Our 3 school improvement strategic priorities for 2021-22

1. To deliver high-quality teaching for all, with a strong focus on reading strategies for students and professional development for staff.
2. To provide targeted academic support to ensure learning recovery for our students, including those with Special Educational Needs & Disabilities and the most disadvantaged.
3. To implement and embed strategies to support our students' personal development and wellbeing needs.

More detail: Improvement Planning Key Priorities

High-quality teaching for all with a strong focus on reading strategies

1. Ensure the reading strategy is launched and embedded into the curriculum, with training for staff to support this strategy
2. Develop more robust assessment and reporting systems with a particular focus on Key Stage 3 standards
3. Ensure there is a Key Stage 3, 4 and 5 curriculum that is ambitious and sequenced in a logical order so that it gives all learners, particularly the most disadvantaged, vulnerable students and those with Special Educational Needs & Disabilities, the knowledge and skills to succeed in life
4. Ensure high quality teaching across all faculties, with lessons well sequenced with opportunities to embed core knowledge
5. Closely monitor and provide regular professional learning for staff to support high quality and effective curriculum implementation
6. Re-launch and embed the "Haileybury Turnford student" with a particular focus on character development

Targeted academic support to ensure learning recovery continues, with a focus on those with SEND and the most disadvantaged

1. Deliver Year 11 tutorial time with dedicated English, maths, science, geography and history support to focus on key knowledge and skills required by students
2. Deliver Year 11 support sessions, focused on English and maths, with vulnerable students who had difficulty engaging with their learning during lockdown
3. Deliver small group literacy support sessions to the most vulnerable Key Stage 3 students, identified as being behind age-related expectations in English
4. Deliver small group numeracy support sessions to the most vulnerable Key Stage 3 students, identified as being behind age-related expectations in maths
5. Provide Year 12 and Year 13 English and literacy support, targeted at GCSE English re-sit students initially, and to students needing support with writing academic essays

6. Engage with the Academic Mentoring Programme, part of the National Tutoring Programme, in a core subject area, to support vulnerable student learning; and deliver one-to-one or small group tutoring using HT staff and external tutoring companies

Students' Personal Development and wellbeing

1. Prioritise the wellbeing and mental health of all students, and specifically our most vulnerable students, through additional counselling and mental health first aid provision
2. Promote leadership and reward opportunities for all students, including vulnerable, disadvantaged and those with Special Educational Needs & Disabilities, and provide co-curricular and enrichment opportunities for students to participate in
3. Further refine and develop our behaviour management system to support consistently positive student attitudes to learning and behaviour as we move beyond "bubbles" and year group learning zones
4. Maintain a clear focus and high expectations around attendance and consider how our attendance policy will address new or prevalent causes of absence for the most vulnerable students
5. Further develop and promote a culture and climate of inclusivity within the school, with a specific focus on sexual violence, sexual harassment and consent; and anti-racism