



Bushey Meads School

School Improvement Plan 2024 – 2027

Aspire to Achieve

'Embedding Greatness'

'Our School Has a Mind to Be Kind'



The 5 'P's

Professionalism

Personalised Curriculum

Performance and Progress

Personal Development

Physical and Human Resources

Strategic Commitment, Purpose and Intent 2024 – 2027



We are committed to ensuring that all students enjoy reaching their full potential, becoming lifelong learners and positively contributing to society.



Key Statements of Intent: 2024 - 2027

Professionalism

We will work towards enabling all students to achieve exceptional success through delivering consistently engaging and ambitious educational experiences.

Personalised Curriculum

We will continue to craft a cohesive curriculum that enables all students to build on prior knowledge and skills, creating ambitious flight paths to success.

Performance and Progress

We will ensure that all students achieve highly, gaining the knowledge, skills and qualifications they need to pursue their chosen, aspirational future destinations.

Personal Development

We will ensure rich experiences are provided for students, ensuring they are well equipped to become caring, resilient and independent role models in society.

Physical and Human Resources

We will continue to innovate and create a truly inspiring environment in which all stakeholders are safe, motivated and *Aspire to Achieve* in their learning.

Whole School Priorities

Professionalism

1. Further develop Quality First Teaching, ensuring that all teaching is high quality, adapted and personalised to ensure the individual needs of the majority of students are met.
2. Further develop the use of formative assessment techniques and data to effectively monitor student progress in lessons and inform planning, addressing any gaps in learning.
3. Further embed the consistent use of therapeutic language to encourage all students to show exceptional behaviour following the *Keys to Success*.
4. Embed de-escalation techniques further to encourage resolution of conflict and disagreements through the use of scripted responses to challenging behaviour.

Personalised Curriculum

1. Ensure that curriculum content in all subjects provides progressive learning journeys, so all students can engage, excel and accelerate quickly from prior knowledge and key skills.
2. Ensure that the learning journeys in all subjects are communicated effectively to all stakeholders.
3. Further develop our alternative curriculum to ensure the needs of all students are being met, so all can achieve.
4. Improve literacy levels of students working below age related expectations by adapting reading programmes and associated schemes of learning.

Performance and Progress

1. Develop systems to improve student attendance and punctuality, especially of SEND and other vulnerable groups.
2. Ensure teaching practice is even more effectively developed to provide all students with the best quality teaching by further embedding teacher support programmes.
3. Ensure that the progress of all groups, especially SEND and disadvantaged students, is in line with National Averages.
4. Continue to track and monitor Sixth Form students' progress through the use of the mentoring programme *Elevate and Excel*, with a particular focus on C/D borderline students.

Personal Development

1. Enhance the PSHE/RSE programme further with discrete Year 7 and 8 timetabled lessons to embed key life skills, understanding of themselves and the world around them.
2. Develop systems to track and monitor students' engagement in the wider curriculum offer with a focus on disadvantaged students.
3. Further strengthen the student leadership programme so that all Sixth Form students are exceptional role models for the wider school.
4. Strengthen the Alumni Network by hosting events that enable them to inspire future generations, through workshops and enrichment days.

Physical and Human Resources

1. Continue to engage in meaningful dialogue with all staff to ensure that the work to promote positive wellbeing and balance workload challenges further improves.
2. Explore innovative ways of further improving stakeholder engagement throughout the school year.
3. Continue to explore creative ideas to support the effective recruitment, development and retention of high-quality staff.
4. Continue to increase retention and recruitment to the Sixth Form and progression on to university, higher-level apprenticeships and appropriate employment.



Bushey Meads School
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Professionalism (JBK/DMN)

We will work towards enabling all students to achieve exceptional success through delivering consistently engaging and ambitious educational experiences.

Key Priorities

1. Further develop Quality First Teaching, ensuring that all teaching is high quality, adapted and personalised to ensure the individual needs of the majority of students are met.
2. Further develop the use of formative assessment techniques and data to effectively monitor student progress in lessons and inform planning, addressing any gaps in learning.
3. Further embed the consistent use of therapeutic language to encourage all students to show exceptional behaviour following the *Keys to Success*.
4. Further embed de-escalation techniques to encourage resolution of conflict and disagreements through the use of scripted responses to challenging behaviour.

Tasks to Achieve Target	Staff Responsible	Timescale	Resources Needed	Performance Indicators	Monitored By	RAG and Comments
Priority 1: Further develop teacher Quality First Teaching, ensuring that all teaching is high quality, adapted and personalised to ensure the individual needs of the majority of students are met.						
Objective 1: Develop the CPD programme with a focus on improving high quality teaching which is adapted and personal to the individual needs of the students.						
Refine CPD offer for key areas of teaching and learning, AFL, Differentiation, Engagement etc.	KHS	Sep 2025	CPD sessions	<ul style="list-style-type: none"> • High quality CPD delivered for T&L • 100% of teachers improve their teaching as judged through their observations 	JBK	
Develop CPD offer for SEND students, ensuring all staff understand the needs of the students in their classes.	KHS	Sep 2026	CPD sessions	<ul style="list-style-type: none"> • High quality SEND CPD • 100% of teachers improve their teaching as judged through their observations 	JBK	
Review and improve CPD offer for teaching and learning based on prior attainment.	KHS	Sep 2027	CPD sessions	<ul style="list-style-type: none"> • 100% of teachers improve their teaching as judged through their observations • Robust systems for data collection and analysis 	JBK	
Objective 2: Develop schemes of work to simplify the processes behind teaching and learning and give all stakeholders opportunities to access learning outcomes.						
Work collaboratively as faculty leaders to create templates for schemes of work and resources.	HOF	Sep 2025	Time	<ul style="list-style-type: none"> • Templates created for schemes of work 	JBK	
Audit the current schemes of work in place, ensuring they are fit for purpose and accessible to all stakeholders easily.	HOF	Sep 2026	CPD sessions	<ul style="list-style-type: none"> • Understanding of areas of success and areas for development • Reduce workload and improve teaching and learning 	JBK	
Generate centralized resources to support the delivery of topics.	HOF	Jul 2027	Time	<ul style="list-style-type: none"> • Resources created and stored on shared drive 	JBK	

Objective 3: Develop the teaching and learning, and support for students with special education needs.						
Audit the current processes around supporting SEND students in lessons.	HSD	Sep 2025	Time	<ul style="list-style-type: none"> Understanding of areas of success and areas for development 	SAH	
Increase co-planning between classroom teachers and learning assistants, giving LAs more responsibility and in the classroom.	HSD	Sep 2026	Time	<ul style="list-style-type: none"> Improved understanding of lessons for learning assistants so they are better able to support the students 	SAH	
Further develop the CPD programme to deliver high quality SEND training for all staff.	KHS/HSD	Sep 2026	Time	<ul style="list-style-type: none"> High quality SEND CPD Improved T&L of SEND pupils 	JBK/SAH	
Increase the availability, ease of access and sharing of key students' information.	HSD	Sep 2026	Time	<ul style="list-style-type: none"> Improved T&L of SEND pupils 	SAH	
Track closely that student needs are being met in the classroom.	HSD	Sep 2027	Time	<ul style="list-style-type: none"> Improved T&L of SEND pupils Evidence of tracking through learning walks, student questionnaires etc. 	SAH	
Priority 2: Further develop the use of formative assessment techniques and data to effectively monitor student progress in lessons and inform planning, addressing any gaps in learning.						
Objective 1: Refine the assessment framework to ensure systems for assessment, grading and reporting are robust.						
Monitor and develop the quality of assessments given to students.	HOF	Sep 2025	Time	<ul style="list-style-type: none"> Understanding of assessments and how they are created across the school 	JBK	
Ensure grade boundaries used accurately reflect students' performance so meaningful intervention can be done in all year groups.	HOF	Sep 2025	Time	<ul style="list-style-type: none"> Students accurately graded to give all stakeholders a clear understanding of current performance 	JBK	
Monitor staff use of data to ensure planning and interventions reflect what has been viewed in assessments.	HOF	Sep 2027	Time	<ul style="list-style-type: none"> Improved use of data leading to improvements in teaching and learning and eventually improved outcomes 	JBK	
Objective 2: Ensure data collected from assessments drive teaching and learning.						
Embed systems of data analysis at the senior and middle leader level to identify key areas and action them.	JBK	Sep 2025	Time	<ul style="list-style-type: none"> Better understanding of data analysis at all level of leadership 	SAH	
Ensure all staff used departmental tracker to track student performance.	HOF	Sep 2026	Time	<ul style="list-style-type: none"> Better understanding of students current working levels and improved predicted grades Improvement in the pitch and pace of teaching 	JBK	
Review and develop staff CPD around using data to inform teaching.	KHS	Sep 2026	Time	<ul style="list-style-type: none"> Better understanding of data analysis at all level of leadership 	JBK	

