Foundry College Improvement Plan 2019-2022 (CIP)

Initial Draft: **November 2019**   **Re-draft: November 2021**   **Authors: SLT**
Reviews:

02/2020	**06/2020**	**11/2020**	**06/2021**	**09/2021**	**SLT**
03/2020	**06/2020**	**11/2020**	**06/2021**	**11/2021**	**Foundry College Whole Staff**
03/2020	**07/2020**	**12/2020**	**07/2021**	**12/2021**	**Management Committee**

This College Improvement Plan evaluates (RAG) the actions from 2019-20 & 2020-21 leading to identification of the actions and costs for 2021-22, that will enable the College to address the revised key priorities as well as the issues raised in the last Ofsted inspection (Jan 2018).
The College Improvement Plan also identifies the strategic objectives for a 5 year vision (2019- 2024)

The priorities of this College Development Plan have been identified through robust self-evaluation by senior leaders and college staff and are annually revised. Historical priorities and actions from 2020-21 are in blue type.

The priorities have been categorised under the inspection framework headings: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and Overall Effectiveness. They embrace the national priorities of ensuring there is appropriate focus on the development of the curriculum and character education to ensure pupils' needs are fully met.
The plan is based on the following overarching principles:

➢ Building a sustainable outstanding provision with the needs of the individual at its heart
➢ Learning is a positive experience for Foundry College pupils
➢ Ensuring Foundry College is focused on continuous self-improvement
➢ Building capacity in leadership and staffing

Progress against the plan will be reported through the termly Headteacher's Report to Management Committee and through the Teaching and Learning and the Resources Sub Committees.

Focus	Ofsted January 2018 said ….
Quality of Education	• Most of the pupils on roll have only been at your school for a few months. This is because your school works successfully to reintegrate pupils either back into local schools or to appropriate specialist providers. • Your team provides an outreach service for pupils who are still on roll at other schools, but who may benefit from the expertise of your staff. This has been very successful. • Due to the good quality of teaching, pupils achieve well in a range of accreditations from entry level to GCSE. • We found that throughout the school, pupils make good progress in a range of subjects. Last year, every pupil achieved at least one level 2 qualification and there was a large jump in the percentage of pupils gaining A to C grades at GCSE. Some pupils were able to achieve the highest grades in several GCSEs. • You are successful in ensuring that all pupils who leave your college have a placement in either further education, training or employment. We found that you go to great lengths to offer a broad range of GCSEs and other qualifications, dependent on pupils' needs. Vocational education is well developed. For example, pupils who attend an Auto-skills centre say that it is preparing them well for their future careers. You are successful in ensuring that every pupil in Years 9, 10 and 11 has a week-long work-experience placement. This gives pupils valuable experiences and helps them to feel better prepared about entering employment. • Staff carefully assess each pupil's skills and abilities when they first start Foundry College; they then provide work that is of the right level of difficulty so that pupils can make rapid progress. Due to the good quality of teaching, pupils achieve well in a range of accreditations from entry level to GCSE • At the last inspection, you were asked to give pupils more chances to write. We found that, due to the constant encouragement and support from your staff, current pupils make rapid gains in their writing skills. You were also asked to improve the information you provided to pupils about their targets. We found that current pupils have a good understanding of their targets.
Behaviour and Attitudes	• Pupils are happy at your school, they say that there is always someone to talk to and that their views are valued. Parents and carers praise the improvements in their children's behaviour and attitudes to learning. Some of these improvements are due to your effective therapeutic provision, such as 'attachment-based therapy' (therapy based on establishing trusting and supportive relationships). • We found that staff have high aspirations for pupils. They help pupils to develop a sense of self-belief in their abilities. Inspectors spoke to several parents during their visit, and all agreed that staff are dedicated to helping their children to achieve their best
Personal Development	• The sporting opportunities that you provide, for example golf and skiing, are also effective in promoting pupils' social skills, such as turn-taking and working in a team. • Staff are ever vigilant and share information effectively with a range of external agencies, including social services, and the child and adolescent mental health service. • You care deeply about the pupils and are determined to make sure that your school provides the nurturing environment that they need. Your staff ….demonstrate a deep commitment to the well-being of every pupil. • .. you are constantly striving to make sure that pupils are even better prepared for their future lives. You recognise that you need to give pupils a broader range of life experiences and employment opportunities.
Leadership & Management	• The leadership team has maintained the good quality of education in the school since the last inspection. • Since you joined Foundry College as Headteacher in September 2016, your dynamic leadership has improved the school in many ways. You have ensured that staff are well trained so that they can fulfil their responsibilities effectively. You have improved the relationships with local schools, especially secondary schools. There is now a greater exchange of information about pupils who have been excluded or who are at risk of being excluded. School documentation, such as improvement plans, provides an honest and detailed assessment of how the school is performing currently and the next areas to focus on. • We found that members of the committee are highly experienced in areas such as education, finance and social services. There is regular

