Year 3 SIP Summary Document: 2026 – 2027

Priorities for 2026 – 2027 ***Bullet points outline the difference we want to see by the end of each year. The full plan for each section includes the baseline, success criteria, actions and timescales.***	
Priority 1: NBR/ SWS/DSH/RSC **'Leave no Child Behind': Ensure that we use our assessment and curriculum systems to remove barriers to learning so that we have a transformational effect on outcomes for all students.**	
Objective	**Success Criteria**
1.Embed assessment systems which develop student independence for all students, especially SEND / Disadvantaged so they can more easily close gaps in their learning – NBR / RSC **2. Ensure that functionality of data system is ready to support teachers in identifying gaps in progress, particularly at KS3 – NBR/ DSH/ SWS**	• Quality assurance measures for all students, including SEND/ disadvantaged, indicate students consistently exemplify how they have made progress, have closed gaps in their learning and can articulate their next steps • Our robust data system supports teachers and leaders in tracking the achievement and progress of groups (including SEND / PP / CSC/ LAC / PLAC) and their achievement more closely, in identifying barriers to learning and how to close gaps through closely matched and effective intervention. This will result in a transformational impact on the outcomes and experiences of these students.

3.Evaluate and embed curriculum changes in 'open subjects' and in Maths / English at GCSE so that they have a greater impact on attainment and progress - HMA **4. Ensure that all students, including the most disadvantaged, have the pre-requisites they need to access schemes of learning. NBR**	• Leaders will have worked closely with teams in 'open' subjects and in maths to evaluate and embed their curriculum changes so that they have a greater impact on attainment and progress - HMA • Curriculum plans and SOLs at KS3 will be consistently ambitious, both in preparing students for KS4 and in ensuring all groups of students, including the most disadvantaged groups, have the pre-requisites they need to make exceptional progress - NBR
Objective 2: HMA/ RJA	**Ensure that our work on staff wellbeing and workload is of exceptional quality and has demonstrable impact**
Further improve and embed our approaches to staff wellbeing HMA	• Staff feedback in our staff wellbeing survey and external review will show that we have an exemplary approach to reducing workload and improving wellbeing without compromising on the highest quality and standards

Objective 3: RAF/ RSC	**Make learning magic.** Learning within and outside the classroom is ambitious, of an exceptional quality, and transforms the life chances of all groups of students, including the most disadvantaged and vulnerable
1. Broaden, codify and launch our entitlement curriculum - LRA	• Student and community voice will show that our students, including those from disadvantaged groups, leave with a wider range of experiences that build cultural capital and enrich their learning experience – LRA
2.Review the effectiveness of our CPD model: how we evidence its impact for both staff and students and how it utilises the latest research and practice – RAF	• Lesson observations, learning walks and visits to the school will show that teachers are ambitious and creative and take risks in their classrooms • Outcomes from CPD and student data will show that staff have the tools and pedagogies needed to meet the needs of all groups of students, close gaps and have a transformational impact on learning and outcomes • Staff voice will show that our CPD model is robust, ambitious and provides frequent bursts of relevant and personalised professional learning. Faculty reviews will show that professional learning continues to improve outcomes and provides a consistently ambitious learning experience.
3. Improve students' reading and literacy by developing systems which better meet their needs and interests – RSC	• Lesson observations, work scrutinies, reading data and CPD outcomes show that students consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects

Objective 4: RWA/SWS	**Embed a consistent culture of compassion, kindness and belonging** - **using data and information to remove barriers to learning** - **building relationships which have a transformational effect on outcomes for all students.**
1.Develop our pastoral system so that Heads of Year and form tutors make consistent use of behaviour, attendance and punctuality data to support students, develop relationships and create a sense of belonging for all – NBR / RWA **2. Improve attendance to 95%; reduce PA levels to 10%**	• External review will show that our pastoral QA systems help leaders to create a consistently inclusive culture where leaders are systematic in anticipating and identifying which individuals or groups might need additional pastoral support • Student, staff and parent voice and external review will show that there is a highly inclusive culture and sense of belonging • Data shows improvement compared to baseline • Data shows a transformational impact for our most disadvantaged groups compared to 25/26 • Attendance data shows that overall attendance to 95% and PA has been significantly reduced so that attendance is not a reason why students are 'left behind' - RWA
3. Improve PSHE curriculum so that it reflects RSHE changes and responds to the school's context, students' aspiration and student feedback	• External review of PSHE and pastoral curriculum shows that pupils develop a secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum – RWA
4. Use a range of evaluative evidence and information to ensure that safeguarding continues to be a strength of the school	• There is strategic oversight of all aspects of safeguarding and promoting the welfare of students. Leaders actively try to learn from safeguarding cases and incidents and take any action needed. • Students are kept safe and feel safe. • There is an open culture of safeguarding throughout the school.

Objective 5 **HMA/ RJA/ ACO**	**Further develop a model of leadership which empowers leaders across the school so that there are consistently high expectations and a transformational impact on students.**
1. Ensure that our Leadership Charter is effective in codifying and developing leadership – HMA **2. Improve systems for empowering pastoral leaders and staff to monitor and evaluate outcomes for our most vulnerable students - NBR** **3. Further improve governance so that all Governors feel sufficiently equipped to provide consistent support and robust challenge – HMA / ACO** **4. Improve the representation and diversity of leaders by broadening opportunities for staff to access leadership development – HMA / ACO** **5. Ensure that AI is used in a safe and compliant way to improve curriculum development – RJA**	• Feedback from staff and middle leaders, our external reviewer, and PD outcomes shows that the use of the Leadership Charter and Area SIPs has led to all leaders making a consistently positive contribution to the school's priorities and gaining the necessary expertise as key drivers of improvement. • Feedback from pastoral leaders and staff shows that they are better equipped to track, monitor and meet the needs of our most vulnerable students and better monitor and support their year group • Governors' minutes, link governance reports and feedback from SIA show that there are exceptionally high standards of leadership and governance, including consistent support and robust challenge, and that they make a positive contribution to the school's priorities. • Feedback from staff shows that our leadership development programme, our work with external networks and SKIP meetings have been used to broaden leadership opportunities for all staff, including those from diverse backgrounds. • Feedback from staff CPD shows that there is a better understanding of how AI can support curriculum development.

6. Ensure that leaders develop financial efficacy to ensure long term financial sustainability- RJA	• Intervention from school leaders supports financial efficacy. • Five-year budget forecast shows a long-term surplus position. • Financial resources freed up to divert towards learning and teaching resources without compromising GCSE outcomes - RJA