Ensure data is a regular part of faculty meetings and discussing teaching strategies that leads on from the data.	HOF	Sep 2027	Time	<ul style="list-style-type: none"> Improved understanding of data for all staff Improved T&L through improved pitch and pace 	JBK	
Objective 3: Develop AFL techniques.						
Audit and adjust the AFL CPD offer.	KHS	Sep 2026	Time	<ul style="list-style-type: none"> Staff see and use more AFL techniques Staff understand the importance of AFL for progress in lessons 	JBK	
Learning walks and observations to have a clear focus on AFL.	SLT/HOF/ T&L	Sep 2026	Time	<ul style="list-style-type: none"> Data from learning walks can inform further CPD 	JBK	
Produce an AFL document that shares good practice.	KHS	Sep 2026	Time	<ul style="list-style-type: none"> Staff see and use more AFL techniques Staff understand the importance of AFL for progress in lessons 	JBK	
Ensure that AFL techniques are shared regularly as part of MMM and FFF.	KHS	Sep 2026	Time	<ul style="list-style-type: none"> Staff see and use more AFL techniques Staff understand the importance of AFL for progress in lessons 	JBK	
Priority 3: Further embed the consistent of use of therapeutic language to encourage all students to show exceptional behaviour following the <i>Keys to Success</i>.						
Objective 1: Provide ongoing professional support and development to promote the use of therapeutic language.						
Develop a comprehensive list of therapeutic language phrases and sentences that staff can use to promote positive behavior and encourage students to exhibit exceptional behaviour.	HSD	July 2025	Resource booklet/ online	<ul style="list-style-type: none"> Resource booklet created/ online resource 	DMN	
Develop CPD activities for staff training with regards to consistent use of language related to 3Rs.	Pastoral Team	Sep 2025	External facilitators	<ul style="list-style-type: none"> Staff training delivered and evaluation of training Faculty meeting minutes reflect time to practise use of language through role play 	DMN	
Develop lesson observation proforma to record where therapeutic language has been observed.	TLT/KHS	Jan 2026	Observation proforma	<ul style="list-style-type: none"> Reflected in analysis of trends of lesson observations through SLT feedback Support identified for staff needing extra support or training 	JBK	
Embed observation cycle as part of the teaching and learning walks to focus on use and consistency of therapeutic language.	KHS	July 2027	Peer observation proforma	<ul style="list-style-type: none"> Learning walk schedule created and implemented. Analysis of trends 	DMN	
Objective 2: Ensure that language of the <i>Keys to Success</i> is consistently used across the school.						
Review where <i>Keys to Success</i> and 3R's language is being used consistently through lessons and across the wider school.	SML/ML	July 2025	ML/SML meetings	<ul style="list-style-type: none"> Audit of where <i>Keys to Success</i> and 3Rs language is being used, sharing of good practice to staff 	DMN	

Develop a common lesson presentation slide format to include 3Rs and or Keys to Success.	TLT	Sep 2026	Presentation slides	<ul style="list-style-type: none"> • Presentation slide with 3Rs on/Keys to Success 	DMN	
Embed Language across other areas of the school including all assemblies and other presentations to stakeholders.	HOF	July 2027	Display boards posters graphics	<ul style="list-style-type: none"> • Practice shared in MMM/ FFF or during SML/ML leadership reflection opportunities • Presentations reflect 3Rs 	DMN	
Objective 3: Develop student ability to follow the 3 Rs and Keys to Success.						
Review the extent all staff are recognising students who follow keys to success and 3Rs.	All Staff/ Pastoral	Dec 2024	Arbor reports	<ul style="list-style-type: none"> • The amount and frequency of R points being given is reviewed and feedback provided 	DMN	
Review student behaviour reporting systems through Arbor in relation to R points awarded for following Key to Success.	JYS	Jan 2025	Arbor	<ul style="list-style-type: none"> • Arbor reflects accurately all Keys to Success and associated R points/ C Points • Trends analysis of r points given 	DMN	
Develop the use of Arbor to look for patterns of behaviour to ensure appropriate intervention and support for students.	Pastoral Team	Feb 2025	Arbor reports	<ul style="list-style-type: none"> • Patterns identified • Intervention in place (reports/ support plans) 	DMN	
Develop resources for students to complete if they have been sent to the Reset and Reflect room.	Pastoral Team	July 2025	Printing/ Google classroom	<ul style="list-style-type: none"> • Resources created - 3 Rs 	DMN	
Develop the transition process (year 6 -7) to reflect the 3Rs and Keys to Success through transition activities.	Pastoral Team/All Staff	Sep 2025	Transition activities	<ul style="list-style-type: none"> • Transition resources and presentations to students and parents 	DMN	
Embed regular celebration assemblies (House assemblies) to recognise students following Keys to Success and 3Rs.	MSA	Sep 2025	Assembly time	<ul style="list-style-type: none"> • Celebration assembly slides - consistent format of slides 	DMN	
Embed a reporting system to parents as part of the reporting cycle and ensure that reports reflect the students' ability to follow the 3R's. (RAG)	JBK	July 2026	Student Reports	<ul style="list-style-type: none"> • Reports sent home reflect students 3Rs 	DMN	
Priority 4: Further embed de-escalation techniques to encourage resolution of conflict and disagreements through the use of scripted responses to challenging behaviour.						
Objective 1: Develop the consistency of staff following the 3-step lesson process.						
Review the extent all staff are familiar with the 3-step process to manage challenging behaviour.	HOF/SLT	July 2025	Time	<ul style="list-style-type: none"> • Staff regularly use 3 step process - reduced number of SLT call outs, observation and learning walk reflections 	DMN	
Deliver INSET/ CPD for all and new staff on 3 step process.	DMN	Sep yearly	Presentation	<ul style="list-style-type: none"> • INSET delivery 	ODT	