	professional dialogue and they support you well in continuing to improve the school.
Overall Effectiveness	• The leadership team has ensured that all safeguarding arrangements are fit for purpose, and that records are detailed and of high quality • While there have been many successes, you are not complacent and recognise that there is more you can do to improve the school.
	Key Actions
	➢ Progress of those educated off-site is monitored closely so that teachers can use that information to provide work that is always appropriately challenging. ➢ College broadens pupils' life experiences and employment opportunities so that they are even better prepared for their future lives.

5 year Vision (2019-2024): Where do we want to be in 5 years' time?

Objective	Success Criteria	Strategies
New commissioning agreement with WBC to include: ➢ Centrally funded Early Years and Primary Outreach Provision ➢ Provision for Post-16 pupils who require on-going support in line with the raising participation agenda ➢ Provision for Medical / Vulnerable pupils irrespective of the source of diagnosis ➢ Provision for the re-engagement and reintegration of Children Missing in and from Education ➢ Emergency support for looked after children ➢ Specialist provision for primary aged pupils with an EHCP (SEMH) ➢ Specialist provision for secondary pupils with an EHCP (ASD) ➢ Development of on-site Alternative Provision for KS4 pupils in vocational and work related learning	➢ All Wokingham pupils are able to access timely behavior intervention support ➢ Reduction in NEET for post-16 pupils who are not ready for the large College environment ➢ Medical / Vulnerable pupils with private diagnoses can receive timely intervention ➢ No Wokingham resident children aged 5-16 are out of touch with education ➢ WBC's LAC pupils can access additional support ➢ Provision for pupils with designated school type 'Special' who currently have to remain in mainstream where their need can't be met and they are at risk of exclusion ➢ Reduction in secondary PEx ➢ **Pupils educated by Foundry College make good learning progress from their starting points** ▪ MC to be assured of financial viability ▪ Memorandum of Understanding 2020-2025 in place ▪ Plans and key priorities approved by MC ▪ Action plans in place: responsibilities, tasks, timings and outcomes agreed by SLT ▪ New purpose built premises or free / subsidised access to sporting facilities	▪ Review and revise budget for essential transport arrangements ▪ Review and agree appropriate base and top up funding, including additional funding for pupils over number ▪ Develop fit for purpose premises, including appropriate outdoor space or free access to WBC maintained facilities ▪ Revise Foundry's categorisation with DfE ▪ Collaborative working partnership with other WBC education services: Education Welfare Service, Education Psychology, Virtual School, School Transport, SEND, Secondary Federation and Primary Heads Association ▪ Identify current strengths and areas for development in relation to expansion of pupil numbers ▪ Determine the key priorities and produce a plan to meet the college's key long-term vision

