks by rolling out simplified reporting templates based on workload audits. Launch our first Community Hub parent coffee morning and set the Management Committee governor deep-dive schedule.
    - *Evidence to Collect:* Simplified data entry sheets, Community Hub parent attendance sign-in logs, and agreed Management Committee meeting dates.

Spring Term: Monitor, Co-Regulate & Moderate

- **Priority 1 (Safeguarding - Cross-Site Peer Review):**
    - *Action:* Conduct our first cross-site safety peer review (main college staff evaluating partner settings) and execute the second round of unannounced off-site project safety checks.
    - *Evidence to Collect:* Action notes from cross-site safety collaboration meetings and mid-year safety reporting logs presented to the Management Committee.
- **Priority 2 (Inclusion & SEND - Baobab-Driven Reviews):**
    - *Action:* Execute mid-year 6-week review cycles utilising Baobab dashboard analytics. Conduct targeted learning walks to evaluate how digital provision tracking and inclusion support successfully lower anxiety during transitions and unstructured times.
    - *Evidence to Collect:* Mid-year Baobab progress dashboards showing target achievements and signed parent/pupil co-produced review records.
- **Priority 3 (Curriculum & Teaching - Collaborative Moderation):**
    - *Action:* Hold cross-site book moderation sessions across main college, home and alternative provisions. Analyse mid-year growth data to dynamically adapt daily lesson scaffolding.
    - *Evidence to Collect:* Joint work moderation logs, learning walk records tracking live teacher adaptations in class, and updated progress dashboards.
- **Priority 4 (Achievement - Mid-Year Progress & Mocks):**
    - *Action:* Conduct the second round of standardised reading age assessments to measure progress since autumn. Utilise our Baobab data tracking systems to evaluate mid-year academic and wellbeing milestones and run Key Stage 4 mock examinations.
    - *Evidence to Collect:* Reading age growth tracking sheets, mock examination result databases, and printed mid-year progress dashboards sorted by pupil sub-groups.
- **Priority 5 (Attendance & Behaviour - Multi-Agency Interception):**
    - *Action:* Identify any pupil tracking near the 10% persistent absence threshold and initiate immediate multi-agency support plans with the Education Welfare Service (EWS). Analyse behaviour logs to confirm that repeat classroom removals are decreasing.
    - *Evidence to Collect:* Active registers of pupils protected from persistent absence, written joint action plans with EWS, and behaviour log analytics showing suspension trends.

- **Priority 6 (Personal Development & Careers - Real-World Encounters):**
    - *Action:* Perform mid-year reviews of pupil growth portfolios to ensure they hold concrete evidence of emotional self-regulation, teamwork, and resilience. Organize meaningful employer and college encounters.
    - *Evidence to Collect:* Mid-year portfolio review scores, pupil-evaluated provider encounter forms, and soft-data tracking logs from trauma-informed mentors.
- **Priority 7 (Leadership & Governance - Staff Voice & Family Support):**
    - *Action:* Convene the staff Wellbeing Committee to review the practical impact of simplified reporting systems. Deliver targeted parent workshops through the Community Hub based on direct family requests.
    - *Evidence to Collect:* Wellbeing Committee meeting minutes, parent workshop evaluation feedback, and Management Committee challenge logs.

Summer Term: Evaluate, Celebrate Growth & Transition Forward

- **Priority 1 (Safeguarding - Year-End Handovers):**
    - *Action:* Perform comprehensive end-of-year safety audits across all third-party partner providers. Aggregate year-end contextual risk data to evaluate intervention impact and lock in transition safety handovers for leaving pupils.
    - *Evidence to Collect:* Final signed Alternative Provision monitoring sheets, annual safeguarding impact reports for governors, and completed multi-agency transition files.
- **Priority 2 (Inclusion & SEND - Annual Baobab Impact Evaluation):**
    - *Action:* Collate year-end Baobab progress maps for all SEND/SEMH pupils. Evaluate the long-term impact of digital provision mapping and 6-week review cycles on stabilising behaviour and accelerating progress across the year.
    - *Evidence to Collect:* Year-end sub-group performance data, annual parent/pupil satisfaction surveys, and Baobab-generated annual impact analytics.
- **Priority 3 (Curriculum & Teaching - Quality Assurance Sign-Off):**
    - *Action:* Complete final quality assurance evaluations for all external alternative provisions. Gather definitive data proving that knowledge gaps in reading and mathematics have been successfully narrowed.
    - *Evidence to Collect:* Final external provider quality assurance reports, year-end growth data, and refined curriculum subject maps designed for the upcoming academic year.
- **Priority 4 (Achievement - Qualification Success & Reading Growth):**
    - *Action:* Collect final standardised reading age data to evidence the holistic impact of our reading spine. Process and finalise all Key Stage 4 external qualifications, GCSEs, and Functional Skills pass rates.
    - *Evidence to Collect:* Finalised reading age growth metrics, official provisional examination results, and completed data dashboards showing closed achievement gaps.
- **Priority 5 (Attendance & Behaviour - Whole-Year Impact Review):**
    - *Action:* Calculate final attendance averages across PEX, Medically Vulnerable, and Home Tutored cohorts to measure success against historical baselines.
    - *Evidence to Collect:* Year-end attendance tracking maps, final suspension counts showing year-on-year decreases, and final multi-agency intervention impact logs.

- **Priority 6 (Personal Development & Careers - Positive Destinations):**
    - *Action:* Conduct final sign-offs on all pupil growth portfolios. Verify and track that 100% of leaving Year 11 pupils have a secured, positive post-16 destination path locked in.
    - *Evidence to Collect:* Completed digital/physical pupil portfolios, finalised post-16 destination registers, and aggregated year-end pupil wellbeing survey data.
- **Priority 7 (Leadership & Governance - CIP Final Evaluation):**
    - *Action:* Launch our annual staff workload and wellbeing survey to measure the exact impact of technology and reporting changes. Complete the final RAG-rating evaluation of this therapeutic College Improvement Plan for the Management Committee.
    - *Evidence to Collect:* Printed results from the annual staff survey, aggregated Community Hub attendance numbers, and the finalized, RAG-rated CIP report for governors.