Develop lesson observation proforma to record where 3 step process has been used if required.	TLT	Jan 2025	Observation proforma	<ul style="list-style-type: none"> Reflected in analysis of trends of lesson observations through SLT feedback 	JBK	
Develop improved communication with home making it an expectation to call home when a student has been removed from the lesson.	HOF/ Teaching Staff	July 2026	Time	<ul style="list-style-type: none"> Call logs on Arbor reflect communications home 	DMN	
Embed the culture of all staff to use the 3-step process to ensure lessons are disruption free.	Teachers	Sep 2026	-	<ul style="list-style-type: none"> Arbor logs, number of C5 detentions/suspensions 	DMN	
Embed the culture of phoning home regularly for positive behaviour to build and develop relationships.	Teachers	July 2027	-	<ul style="list-style-type: none"> Staff are calling home 2 times per week per staff for a positive phone call, Arbor logs 	DMN	
Objective 2: Develop the consistency of use of the scripts for de-escalating challenging behaviour.						
Ensure all staff have the de-escalation scripts as a resource for reminders.	KBT	Dec 2024	Script resource	<ul style="list-style-type: none"> Scripts as part of teacher toolkit 	DMN	
Review the extent all staff are familiar with and using the de-escalation scripts.	HOF/SLT	Jan 2025	-	<ul style="list-style-type: none"> Staff regularly use 3 step process - reduced number of SLT call outs, observation and learning walk reflections 	DMN	
Develop a culture for learning blueprint and distribute to staff.	Pastoral Team	Feb 2025	Culture for learning blueprint	<ul style="list-style-type: none"> Staff have the culture for learning blueprint on a single side of A4 This will also be added to the supply staff handbook 	DMN	
Develop the use of consistent language when dealing with challenging students through lesson observations and learning walks.	TLT/SLT	July 2026	Learning walk google form	<ul style="list-style-type: none"> Trends analysis and learning walks data Language used in lessons Lesson observations reflect language 	DMN	
Embed the script as part of the culture for learning. All staff use the scripts as their default response to challenging behavior.	HOF	July 2027	Script resource	<ul style="list-style-type: none"> Trends analysis and learning walks data Language used in and out of lessons 	DMN	
Objective 3: Increase the ratio of R:C points given by teaching staff.						
Review the number of reward points given for daily lessons and overall totals in lessons.	HOF	July 2025	Arbor	<ul style="list-style-type: none"> Higher number of total reward points compared to previous years, ratio of R:C points is at least 6:1 	DMN	
Increase the number of positive interactions staff are having with students - focus on positive behaviour in lessons and reward for behavior and develop staff confidence to award R points for good behaviour outside of lessons.	All Staff	July 2025	Arbor	<ul style="list-style-type: none"> Increased number of R points given daily/termly improved staff wellbeing 	DMN	

Embed a cycle of Celebration Assemblies for students with the most R points by embedding reward trips as part of the termly achievement celebrations.	SAH	July 2026	Assemblies	<ul style="list-style-type: none"> • Celebration assemblies (termly) - rota 	DMN	
Embed regular reward trips as part of the termly achievement celebrations.	SML/ML/MAF	July 2027	Trip organisation time	<ul style="list-style-type: none"> • Faculty reward trips termly 	DMN	

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Personalised Curriculum (ODT/TGD)

We will develop a progressive curriculum that meets the needs of all students, continuously building on prior learning to create ambitious flights paths to success.

Key Priorities

1. Ensure that curriculum content in all subjects provides progressive learning journeys, so all students can engage, excel and accelerate quickly from prior knowledge and key skills.
2. Ensure that the learning journeys in all subjects are communicated effectively to all stakeholders.
3. Further develop our alternative curriculum to ensure the needs of all students are being met, so all can achieve.
4. Adapt reading programmes and associated schemes of learning to improve literacy levels of students working below age related expectations.

Tasks to Achieve Target	Staff Responsible	Timescale	Resources Needed	Performance Indicators	Monitored By	RAG and Comments
Priority 1: Ensure that curriculum content in all subjects provides progressive learning journeys, so all students can engage, excel and accelerate quickly from prior knowledge and key skills.						
Objective 1: Continue to develop teaching and learning practice through CPD to ensure lessons are engaging for all learners.						
CPD focus on engagement for all learners through real life applications, cross-curricular links, group work and varied activities.	KHS	Summer 2025	CPD time and resources	<ul style="list-style-type: none"> Relevant CPD planned and delivered Faculty meeting time devoted to engagement strategies and cross-curricular links 	JBK	
Ensure enrichment activities and opportunities are embedded in schemes of work and faculty planning.	KHS/HOF	Summer 2026	Classroom resources and trips	<ul style="list-style-type: none"> SOL explicitly incorporate enrichment activities 	SLT Links	
Engagement of all learners can be seen in all lessons with areas of good practice and experts identified and utilised as a resource.	KHS/HOF	Spring 2027	-	<ul style="list-style-type: none"> Observation data demonstrates evidence of high levels of engagement by all learners in all lessons 	SLT Links	
Objective 2: Further develop schemes of learning to ensure opportunities for recap and recall are embedded into lessons.						
CPD and faculty time focused on evidence-based strategies improve recall.	KHS/HOF	Summer 2025	CPD time	<ul style="list-style-type: none"> Relevant CPD planned and delivered Evidence shared 	JBK	
Clear expectations about how recap and recall is incorporated into every lesson in order to build on prior knowledge and aid retention.	KHS	Autumn 2025	-	<ul style="list-style-type: none"> Whole school guidance on recap and recall expectations 	JBK	

All lessons build on prior knowledge and include opportunities for recall.	HOF	Autumn 2026	-	<ul style="list-style-type: none"> Lesson observations and exercise books show consistent use of recap, recall in lessons 	SLT Links	
Objective 3: Raise the profile of the importance of plenaries as vital AFL opportunity to aid progress.						
CPD and faculty time focused on subject-specific plenary ideas.	KHS/HOF	Spring 2025	CPD time	<ul style="list-style-type: none"> CPD time and faculty meetings 	JBK	
Clear expectations about how plenaries should be used for AFL in lessons.	KHS	Autumn 2025	-	<ul style="list-style-type: none"> Whole school guidance on expectations 	JBK	
All lessons utilise effective plenaries for AFL.	HOF	Summer 2026	-	<ul style="list-style-type: none"> Lesson observations show consistent use of plenaries 	SLT Links	
Priority 2: Ensure that the learning journeys in all subjects are communicated effectively to all stakeholders.						
Objective 1: Create more detailed information behind existing learning journeys that are consistent across all faculties and year groups.						
Key stage and topic level information created for each faculty.	HOF/HOD /KS Leads	Summer 2025	Faculty time	<ul style="list-style-type: none"> Learning journeys are all supported by key stage and topic level detail 	TGD	
Learning journey information includes details of stretch and challenge, and adaptations.	HOF/HOD /KS Leads	Spring 2026	Faculty time	<ul style="list-style-type: none"> Learning journey information caters for all learners 	TGD	
Learning journeys and associated information continues to be up to date and accurate.	HOF/HOD /KS Leads	Autumn 2026	Faculty time	<ul style="list-style-type: none"> Learning journeys and associated information is accurate at all times 	TGD	
Objective 2: Ensure all learning journeys and associated information is accessible to all stakeholders.						
All learning journeys and underlying information on website in consistent, clearly accessible format.	HOF	Summer 2025	-	<ul style="list-style-type: none"> Learning journeys and underlying information can be clearly found on website 	TGD	
All updates to learning journeys and underlying information are reflected in the website.	HOF	Ongoing	-	<ul style="list-style-type: none"> Learning journeys and underlying information is correct at all times 	TGD	
Objective 3: Effectively promote learning journeys to increase engagement and accelerate progress.						
Learning journeys are shared with students in lessons, assemblies and revision event and promoted in Parent Information Events, Newsletters and parents' evenings.	HOF	Summer 2025	-	<ul style="list-style-type: none"> Learning journeys promoted in multiple ways Evidence of reference to learning journeys in parent communications 	TGD	
Learning journeys are effectively used by students to support learning and progress.	HOF	Summer 2026	-	<ul style="list-style-type: none"> Students are aware of learning journeys Use of learning journeys to create 'raggable' topics lists for students to track learning 	SLT Links	