Focus: Quality of Education				Responsibility: Deputy Head		
2019-22 Key Priorities	**Key actions**	**Success Criteria**	**Lead**	**Time Scale**	**Costs / Resources**	**Evidence Source**
Appropriate SEND & SEMH identification and interventions	➢ Audit & update SIMS records on SEN type for new arrivals ➢ Provide training for staff on SEN & EHCPs ➢ Provide training for staff on use of SIMS to monitor interventions ➢ Develop SEN Support Plans for all pupils without EHCPs ➢ Carry out SEND review and implement recommendations ➢ Implement assessment for Access Arrangements	All pupils are recorded as E or K Staff can evidence planning to meet individual needs as identified SIMS is used to monitor impact of interventions & costs EHCP or SEN Support Plan for all pupils is reviewed termly Strengthen practice across the College in supporting all pupils Pupils are enabled to have the support they require both in their learning and in their examinations	KW NR JI NR NR KF	Ongoing Ongoing Ongoing Ongoing June '22 Ongoing	 £8000	SIMS Reports EHCPs SEN Support Plans Access Arrangements SEND Review Report & Action Plan
Curriculum offer, personalised to interests of ALL pupils	➢ Review Curriculum Policy ➢ Implement findings and action plan of Medical / Vulnerable Review Sept 2020 ➢ Staff skills audit and address any training needs to enable curriculum delivery	Policy ratified by MC Targeted provision for M/V pupils increasing breadth of opportunity and time on site Staff are enabled to deliver outside their areas of expertise	IT NR IT	Oct '21 Jan '22 Ongoing	£2500 Training £2000	Revised policy Review of M/V Action Plan CPD plans Pupil Premium Strategy
Assessment and tracking for ALL	➢ Robust target setting for ALL ➢ Monitoring of progress through moderated and standardised learning tasks ➢ Internal moderation of assessment materials for students who are taught on site as well as off site. ➢ Regular tracking of pupil progress, shared with parents at Education Reviews ➢ Prepare for Centre Assessed Grades data collation mechanism to be applied for Summer 2021	Induction generates robust data Tracking data can be evidenced in pupil work Assessment is consistent across the college Pupils and parents are interested in progress and next steps advice CAG data	JI IT IT JI IT	Ongoing Half termly Apr '22 Half termly April '21	 Tutor costs £1500	Tracking Data Functional Skills results Spring and Summer 2021 outcomes/CAG Education Review notes Moderation materials
High quality lessons at all times and in all places	➢ Revise lesson observation pro forma in line with new inspection framework	Staff focus and build confidence in intent, implementation & impact	IT	Sept '20 Sept 21		Lesson Observation Pro forma

	➢ Revise lesson observation pro forma in line with new values ➢ Draft a Teaching and Learning Policy ➢ Implement findings & action plan from Curriculum Review May 2019 ➢ Programmes of study (long term plan) and schemes of work (medium term plan) for all exam courses ➢ Coaching to improve teachers' performance, including visits to other schools/depts. ➢ Identify teachers in core subject areas as leads for Ofsted 'Deep Dive' and rehearse ➢ To complete a quality control audit of the external provision to pupils at Foundry College	Key foci on values and teacher standards. New overarching policy drafted & ratified by MC Increase in the breadth and curriculum uptake by pupils Curriculum documentation is all in place No teaching in judged to be less than GOOD and elements of outstanding increase English, Maths, Science, PSHE leaders are confident and can articulate intent, implementation and impact. Strengthen practice across the College in supporting all pupils	IT IT IT IT IT IT TS/RP	Sept '20 Ongoing Ongoing Ongoing Oct '21 Jan '22	Materials £1000 Expenses £500	Lesson Observation Pro forma Policy Review of Curriculum Action Plan Quality of Education Report Curriculum planning documentation Quality of Alternative Education Report
Literacy, numeracy & communication foci	➢ Review Literacy & Numeracy section within T&L Policy ➢ Action plan for teaching Reading and support of phonics across all key stages ➢ Clarity over expectations for development and consolidation of literacy, numeracy and communication in all lessons	Policy ratified by MC Action plan in place, shared & implemented Consistency of practice in all lessons, supported by lesson observations	IT/LM/VC LM IT	Jan '22 Jan '22 Jan '21	Materials £1000 Display £500	Policies Reading Action Plan Lesson Observations & work scrutiny records
Cross curricular/phase opportunities	➢ Strengthen engagement through cross-curricular opportunities ➢ Theme and skills mapping across the curriculum ➢ Promotion of cross phase opportunities	Showcase examples of good practice Mapping evident through planning Positive role modelling and relationship building	IT/NR IT NR	Ongoing Feb '21 Dec '21		Mapping plan Case studies/display of work
High Aspirations for all	➢ Ensure baseline assessments are quality assured ➢ Develop links with schools to obtain further details on the pupils, ensuring the target setting is justified based on historic information ➢ Enhance pupil aspirations	Pupils all have expected and aspirational targets Background details of progress is collected and reviewed A variety of visits to local and regional colleges, universities and work placements are completed to	JI JI/KW VW	Jan '22 Ongoing April '22		

