

✓ How will we know when we're successful?

Preparing for Adulthood

The overwhelming majority of students successfully

1. achieve a broad range of appropriate accreditation outcomes as they progress towards ambitious 'Preparing for Adulthood' EHC Plan outcomes
2. progress from Key Stages 4 and 5 with clear evidence over time that progression leads to higher levels of study and/or employment
3. participate in at least one successful residential school journey, work experience placement, and external sporting/public performance event

Visible Learning

1. Teachers systematically evaluate their impact, using research, data and professional development to improve the quality of teaching and learning
2. Learners progressing from Key Stage 2-4 match or exceed previous 'outstanding' cohorts despite accreditation changes, and maintain or increase their rate of progress in Maths and English
3. Learners consistently demonstrate a range of visible learning dispositions, in particular being 'assessment capable'
4. Teachers are confident in their baseline assessments of learners and use data regularly to evaluate progress and to reshape their own practice in light of it

Well-Being

1. Evidence that all students' voices are developed, captured, and responded to.
2. Staff awareness of mental health issues consistently leads to appropriate support
3. Attendance is significantly higher than special school averages and comparable to secondary mainstream, with minimal unauthorised absence
4. High staff morale evidenced through positive engagement in and feedback on CPD, line management, appraisal, wellbeing events and surveys

Parent/Carer Priorities

The large majority of parents/carers report that they are well-informed on what their child is learning, how well they are doing and how to help them at home

Student Priorities

The Smart School Council priorities are systematically responded to, their evaluations of progress are positive, and improvements are achieved in a timely manner

External Evaluations and Wider Impact

1. Quality of Education remains outstanding and continues to improve (SIP/Ofsted)
2. Resources are deployed efficiently and effectively to achieve school priorities
3. High-quality safeguarding and SEN processes are externally quality-assured
4. Effective practice in leadership; teaching & learning; interventions and SEN systems is systematically shared within and beyond the school



STORMONT HOUSE SCHOOL
achievement for all

Our Vision

Achievement for all in a unique world-class school

Whole-School Priorities

Preparing for Adulthood

Visible Learning

Well-Being

Student
Priorities

- Student Action Teams
- Choice of Challenge

Parent/Carer
Priorities

- Community
- Communication
- Curriculum

Resource
Priorities

- Plan for possible school expansion
- Improved efficiency and effectiveness

Focused Priorities 2023-24

Priority	Strand & Intended Successful Outcomes	Lead
1. Preparing for Adulthood (PfA)	<p>1. Inclusion and personalisation to achieve PfA Outcomes</p> <ol style="list-style-type: none"> Education, Health and Care Planning and Review processes from Year 9 onwards utilise summary curriculum maps linked to the 4 PfA outcomes Revised curriculum; content, sequencing, and Key Stage 4/5 accreditation pathways for current and future cohorts The 'Wave Model' of universal, targeted and specialised provision is strengthened through joint action planning and evaluation with the multi-disciplinary team Clear mapping of new curriculum requirements for Relationships, sex and health education (RSHE), Review sequencing as necessary. Embedded whole school approach to Careers Education evidenced by fully meeting the Gatsby Benchmarks and achieving the Quality in Careers Standard 	SCo
2. Visible Learning (VL)	<p>2. Use Visible Learning (VL) and other research evidence to inform improvement strategies</p> <ol style="list-style-type: none"> Further develop home learning (homework and remote learning) using research evidence and evaluate impact Communicate and utilise revised ambitious flightpaths following changes to GCSEs and Functional Skills exams Use evidence informed CPD to further develop capacity of the QoTLA Team to improve classroom practice Larger-scale (but fewer) VL Impact Cycles aligned with development priorities (SOLO, Feedback, Reading) Phased plan to revisit opportunities across the curriculum to improve students' communication skills (reading, writing, oracy) so that they can deepen their learning 	KF
3. Well-Being	<p>3.1 Student Well-Being</p> <ol style="list-style-type: none"> Student attendance and persistent absence return to pre-pandemic levels, benchmarked against secondary mainstream Improve students' personal safety skills and how to access support when needed, either in or out of school 	SCo

Priority	Strand & Intended Successful Outcomes	Lead
	<ol style="list-style-type: none"> Continued high priority for robust systems to identify and respond to possible safeguarding concerns regarding children and/or adults <p>3.2 Staff Well-Being</p> <ol style="list-style-type: none"> A long-term strategy based on the Education Staff Wellbeing Charter and 'Keep, Improve, Stop, Start' strategy Systematic professional development pathways and opportunities; strengthening linkage between line management, appraisal and CPD for all staff, and increasing leadership capacity through developing common language and structures of leadership Implement and keep under review long-term equalities & diversity action plans, including race, gender, identity, and disability Streamline staff access to key information, guidance, policies, procedures and support mechanisms 	KM
4.1 Student Priorities	<p>Smart School Council priorities (involving all students)</p> <ul style="list-style-type: none"> Develop student leadership Action Teams (e.g. celebrating cultures, safe places, using the park, library improvements) Greater choice of challenge in learning (e.g. tricky, trickier, trickiest) 	AM
4.2 Parent/Carer Priorities	<p>Use priority themes of Community, Communication & Curriculum to promote parental engagement, including opportunities to better support each other and their children's learning outside school.</p>	SCo
5. Improved efficiency & effectiveness	<ol style="list-style-type: none"> Ensure school vision and purpose underpins exploration of expansion without loss of quality: Governing Body and SLT negotiation with Local Authority. Full stakeholder consultation needed. A sustainable financial base, strengthening the link between curriculum and financial planning Active key risk register and mitigation (Covid, Finance, Facilities, H&S, Policy Review, Possible Expansion) Long-term strategies to improve (5.1) Technology-Enhanced Learning; Online Safety; Infrastructure; Website (5.2) Productivity (Office 365 and MIS) and Communication Develop the use of 'School Synergy', as a unified classroom- and home-facing MIS & Communication system 	GC