Priority 3: Further develop our alternative curriculum to ensure the needs of all students are being met, so all can achieve.						
Objective 1: Futureproof the alternative curriculum.						
Recruit a coordinator and additional staff member to offer breadth and coverage of alternative provisions.	TGD	Autumn 2024	Time	<ul style="list-style-type: none"> New staff in place ready for January 2025 	TGD	
Secure funding so new courses can be added to our package.	RIS	Spring 2025	Time Funding	<ul style="list-style-type: none"> Small engines will be purchased ready to roll out the program in spring 2025 	TGD	
Ensure the whole staff understand the alternative curriculum and how skills developed in these provisions can support engagement in mainstream lessons.	RIS/NHS	Summer 2026	Time	<ul style="list-style-type: none"> MMM/FFF presentations to staff Staff are aware what alternative curriculums are available in the school 	TGD	
Objective 2: Develop a system to track the progress of students on alternative curriculums.						
Alternative curriculum team to devise a method of assessing students on entry to alternative curriculum program based around skills, confidence, social, emotional and mental health.	RIS/MSH	Summer 2025	Faculty Time	<ul style="list-style-type: none"> Students are tracked and progress is evidenced over time 	TGD	
Embed the process of assessing students termly so students, staff and parents can see progress over time.	RIS	Summer 2026	Faculty Time	<ul style="list-style-type: none"> Students are tracked and monitored, interventions are put into place 	TGD	
Objective 3: Develop systems to track student engagement in extra-curricular activities.						
CPD around how to record extra- curricular attendance on Arbor.	JYS	Dec 2024	MMM/FFF	<ul style="list-style-type: none"> R1s for clubs are tracked an Arbor Half termly attendance reports published 	TGD	
Use the data gathered to target specific group of students and look barriers to attending extracurricular activities.	HOF/GKS	Summer 2025	Time	<ul style="list-style-type: none"> PP, SEND and other students identified and interventions put in place to support them in attending clubs 	TGD	
To have all students attending at least one extracurricular activity per week to support the development of their cultural capital.	All Staff	Summer 2026	Time	<ul style="list-style-type: none"> Students will all attend at least one club per week 	TGD	
Priority 4: Adapt reading programmes and associated schemes of learning to improve literacy levels of students working below age related expectations.						
Objective 1: Consistent use of tiered approach to supporting intervention of students who are below age-related expectations.						
Identify an appropriate reading test so that it can be used consistently and re-used to check progress.	ACR/GJN	Spring 2025	Testing resources	<ul style="list-style-type: none"> Agree on a suitable test and ensure resources are available 	ODT	
Regular testing of all students to identify need.	ACR/GJN	Summer 2025	Time	<ul style="list-style-type: none"> Establish a more thorough programme of testing for students in years 7-10 	ODT	

Structured process for reviewing impact of interventions.	GJN	Autumn 2025	-	<ul style="list-style-type: none"> Establish process for re-testing and reviewing impact of interventions 	ODT	
Objective 2: Improve literacy through focus on literacy for learning in all subjects.						
CPD around how to include literacy in lessons for all subject areas to improve understanding and outcomes. With a focus on Faculty-based support to ensure a tailored approach.	ADE	Summer 2026	CPD time	<ul style="list-style-type: none"> Work with individual faculties to provide tailored support to embed strategies to ensure students are engaging with texts in all lessons Lessons observations demonstrate a focus on keywords and terminology, as well as strategies for ensuring students understand and engage with texts 	ODT	
Increased levels of exam literacy to improve attainment.	HOF	Autumn 2026	-	<ul style="list-style-type: none"> Rigorous results analysis to identify areas of weakness for exam students Use of walking talking mocks to improve student understanding of exam questions Increased staff employed as examiners and sharing expertise 	ODT	
Objective 3: Develop a love of reading in all students.						
Improve literacy for all students.	CDC	Summer 2025	Texts for CDC reading.	<ul style="list-style-type: none"> Consistent delivery of CDC reading Workshops to support parents in helping students with reading 	ADE	
Further develop and strengthen the culture of reading across the school.	ADE	Summer 2026	-	<ul style="list-style-type: none"> Establish book clubs and book review competitions Increased numbers of students using the LRC 	ODT	
Embed habit of reading for pleasure for all students.	ADE	Summer 2027	-	<ul style="list-style-type: none"> Independent reading opportunities embedded in school week Visits from authors 	ODT	

**Bushey Meads School
School Improvement Plan
2024 – 2027**



Performance and Progress (SAH)

We will ensure that, working effectively with all stakeholders, students are supported and challenged to reach their full potential, embracing every opportunity.

Key Priorities

1. Develop systems to improve student attendance and punctuality, especially of SEND and other vulnerable groups.
2. Ensure teaching practice is even more effectively developed to provide all students with the best quality teaching by further embedding teacher support programmes.
3. Ensure that the progress of all groups, especially SEND and disadvantaged students, is in line with National Averages.
4. Continue to track and monitor Sixth Form students' progress through the use of the mentoring programme *Elevate and Excel*, with a particular focus on C/D borderline students.

Tasks to Achieve Target	Staff Responsible	Timescale	Resources Needed	Performance Indicators	Monitored By	RAG and Comments
Priority 1: Develop systems to improve student attendance and punctuality, especially of SEND and other vulnerable groups.						
Objective 1: Further embed and develop robust monitoring and processes to identify and resolve issues.						
Further strengthen processes for regular analysis of attendance data and early intervention.	ACY/ Pastoral/ CDC	Summer 2025	Time	<ul style="list-style-type: none"> • Regular CDC discussion re attendance and weekly meetings with SLT and ACY • Welfare checks • Flow chart created 	ODT	
Embed rigorous use of targets and improvement plans to improve attendance.	ACY/ Pastoral	Summer 2026	Time	<ul style="list-style-type: none"> • Impact of FPN notices reviewed & new plan created • Targets set for PA students • Attendance improvement plans embedded 	ODT	
Continue to review and improve processes to further maximise improvements in attendance and punctuality.	ACY/CDC/ ODT	Autumn 2026	Time CPD	<ul style="list-style-type: none"> • Arbor alert for missing students utilised • Proformas utilised • CPD for staff and communication with stakeholders 	SAH	
Objective 2: Develop a strategic approach to attendance which identifies barriers and creates support plans to resolve them.						
Increase the robust analysis of data and impact of interventions.	ACY/ODT	Summer 2025	Time	<ul style="list-style-type: none"> • Minutes of half-termly meetings • Termly intersectional analysis of data • Attendance Improvement Plans in place 	SAH	

Continue to relentlessly explore all available resources and develop mechanisms to improve attendance for all learners.	ACY/TGD	Summer 2025	Time Arbor data	<ul style="list-style-type: none"> • Monitor participation of disadvantaged students • Positive communications to stakeholders • External agencies in place as appropriate • Improvements in attendance and engagement 	ODT	
Explore new strategies to address the issue of 'second transition' and a significant drop in attendance from Year 7 to Year 8.	ODT	Summer 2026	Time	<ul style="list-style-type: none"> • Parental engagement opportunities in place • Year 7 buddying scheme • Year 8 participation in trips increases 	SAH	
Objective 3: Further embed the whole school culture that promotes the benefits of high attendance, particularly in relation to parental engagement.						
Enhance and further promote opportunities to reward students with outstanding and improved attendance.	ODT	July 2025	Time Displays	<ul style="list-style-type: none"> • Newsletter articles • Celebration events • Improved attendance 	SAH	
Embed the systems in place to reward high attendance to ensure students and parents are aware of the links to attainment and wellbeing.	ODT	July 2026	Time Displays	<ul style="list-style-type: none"> • Regular newsletter articles • Termly letters to parents • Assemblies • Parental workshops • Improved attendance 	SAH	
Priority 2: Ensure teaching practice is even more effectively developed to provide all students with the best quality teaching by further embedding teacher support programmes.						
Objective 1: Continue to further enhance the professional development of all staff.						
Enhance the evaluation of CPD, internally and externally, to assess the impact and adjust for future CPD.	JBK	July 2025	Time Bluesky	<ul style="list-style-type: none"> • Robust evaluation processes in place • Analysis of evaluations • Updated CPD programmes based on need 	SAH	
Conduct an annual needs assessment through BlueSky Performance Appraisal to identify areas for professional development and pair up staff to share best practice.	JBK	Dec 2025	Time Bluesky	<ul style="list-style-type: none"> • Completed audits of professional standards • Analysis of CPD from audits • Embedded reviews of CPD 	SAH	
Source and utilise expert trainers and consultants from within and beyond the school to enhance best practice.	KHS	July 2027	Time Visits	<ul style="list-style-type: none"> • Visits to other schools, conferences and external speakers • CPD booked and evaluated based on need 	JBK	
Objective 2: Strengthen mentoring and coaching programmes to support development of teaching practice.						
Embed rigorous learning walks and lesson observations to monitor teaching practice across the school.	JBK	Dec 2024	Time	<ul style="list-style-type: none"> • Learning walk and lesson observations schedules • Feedback from SLT and SML 	SAH	