		Policies ratified by MC	NR/IT	Sept '20		Policies
Curriculum Development:	➤ Review/draft RE, SRE and PSHE Policies					Programmes of Study
	➤ Plan the RSE and RE curricula ready for implementation Sept 2020	Specification chosen, programme of study written, schemes of work planned, resources and teaching materials ready	NR/IT	Sept '20	Materials £1000	Schemes of work
	➤ Develop our secondary vocational offer for delivery on site	Students from other mainstream schools access AP at Foundry	IT	Jan'21	Set up cost £5000	
	➤ Liaise with local colleges over 14-16 opportunities	14-16 provision is reinstated at local colleges	IT	Jan'21	£3000/pupil	
Comeback Curriculum	➤ Training for & reflection by staff	Adapted schemes of work	NR/LB	Sept '20	Tutor costs £2000	INSET slides & feedback
	➤ Audit lost learning by student	Individual plans	IT/NR	Sept '20		Schemes of work
	➤ Targeted additional support	Accelerated progress	IT/NR	Ongoing		Student voice
	➤ Pastoral support/mentoring	Good 1:1 engagement	IT/RC	Sept '20		

Focus: Behaviour & Attitudes			Responsibility: Inclusion Manager			
2019-22 Key Priorities	**Key actions**	**Success Criteria**	**Lead**	**Time Scale**	**Costs / Resources**	**Evidence**
Embed Values & Culture	➢ Hold INSET NIA	All staff have an understanding of the college values, how they can be implemented and their individual responsibility to do so	IT/NR	Ongoing		INSET day resources Learning Walks NIA
	➢ Therapeutic thinking – Embed principles and support for LA ➢ Nurture links with neighbouring LAs	Pro-active intervention provision	NR/LB	Ongoing		NR/LB attended three day Therapeutic Thinking course. Inset planned for January to disseminate to staff
Building, maintaining and reinforcing positive attitudes to learning	➢ Identify and reduce/remove barriers to learning for individual pupils through targeted interventions ➢ Further develop partnership with parents/carers	Reduction in negative SIMS entries and A2Ls show increase in resilience 75%+ attendance by parents at Education Reviews	JI JI	Ongoing Ongoing		SIMS Behaviour, Attendance & Exclusions reports A2L reports Education Review notes
Consistency in application of NIA expectations across the College	➢ Staff training, support and regular reinforcement on behaviour management and de-escalation ➢ Clarity of expectations at Induction meetings, with ongoing reinforcement ➢ Use SIMS to monitor impact	All staff are effective in behaviour management and de-escalation strategies Pupils understand and work within the College's boundaries SIMS shows improvements in pupil behaviour over time	TS JI/IT TS	Termly Ongoing Termly	Training £500	SIMS Behaviour reports
Positive engagement, increased self-esteem and resilience	➢ Weekly themes ➢ Review and revise the positive rewards strategy ➢ Use SIMS as a tool in positive behaviour reinforcement ➢ Case studies to illustrate impact of interventions	All staff and classrooms promote Pupils understand new system and how to gain rewards All staff use the revised system effectively, giving meaningful data Pupil behaviours change over time for the better	RP RP/IT TS TS/JI	Sept '20 Dec '20 Embed 3 per term	£200	SIMS Behaviour reports Noticeboards Case studies
Attendance & Engagement (post lockdown) Increase learning time for those on part time packages, including	➢ Promote good attendance, challenge poor attendance ➢ Regular review of part time packages to increase provision ➢ Develop alternative provision opportunities such as work	Attendance of all groups improves over time, > 85% of package MTTs are all in place & reviewed half termly	TS TS/IT IT/VWh	Ongoing Half termly Dec '20	 Expenses £500	SIMS Attendance reports MTTs Education Review notes WBC's PTT returns MoU for secondary AP

offering AP outreach to mainstream secondaries	experience to supplement curriculum and enhance 'work readiness'	40% of Yr11 pupils have an on-going work placement as part of package				Student voice via mentor feedback
	➢ **Attendance data linked to progress**		IT	Mar '21	(income)	
	➢ Develop range of onsite AP activities for mainstream commissioning	50% of mainstream secondary schools commission a placement	IT	Ongoing	Costs £200	
	➢ 1:1 mentoring	Good attendance at sessions				

