

# Strategic Plan 2021-25



## Curriculum

### **Strategic Goal 1:**

*The NHLC curriculum is broad balanced and rich in a wide range of learning opportunities, inspiring pupils' to learn. The curriculum enables pupils to take up their place in the world, at a suitable level to meet appropriate career plans.*

- Investigate the use of the workshops to deliver vocational courses. Source staff and resources to deliver appropriate courses.
- The school's curriculum demonstrates the intent, implementation and impact needed for a broad and rich curriculum offer. This is evident in all areas of the school's work and life.
- Metacognition and feedback will act as drivers for the curriculum delivery, with cognitive skills being embedded across all areas.
- Outdoor learning is a significant part of the school's character. The school has a forest school and outdoor learning leader, who pioneers and develops this approach.
- Define specific Learning Days across the school ie Autism / Art / mental health etc to extend the learning opportunities.
- That the new SRE statutory requirements are being implemented in the curriculum, and that sexual abuse and sexual harassment in school are highlighted and signposted appropriately.
- The CPD/L offer for staff has a new model of delivery and that we monitor how this works and impacts the work of the school.

Standards	<p><b>Strategic Goal 2:</b>  <i>Pupils achieve high standards across a range of subjects at KS1 -4 as a result of excellent attendance, attitudes to learning and accurately matched interventions.</i></p> <ul style="list-style-type: none"> <li>• Every pupil has demonstrated progress, from starting point, in a range of areas across the year. This can include academic subjects / behaviour / attendance / mental health etc</li> <li>• 100% of teaching is consistently good and 50% is outstanding.</li> <li>• SPAG will be effectively taught and developed across all curriculum areas, so that pupil attainment shows significant improvement. SPAG targets will be added to placement plans and will be displayed in the front of all books.</li> <li>• Reading across the school will be a key focus, using the reading comprehension package (VIPERS) to support the development of reading – 60% of primary pupils reading at ARE.</li> <li>• Investigate, evaluate and implement the ‘Talk 4 Writing’ programme to develop literacy skills across KS1 and 2.</li> <li>• Displays will model both cursive and non-cursive fonts across the school.</li> <li>• That staff use a ‘Paul Dix’ style script to ensure consistency of delivery of the behaviour policy, which secures positive behaviour for all. This will be demonstrated through a reduction in the number of CPOMS entries.</li> </ul>
New Initiatives	<p><b>Strategic Goal 3:</b>  <i>All stakeholders at NHLC are committed to exploring, initiating and embedding new initiatives – to develop the whole school offer, enabling all young people and their families to be aspirational for their future in the wider world of work.</i></p> <ul style="list-style-type: none"> <li>• Instigate and develop the KS1 provision in line with the new build opening, including curriculum delivery, pastoral care and behaviour management strategies.</li> <li>• Develop an Alternative Provision offer to more hard to reach young people.</li> <li>• Develop a more ASD friendly environment, with specific curriculum model and teaching to enable success for all learners.</li> <li>• Investigate the opportunity to have a small residential respite care house, linking life skills and independent living skills for our KS4 pupils.</li> <li>• Develop the garden area at MDC further, by linking with an external body who can help and support in its design and set up.</li> <li>• Complete and submit a lottery bid for the gym at MDC – Sports for All funding.</li> <li>• Investigate an income stream for the ‘Food – Cook4Selves’ project so we can cook at least fortnightly, if not weekly.</li> <li>• Investigate setting up of a Friends of NHLC to support the work of the school.</li> <li>• Find a funding stream for the development of the primary playground area so we can have more play activities.</li> </ul>

Systems	<p><b>Strategic Goal 4:</b>  <i>All stake holders in NHLC are committed to their own CPD and learning. This creates a culture of sustained excellence.</i></p> <ul style="list-style-type: none"> <li>• Find opportunities to increase the well-being of staff in school.</li> <li>• Analyse the attendance, exclusions and interventions to give a clearer picture of the impact of the work that is undertaken with individual pupils and their families. Specific focus on groups ie FSM / OLA / PP / BAME / gender groups</li> <li>• Raise the attendance figures to over 90% per year across the school (increase of 3% on current picture)</li> <li>• Maintain exclusions at 25 days or less in an academic year, across the school.</li> <li>• Work with Diane Plewinska, Gridmaker SMSC, to fully utilise and embed the use of the SMSC grids across the school.</li> <li>• Develop a system for storing photos across the school, so we do not 'lose' them on Twitter.</li> </ul>
Community	<p><b>Strategic Goal 5:</b>  <i>Pupils and families demonstrate an outstanding understanding of their place in the local, national and international community. The school works in partnership for benefit of the whole school community in the NHLC region.</i></p> <ul style="list-style-type: none"> <li>• Parents actively involved in their child's learning and have secure understanding of their progress and achievement, through an open door policy / coffee mornings. Regular invites offered to join different activities.</li> <li>• The school develops links with contrasting schools locally, nationally and internationally. Develop the links to the work of the British Council to extend our work further afield.</li> </ul>
Governance	<p><b>Strategic Goal 6:</b>  <i>Governance is a real strength of the school, securing and ensuring clarity of vision, ethos and strategic direction, including long-term planning.</i></p> <ul style="list-style-type: none"> <li>• Audit of governors' strengths and weaknesses should be undertaken annually and any new co-opted governors should be assessed for the skills that they are bringing to the team, specifically to fill any gaps in expertise that the FGB needs.</li> <li>• Attend assemblies/ special events to maintain the profile of the Governing Body across the school. Regularly contribute to the newsletter and ensure their board is up to date and relevant on both campuses.</li> <li>• Embed the governing body systems, so they are both systematic and rigorous in their work using critical questioning and robust challenge to quality assure the work of the school and its staff - ensuring quality first teaching, value for money and pupil progress are at the heart of the vision for the school.</li> <li>• Actively use both GovernorSpace and ClerkSpace to develop the work of the FGB.</li> </ul>