Further develop and strengthen coaching programmes for staff identified as needing further support.	KHS	July 2025	Time CPD Cover	<ul style="list-style-type: none"> • Programme of support in place • Mentor in place to support staff • Learning walks and lesson observations scheduled 	JBK	
Monitor the impact of the coaching programme and refine for years 2 and 3.	JBK	July 2026	Time Cover	<ul style="list-style-type: none"> • Learning walks and lesson observations scheduled • Results improve 	SAH	
Objective 3: Further develop faculty resource banks to support the quality of teaching and learning.						
Create a weekly curriculum overview in each subject area to aid consistency.	HOF	July 2025	Time	<ul style="list-style-type: none"> • Weekly curriculum overviews in place and shared with stakeholders on the website 	JBK	
Further develop centralized resources for each subject area to aid consistency with planning.	HOF	July 2026	Time	<ul style="list-style-type: none"> • Shared Google drives for each faculty containing lesson resources are available 	JBK	
Explore the use of AI to aid with teacher planning and SOL development.	HOF	July 2027	Time CPD	<ul style="list-style-type: none"> • CPD on use of AI takes place • HOF utilise AI to enhance SOL 	JBK	
Priority 3: Ensure that the progress of all groups, especially SEND and disadvantaged students, is in line with national averages.						
Objective 1: Further enhance Teaching Quality and adaptations to lessons to improve progress for all students.						
Continue to provide high quality professional development for teachers focused on QFT and adapted instructions to meet the needs of all students, including SEND and disadvantaged.	HSD	July 2025	Time	<ul style="list-style-type: none"> • Designated training sessions for staff • Learning walks and lesson observations record adaptive teaching strategies • School results improve 	SAH	
Implement regular peer observations and feedback sessions to share best practice in adaptive and inclusive teaching strategies.	KHS	July 2026	Cover	<ul style="list-style-type: none"> • Timetable of peer observations • Identification of best practice 	JBK	
Integrate technology and assistive tools to support personalised learning experiences for SEND and disadvantaged students.	HSD/LLE	July 2027	Resources Funding Visits	<ul style="list-style-type: none"> • Visits to other centres to identify useful tools • School results improve 	SAH	
Objective 2: Strengthen support and interventions for targeted students to increase impact.						
Further develop an intervention programme that includes small group tutoring and one-on-one support for students falling behind.	HSD/LLE	July 2025	Staffing Resources Data Edukey	<ul style="list-style-type: none"> • Timetables on Arbor • Interventions logged and costed on Edukey • Observations of interventions • Analysis of results 	SAH	
Utilise data-driven approaches to identify students in need of additional support early and monitor their progress closely.	JBK	July 2026	4Matrix Assessment data	<ul style="list-style-type: none"> • Data dashboards • 4Matrix 	SAH	

Collaborate with external specialists (e.g. educational psychologists, speech therapists) to provide specialised support for SEND students.	HSD	July 2026	HCC specialists	<ul style="list-style-type: none"> Specialist reports with suggested strategies for staff to implement Action plans for students Visit reports 	SAH	
Objective 3: Monitor and evaluate progress of students and interventions.						
Implement a comprehensive tracking system to regularly assess the academic progress of SEND and disadvantaged students.	HSD/LLE	July 2025	EduKey Time Resources	<ul style="list-style-type: none"> Tracking system developed on EduKey Assessments in place to monitor interventions Baseline assessments updated (visits to other settings) 	SAH	
Set specific, measurable goals for the progress of SEND and disadvantaged students and review these goals termly.	HSD/LLE	July 2026	Time	<ul style="list-style-type: none"> Termly pupil progress meetings held 	SAH	
Conduct annual evaluations of the school improvement plan's effectiveness, making adjustments based on feedback from teachers, students, and parents.	SAH	July 2027	Time	<ul style="list-style-type: none"> Updated objectives based on evaluation of impact 	JTR	
Priority 4: Continue to track and monitor Sixth Form students' progress through the use of the mentoring programme <i>Elevate and Excel</i>, with a particular focus on C/D borderline students.						
Objective 1: Utilise available data to identify students who are under achieving and regularly monitor and update.						
Consult with SML/ML regarding data collection for Year 12 & 13 to ensure effective identification and intervention strategies.	MSA	Apr 2025	Time SML/ML	<ul style="list-style-type: none"> Meeting minutes documented 	JBK	
Review data collection points for Year 12 and 13 students to ensure they are regular and support identification of underperformance.	MSA	Sep 2025	Time	<ul style="list-style-type: none"> Review of data drops on calendar conducted Calendar updated 	JBK	
Evaluate students results to review the impact of the programme and the success criteria for inclusion in the Elevate and Excel Programme.	MSA	Sep 2026	4Matrix Data	<ul style="list-style-type: none"> A level/BTEC results PPE results Elevate and Excel tracking documents 	SAH	
Objective 2: Further develop the Elevate and Excel programme to ensure maximum progress for students.						
Gather feedback from students and staff on the success of the Elevate and Excel programme in 2023-2024.	DHO6	Dec 2024	Time Google form 4Matrix	<ul style="list-style-type: none"> Student feedback Staff feedback Analysis of results 	MSA	
Provide new training for CDCs and students to ensure maximum engagement with the Elevate and Excel programme.	DHO6	April 2025	Time Cover	<ul style="list-style-type: none"> Training for staff and students Parental workshop Attendance data Analysis of booklet completion 	MSA	

Review Elevate and Excel programme running to ensure best practice.	DHO6	July 2025	Time Staff cover	<ul style="list-style-type: none"> • Learning walk evidence • Meeting minutes • Completion of booklet and tracking form 	MSA	
Objective 3: Increase the percentage of students achieving a grade C.						
Monitor student's engagement, attendance and progress in lessons and independent study to ensure they are accessing the curriculum.	MSA	July 2025	Time	<ul style="list-style-type: none"> • Learning walk evidence • Review of independent study practice • Liaison with HOF 	SAH	
Further develop mental health and wellbeing support to improve student attendance to school.	Sixth Form Team	July 2026	Time CPD	<ul style="list-style-type: none"> • Attendance improves • Results for C grade students improve • Liaison with pastoral and safeguarding team 	SAH	
Expand the Elevate and Excel programme further to incorporate student mentors and to include a wider spectrum of students.	MSA	July 2027	Time	<ul style="list-style-type: none"> • Results • Engagement in programme 	SAH	

Bushey Meads School
School Improvement Plan
2024 - 2027



Personal Development (TGD/MSA)

We will ensure that all students strive to be kind, resilient and responsible citizens, equipped to meet the demands of an ever-changing society.