Focus: Personal Development			Responsibility: Deputy Head (Community Development and Wellbeing				
2019-22 Key Priorities	**Key actions**	**Success Criteria**	**Lead**	**Time Scale**	**Costs / Resources**	**Evidence**
Pupils' mental health, wellbeing and aspirations	➢ Participate in the WBC Mental Health Pilot Project	Pupils benefit from input from MH professionals	NR	Mar '21		SMSC Grid Wall displays & website/ news articles Online MH&W Resources
	➢ Physical activity offered in the curriculum for ALL onsite M/V pupils	100% of M/V on site participate in at least one physical activity	IT	Ongoing	£3000	
	➢ Develop mechanism to capture out of school enrichment activities pupils engage in	100% of pupils can talk about an activity/opportunity/experience they have had outside of school	NR	Ongoing		
	➢ Explore and promote suitable Health & wellbeing activities for Home tutored medical pupils (HTM)	20% of cohort access wellbeing activities	NR	Apr '21	£500	
Raise profile of Pupil Voice (individual & collective)	➢ Develop an effective mechanism for capturing pupil voice, including HTM cohort	Pupil voice is an integral part of future planning	KF	Ongoing		Noticeboard Minutes of meetings
	➢ Showcase impact of pupil voice	Display in College	KF	Ongoing	£750	
	➢ Develop leadership responsibilities for pupils	A2Ls highlight pupils' developing sense of responsibility	KF	Ongoing		
Gatsby Benchmarks → Work experience for all	➢ Implementation and consolidation of the Gatsby Benchmarks	CEIAG activities planned	VWh	Ongoing	Talentino £3000 Training £2350	Work Experience Report EVOLVE CEIAG Policy Case studies Work Readiness plans
	➢ Review and update the CEIAG Policy & delivery plan to embed Gatsby benchmarks	Policy ratified by MC Delivery programme in place and implemented, supported by staff	IT	Ongoing		
	➢ Case studies on exemplars of next steps outcomes	Positive feedback from pupil & placement. 100% EET (Sept 2021)	VWh	Ongoing		
	➢ Identify with pupils their SEMH needs in the workplace	Work readiness plans	VWh/RC	Ongoing		
	➢ Plan appropriate work experience opportunities throughout the year	100% KS4 pupils participate in WEx	VWh	June '21		

	➢ Encourage and support pupils in gaining part time employment	75% of onsite Yr11 have a part time job	IT/VWh	Ongoing	Expenses £1500	
Enrichment opportunities	➢ Continued development of cultural capital and SMSC opportunities	all staff & all pupils involved	NR	Ongoing	Licence £600	SMSC Action Plan EVOLVE Policy Pupil Record of Enrichment Website, Newsletters, Display
	➢ Use pupil voice to plan the SMSC calendar and enrichment activities targeting specific pupils	Targeted plan in place by pupil, updated as new pupils arrive. Develop Pupil 'Record of Enrichment'	NR	Ongoing	£10,500	
	➢ Plan for a residential experience	Residential trip takes place	NR	Apr '20	£7500	
	➢ Review & revise SMSC Policy	Policy ratified by MC	NR	Sept '20		
Relationships, SRE & Health Education	➢ Recruit new staff to lead/deliver	Teacher/lead in post	IT	Jan '21	Recruit £300	Job description & advert Long /med/short term plans
	➢ Select Exam spec / qualification	Programme of study in place KS3 &4	IT	Sept '20		
	➢ Map content across key stages	Schemes of work	IT/NR	Mar '21		
	➢ Determine delivery mechanism	Age appropriate materials and resources in place		Mar '21	Materials £1000	