Key Priorities

1. Enhance the PSHE/RSE programme further with discrete Year 7 & 8 timetabled lessons to further embed key life skills, understanding of themselves and the world around them.
2. Develop systems to track and monitor students' engagement in the wider curriculum offer with a focus on disadvantaged students
3. Further strengthen the student leadership programme so that all Sixth Form students are exceptional role models for the wider school.
4. Strengthen the Alumni Network by hosting events that enable them to inspire the future generations, through workshops and enrichment days.

Tasks to Achieve Target	Staff Responsible	Timescale	Resources Needed	Performance Indicators	Monitored By	RAG and Comments
Priority 1: Further enhance the PSHE/RSE programme with discrete Year 7 and 8 timetabled lessons to further embed key life skills, understanding of themselves and the world around them.						
Objective 1: Ensure that all year 7 & 8s have access to high quality PSHE teaching.						
Enhance the current PSHE programme to ensure a full programme of study in place for the whole of Year 7 & 8.	TGD	July 2025	Time	<ul style="list-style-type: none"> SOW work in place for staff to follow and feedback on 	JBK	
Further develop and enhance a personalised training system for staff involved in PSHE delivery to ensure they are comfortable in teaching the half termly themes.	CON	July 2026	Time Training budget	<ul style="list-style-type: none"> Staff teaching PSHE feel secure in the topic they teach Termly meeting with teachers of PSHE Students engage in the lesson 	TGD	
Review and adapt the SOW as required to ensure it continues to reflect the ever-changing world we live in.	CON/TGD	July 2027	Time	<ul style="list-style-type: none"> Feedback from staff, students and other stakeholders Students are confident in discussing key issues relating to themselves and the world we live in 	JBK	
Objective 2: Further develop cultural capital through the enhancement of the enrichment day activities.						
Review the enrichment day programme for Year 7 & 8.	TGD	Summer 2025	Time	<ul style="list-style-type: none"> Areas for improvement in the enrichment day programme are identified and the schedule amended accordingly 	JBK	

Ensure staff across all subject areas continue to create and further develop high quality enrichment sessions that add to the breath of our current offer and further enhance student's cultural capital.	HOF	Summer 2026	Faculty time	<ul style="list-style-type: none"> Improved attendance on enrichment day Decrease in C points Students can talk about themselves in the wider world 	TGD	
In collaboration with HOFs, monitor and track enrichment day sessions to ensure all students get the opportunity to engage in at least 2 offsite experiences in the school year.	HOF	Sep 2027	Faculty Time	<ul style="list-style-type: none"> New sessions available to students both on and offsite 	TGD	
Priority 2: Continue to ensure that disadvantaged students actively engaged in the rich careers and personal development programme and monitor this through effective tracking, establishing targeted interventions as required.						
Objective 1: Further enhance the careers provision to ensure that all vulnerable group of students are actively engaged.						
Further strengthen the careers provision by ensuring careers leaders have access to training and local careers networks.	TGD	Dec 2024	Time Funding for courses	<ul style="list-style-type: none"> CPD courses attended by careers lead Careers lead has a network of local schools to draw upon to share good practice 	JBK	
Work with Services for Young People and SEND to ensure SEND students continue to get early access to careers guidance, further improving this aspect of support as required.	HSD/ Careers	July 2025	Time	<ul style="list-style-type: none"> SEND/PP students get the first appointments available with SYP Advocates are aware of appointment and can support 	TGD	
Work with the SEND team and parents to ensure that all students continue to be aware of what is available to them Post 16 and further enhance the personalised support available for students and their parents/carers in this regard.	HSD/ Careers	July 2026	Time	<ul style="list-style-type: none"> Visits to other colleges and placements facilitated by the school Feedback from parents 	TGD	
Objective 2: Develop a tracking system to monitor engagement of PP and SEND students.						
Further develop the tracking system that monitors the engagement and progress of the SEND/PP students on enrichment days and in extracurricular activities.	RIS/NHS	April 2025	Time	<ul style="list-style-type: none"> Improve tracking system is in place all staff are using it to monitor students Key information shared with whole staff on what works well with individual students Students engage more in all lessons 	TGD	
Explore different frameworks that can be used to track and recognise students' engagement and achievement and implement as required.	RIS/NHS	Dec 2026	Time	<ul style="list-style-type: none"> Analysis takes place and future plans made and implemented 	TGD	
Use the tracking system to create interventions.	RIS/NHS	January 2027	Time	<ul style="list-style-type: none"> Students receive targeted interventions that drive them to success Students feel part of the wider school body 	TGD	

Objective 3: Continue to develop inclusive activities to ensure PP and SEND students thrive.						
Further develop the alternative curriculum package so it reaches a wider range of students.	RIS/MSH	April 2025	Time Funding for materials	<ul style="list-style-type: none"> Increased number of students engaging with an alternative curriculum Decrease in C/increase in R points for targeted students 	TGD	
Continue to embed opportunities for SEND/PP students to develop interpersonal skills through offsite activities.	RIS/NHS	Dec 2026	Time	<ul style="list-style-type: none"> Students have a bank of experience to draw on Decrease in C points/increase in R points for targeted students 	TGD	
Priority 3: Further strengthen the student leadership programme so that all Sixth Form students are exceptional role models for the wider school.						
Objective 1: Ensure that all Year 12 students fully take part in the Kindness Matters programme and in at least one other school or community-based opportunity.						
Further promote the leadership opportunities available for students to participate in, ensuring that all faculties offer at least one subject based opportunity.	DTU	July 2025	Time	<ul style="list-style-type: none"> All students take part in the Kindness Matters programme All students contribute to one subject based or community-based activity (Care Home, volunteering etc.) 	MSA	
Monitor the leadership opportunities offered and participation rates by demographic; review and develop accordingly, taking into account stakeholder feedback.	DHO6	July 2025	Time	<ul style="list-style-type: none"> Analysis takes place and future plans made and implemented 	MSA	
Review and further develop the leadership programme in the Sixth Form, promoting the success and visibility to all stakeholders.	MSA	July 2026	Time	<ul style="list-style-type: none"> Regular articles in the newsletter Promoted in assemblies and school events/parents' evenings Noticeboards around the school 	SAH	
Objective 2: Introduce and embed a Sixth Form led Peer Mentoring Scheme in the school.						
Introduce the peer mentoring scheme to Sixth Form Leaders, mentees and their families, with appropriate training being provided.	MSA	July 2025	Time	<ul style="list-style-type: none"> Scheme is introduced Training takes place 	SAH	
Pilot the scheme with 10 Mentors and 20 mentees per term throughout the year.	MSA	July 2025	Time	<ul style="list-style-type: none"> Scheme is piloted 	SAH	
Monitor and review the success of Year 1 and make plans to further enhance in Year 2 and 3.	MSA	July 2025	Time	<ul style="list-style-type: none"> The scheme is monitored and reviewed and used to enhance the scheme further 	SAH	

Further develop and enhance the scheme, promoting the success to all stakeholders.	MSA	July 2026	Time	<ul style="list-style-type: none"> • Scheme is developed and embedded • Soft and hard data analysis provided to show success 	SAH	
Objective 3: Introduce and develop a scheme to capture leadership skills developed throughout Sixth Form.						
Develop a scheme to capture leadership skills developed throughout the year and make plans to promote leadership and leadership mentoring beyond Year 12 and into Year 13.	DHO6	July 2025	Time	<ul style="list-style-type: none"> • Scheme is developed and piloted • Scheme is reviewed and used to enhance leadership offer • Year 13 leaders mentor Year 12 students 	MSA	
Further develop leadership opportunities for Year 13 students beyond the Senior Student Leadership group.	DHO6	July 2025	Time	<ul style="list-style-type: none"> • A greater number of leadership opportunities are accessed by Year 13 students 	MSA	
Promote the success of the leadership development scheme to all stakeholders.	DHO6	July 2026	Time	<ul style="list-style-type: none"> • The scheme is effectively promoted to all stakeholders through newsletter articles assemblies, at events and parents' evenings 	MSA	
Priority 4: Strengthen the Alumni Network by hosting events that enable them to inspire future generations, through workshops and enrichment days.						
Objective 1: Strengthen and embed the links between the school and BMS Alumni.						
Establish a regular half termly Alumni newsletter that goes out to all Alumni updating them about Alumni news, events and opportunities to further participate in the life of the school.	MSN	July 2025	Time	<ul style="list-style-type: none"> • Alumni newsletter is published each half term 	DHO6	
Ensure half termly events, including relevant workshops and are planned and take place within the Sixth Form.	MSN	July 2025	Time	<ul style="list-style-type: none"> • Workshops and events take place • A greater number of Alumni engage with the school 	DHO6	
Ensure events across all faculty areas are planned and take place, inviting relevant Alumni to take part.	MSN	July 2026	Time	<ul style="list-style-type: none"> • Events in each subject area take place 	DHO6	
Review, monitor and promote the success of Year 1.	DHO6	July 2026	Time	<ul style="list-style-type: none"> • Review is completed and used to enhance future offer 	MSA	
Build on the success of the actions above to further embed opportunities into Year 2 and 3.	DHO6	July 2027	Time	<ul style="list-style-type: none"> • Alumni activities are further embedded and enhanced 	MSA	
Objective 2: Enhance the Alumni section of the school website and through display across the school.						
Review and update the Alumni section of the website.	MSA	July 2025	Time	<ul style="list-style-type: none"> • Alumni section of the website is improved and enhanced 	SAH	

Establish Alumni related noticeboards across the school (in each faculty area) to further strengthen the links between the Alumni and current students.	HOF	July 2026	Time	<ul style="list-style-type: none"> • Noticeboards are established in all faculty areas • Positive feedback is received from stakeholders 	MSA	
Analyse the content and use of the Alumni section of the website and gather stakeholder feedback about the profile across the school and further develop and embed improvements accordingly.	MSA	July 2027	Time	<ul style="list-style-type: none"> • Review is completed and used to enhance the website further 	SAH	

**Bushey Meads School
School Improvement Plan
2024 – 2027**



Physical and Human Resources (JTR)

We will develop an inspiring environment in which all stakeholders are safe, motivated and enjoy and excel in their learning

Key Priorities

1. Continue to engage in meaningful dialogue with all staff to ensure that the work to promote positive wellbeing and balance workload challenges further improves.
2. Explore innovative ways of further improving stakeholder engagement throughout the school year.
3. Continue to explore creative ideas to support the effective recruitment, development and retention of high-quality staff.
4. Continue to increase retention and recruitment to the Sixth Form and progression on to university, higher-level apprenticeships and appropriate employment.

Tasks to Achieve Target	Staff Responsible	Timescale	Resources Needed	Performance Indicators	Monitored By	RAG and Comments
Priority 1: Continue to engage in meaningful dialogue with all staff to ensure that the work to promote positive wellbeing and balance workload challenges further improves.						
Objective 1: Continue to enhance the welcoming environment and ecological aspects of the school site.						
Plant 120 small trees and shrubs around the school site.	GCN	July 2025	FoC	<ul style="list-style-type: none"> • Trees and shrubs are planted • Positive feedback is received from stakeholders 	RCS	
Consider additional drainage works near the existing modular building to comply with planning and enhance outside space.	GCN	July 2025	£20k	<ul style="list-style-type: none"> • Drainage works are completed • Outside space is enhanced 	RCS	
Explore the possibility of installing solar panels on C Block to enhance the green energy technological aspects of the school, considering CiF Bid and Salix Loan finding streams.	GCN	July 2025	£100k (CiF)	<ul style="list-style-type: none"> • Considerations are made and costed 	RCS	
If considerations are positive install solar panels.	GCN	July 2026	£100k (CiF)	<ul style="list-style-type: none"> • Solar panels are installed 	RCS	
Rollout solar installation further across the school site if review of works and impact is successful and positive.	GCN	July 2027	t.b.c	<ul style="list-style-type: none"> • Review takes place • Additional solar panels are installed across the school site 	RCS	
Objective 2: Review the existing wellbeing offer and enhance staff wellbeing further on an ongoing basis.						
Launch three new additional wellbeing option choices in September 2024 and review at the end of the year.	RCS	July 2025	£30k	<ul style="list-style-type: none"> • New options are launched successfully • Review takes place and informs future plans 	JTR	

Continue to work closely with the staff wellbeing group and consider all ongoing wellbeing ideas provided through the annual staff survey.	RCS/SLT	Ongoing	£2k	<ul style="list-style-type: none"> Staff wellbeing group continue to meet with SLT on a regular basis to share ideas Staff wellbeing group and staff survey continue to shape and enhance the wellbeing offer 	JTR	
Continue to actively signpost and promote the diverse wellbeing opportunities available to all staff (including the Employer Assistance Programme and any staff clubs and social events).	RCS	Ongoing	-	<ul style="list-style-type: none"> Regular reminders of the wellbeing opportunities are provided Engagement and retention remain high and increases further 	JTR	
Review the current assessment and reporting system and refine further to relieve staff workload but retain the quality of communication with parents and carers and ability to track data.	JBK	July 2026	-	<ul style="list-style-type: none"> Review current assessment and reporting system Plan changes for the better and implement as required 	SAH	
Work towards strengthening the staff capacity across the school to be able to enhance the level of PPA cover for all teachers.	SAH	July 2027	£100k	<ul style="list-style-type: none"> Continue to recruit and strengthen the staffing capacity Run costed timetable models to increase PPA budget permitting 	JTR	
Objective 3: Continue to ensure the highest levels of safety and Information Technology measures and resources are in place across the school site.						
Enhance the IT server system as required.	JBH	July 2025	£100k	<ul style="list-style-type: none"> Existing server is enhanced Positive feedback is received from stakeholders 	RCS	
Install a new school bell system.	GCN	July 2025	£18k	<ul style="list-style-type: none"> Existing server is enhanced Positive feedback is received from stakeholders 	RCS	
Install new security gates across the link road to Meadow Wood School.	GCN	July 2025	£5k	<ul style="list-style-type: none"> New gate is installed and security improved Positive feedback is received from stakeholders 	RCS	
Review CCTV coverage around the school site and implement changes as required.	JBH	July 2026	£5k	<ul style="list-style-type: none"> Existing CCTV infrastructure is reviewed and changes planned to improve coverage 	RCS	
Submit a CIF bid to upgrade the fire alarm system and begin installation of new system.	GCN	July 2026	t.b.c	<ul style="list-style-type: none"> Cif bid is submitted, funding secured, installation starts Positive feedback is received from stakeholders 	RCS	
Investigate IT software systems to ensure that they are fully compliant with latest legislation and make changes as required.	JBH	July 2027	t.b.c	<ul style="list-style-type: none"> Software systems are reviewed as new legislation emerges Changes required are made 	RCS	

Continue to rollout new fire alarm system to further areas of the school.	GCN	July 2027	t.b.c	<ul style="list-style-type: none"> New fire alarm is rolled out to areas of the school Positive feedback is received from stakeholders 	RCS	
Priority 2: Explore innovative ways of further improving stakeholder engagement throughout the school year.						
Objective 1: Enhance the Sports Hall facilities and associated wellbeing spaces for stakeholders within and beyond the school.						
Submit planning permission for a new sports hall and associated wellbeing spaces (conference/breakout facilities, wellbeing and mindfulness areas etc.) for staff, students and the local community.	RCS/GCN	July 2025	£2k	<ul style="list-style-type: none"> Planning permission is submitted 	JTR	
If planning permission is successful, write and submit a CiF Bid to secure funding for project.	RCS/GCN	July 2026	-	<ul style="list-style-type: none"> CiF bid is written and submitted 	JTR	
Build new sports hall and associated wellbeing spaces.	RCS/GCN	July 2027	£3 million	<ul style="list-style-type: none"> Building works start and are successfully completed Positive feedback is gained from relevant stakeholders 	JTR	
Enhance the role of student learning consultants to lead students within the class on strategies for learning.	ISR	July 2025 and ongoing	-	<ul style="list-style-type: none"> Students will be able to articulate how to learn and how they as individuals learn best Students will be more confident as leaders in learning within the classroom 	JBK	
Objective 2: Continue to rollout the inspiring images and messaging throughout the school.						
Source and install photoboards in A, C, H and L Block and the Sixth Form Centre.	GCN	July 2025	£600	<ul style="list-style-type: none"> Photoboards are installed Positive feedback is gained from relevant stakeholders 	RCS	
Research the possibility of installing large scale inspiring creative mural displays in key subject areas around the school.	JBK	July 2026	£1500	<ul style="list-style-type: none"> Research takes place and findings are shared with SMLs and actioned accordingly 	SAH	
Objective 3: Explore the use of online social media platforms and in-person opportunities to engage with stakeholders.						
Explore the possibilities of enhancing the school's profile in the community via social media platforms and trial a pilot project.	JBH	July 2025	-	<ul style="list-style-type: none"> Explore the various social media platforms available Engage student leaders in a pilot which is reviewed and enhanced as required 	MSA	
Explore the possibility of implementing a 'meet the CDC' target setting type day for all students and parents to further strengthen relationships.	JBK	July 2026	-	<ul style="list-style-type: none"> Meet the CDC Target Setting Day is planned and discussed If appropriate the day is implemented in 2025/26 	SAH	

Review and enhance the enrichment day programme for Sixth Form students with the view of engaging more outside speakers and lifestyle advisers to prepare them for adult life.	MSA	July 2027	-	<ul style="list-style-type: none"> Review the current programme for Sixth Form students Implement changes to increase engagement 	SAH	
Priority 3: Continue to explore creative ideas to support the effective recruitment, development and retention of high-quality staff.						
Objective 1: Redecorate, refurbish and re-carpet areas of the school where needed.						
Redecorate and refurbish A Block front stairwell and H Block.	GCN	July 2025	A Block £3k H Block £35k	<ul style="list-style-type: none"> A Block front stairwell H Block Classrooms are refurbished Positive feedback is gained from relevant stakeholders 	RCS	
Redecorate and refurbish C9 and the Music Department.	GCN	July 2026	C9 – £55k Music £15k	<ul style="list-style-type: none"> C9 and Music Block is refurbished Positive feedback is gained from relevant stakeholders 	RCS	
Redecorate and refurbish the Old Gym.	GCN	July 2027	£7k	<ul style="list-style-type: none"> Old Gym is refurbished Positive feedback is gained from relevant stakeholders 	RCS	
Objective 2: Roll out provision of air conditioning across the school site.						
Install air conditioning units in E Block classrooms.	GCN	July 2025	£12k	<ul style="list-style-type: none"> Air conditioning is installed Positive feedback is gained from relevant stakeholders 	RCS	
Install air conditioning units in F4 and F5 and investigate possibility of installing air conditioning in the Main Hall.	GCN	July 2026	F4/F5 £6k Hall t.b.c.	<ul style="list-style-type: none"> Air conditioning is installed and considerations made Positive feedback is gained from relevant stakeholders 	RCS	
Objective 3: Review and enhance the existing recruitment and retention strategies.						
Continue to fully induct staff throughout the year.	SAH	Ongoing	£2k	<ul style="list-style-type: none"> Staff are fully inducted throughout the year 	JTR	
Continue to enhance and develop a cohesive programme of professional development for Associate Staff.	RCS	Ongoing	£3k	<ul style="list-style-type: none"> The professional development programme for Associate Staff continues to develop further and positive feedback is gained 	JTR	
Explore further opportunities to advertise vacant positions through an even wider network of online platforms.	SFE	Ongoing	t.b.c	<ul style="list-style-type: none"> Positions are advertised more widely and vacancies filled in more quickly 	RCS	

Priority 4: Continue to increase retention and recruitment to the Sixth Form and progression on to university, higher-level apprenticeships and appropriate employment.						
Objective 1: Continue to enhance facilities for Sixth Form students.						
Decorate Silent Study Room 1 and install air conditioning.	GCN	July 2025	£5k	<ul style="list-style-type: none"> Redecoration takes place and air con installed Positive feedback is gained from Sixth Form students and staff 	RCS	
Enhance the Sixth form safeguarding procedures with the use of a finger print/electronic system to sign students out.	JBH	July 2025		<ul style="list-style-type: none"> New electronic registration system is installed and used by students 	MSA	
Source and install inspiring images on photo boards in the Sixth Form Study Centre.	GCN	July 2025	£500	<ul style="list-style-type: none"> Photo boards are installed Positive feedback is gained from Sixth Form students and staff 	RCS	
Install air conditioning throughout the Sixth Form Centre.	GCN	July 2027	£15k	<ul style="list-style-type: none"> Air conditioning is installed Positive feedback is gained from Sixth Form students and staff 	RCS	
Objective 2: Review the use of the Sixth Form Pod.						
Review the catering offer and use of the Sixth Form Pod.	RSC	July 2025	N/A	<ul style="list-style-type: none"> Review is completed 	JTR	
Consider moving the Sixth Form Pod to a better location in the school to enhance use for Sixth Form students and other years.	RCS	July 2026	£1500	<ul style="list-style-type: none"> Consideration is given and acted upon as required 	JTR	
Objective 3: Further strengthen links between Sixth Form and stakeholders within and beyond the school.						
Facilitate mentoring opportunities from external companies for Sixth Form students and students across the school.	MSA	July 2025 and ongoing	N/A	<ul style="list-style-type: none"> More external companies connect in with the school and positive feedback is gained 	SAH	
Ensure opportunities are provided for Sixth Form students to speak in assemblies and provide useful advice to KS4 students about studying and their experiences of life in the Sixth Form.	MSA	July 2025 and ongoing	N/A	<ul style="list-style-type: none"> Sixth Form students regularly speak in assemblies 	SAH	
Ensure paths to success beyond Sixth Form are clearly profiled in each faculty area, on whole school displays and in assemblies and regular communications within and beyond the school.	HOF/MSA	July 2025 and ongoing	£250	<ul style="list-style-type: none"> Displays are provided in each faculty area and across the school Regular articles are written in the weekly newsletter 	SAH	

Objective 4: Further strengthen the profile of the Sixth Form in the local community.						
Continue to celebrate and highlight the success of past students through the school newsletter and termly Alumni newsletters.	MSA	July 2025 and ongoing	N/A	<ul style="list-style-type: none"> More external companies connect in with the school and positive feedback is gained 	SAH	
Advertise the success of the Sixth Form in the local area through news forums, online platforms and advertisements.	MSA	July 2025 and ongoing	£2500	<ul style="list-style-type: none"> Numbers of students enrolling at BMS Sixth Form increases 	SAH	
Provide a programme for students to volunteer in the local area and publicise the impact of this to all stakeholders.	MSA	July 2025 and ongoing	N/A	<ul style="list-style-type: none"> More students participate in voluntary work in the community and the impact of this is noted 	SAH	

RAG Rating		No progress made		Some progress made		Good progress made		Partially embedded		Fully embedded
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