Focus: Leadership & Management			Responsibility: Headteacher			
2019-22 Key Priorities	**Key actions**	**Success Criteria**	**Lead**	**Time Scale**	**Costs / Resources**	**Evidence**
Financial Stability	➢ SLA Wokingham ➢ Review and implement budget monitoring cycle ➢ Explore Income streams and grants ➢ Robust follow up mechanism for payments of MoUs ➢ Pay Policy Review ➢ Investigate new system to replace Corero for managing accounts ➢	Good participation by RC members. to maintain value for money Remain in budget at year end '21 Reduction in bad debts Ratified by Pay Committee Fit for purpose, easy to use system	JB/DM DM DM JB (CBFM)	Sept '20 Mar '21 Ongoing Nov '21 Sept '21		Corero Resources Committee minutes Pay Policy Operating system
Staff & Management Committee development and succession planning (line management, CPD and wellbeing)	➢ Succession planning within Management Committee, including planning for a new Chair of MC ➢ Staffing review and recruitment ➢ SLT succession planning ➢ Training on implementation and the realities of the new inspection framework → top tips! ➢ Staff voice and wellbeing activities to reduce staff turnover and staff absence ➢ Staff to refresh on key policies ➢ Supervision for Headteacher ➢ CPD for leadership ➢ Visits contribute to accurate & robust procedures of monitoring, evaluation & review	New members appointed and new Chair in place Sept 2021 Fully staffed Fully staffed with necessary skills Monitoring visits/Peer review support SEF judgements. Ready for Inspection Minimal staff turnover; positive questionnaire responses Raised staff awareness Individual governors to have specific lead roles where possible to then contribute this expertise	RM JB JB JB JB/NR JB JB JB	Apr '21 June '21 Sept '21 Ongoing Ongoing Ongoing Ongoing Ongoing	 £2000 £3000 External Advisor £680 Expenses £150 £1000 £1500	MC records Staffing structure Sept '21 Adverts/recruitment notes Training notes Peer review reports Staff evaluations ASCL Webinars
Quality assurance mechanisms	➢ Research suitable offsite AP opportunities ➢ Review and refresh risk assessments and the quality assurance mechanism for offsite provision	Increased range of opportunities Paperwork all in place and fit for purpose Constructive feedback implemented	IT TS/IT JB	Jan '21 Ongoing Apr '21	 Expenses £500 Training	Directory of AP options Risk assessments in place SEND Review Report and Action Plan

	➢ Quality assurance of Leadership through peer review ➢ Internal review and updating of SEND status for pupils	Report and Action Plan improve provision & outcomes for pupils	NR	Apr '21	£2500	
Robust Safeguarding mechanisms, including GDPR	➢ Staff training on good GDPR compliant practices ➢ Implement GDPR compliance action plan ➢ Build capacity to manage GDPR ➢ Spot checks on practice ➢ Annual GDPR audit to check compliance	Staff record keeping is compliant and files are appropriately named Plan review shows good progress Historic records are processed No significant issues (breaches)	TS TS TS/JBr TS	Embed Ongoing Apr '21	0.5 Grade 4 £13,000	Review of GDPR Compliance action plan Disposal logs Spot check records
Fit for purpose facilities Premises development into Brambles	➢ Work with WBC on the Brambles Development plan, including attending meetings etc ➢ Collaborative opportunities with neighbours to build relationships	Development completed to high spec in time for summer exams Positive partnerships established	TS NR	Nov '20 Ongoing	Expenses £150 Expenses £500	FC occupation!
Strategic Paperwork	➢ Draft SEF, CIP aligned to new inspection framework ➢ Set College performance measures for 2020/21 ➢ Update Appraisal structure and paperwork ➢ Staff briefing on new inspection framework and co-production of SEF/CIP ➢ Policy restructuring	KP, SEF, CIP in place and shared with stakeholders Performance measures in place, shared and progress tracked 100% of appraisals completed to standard by deadline Staff consultations and input incorporated Coherent policy review plan in place and implemented. **Leadership and Management is judged Outstanding**	JB IT IT IT IT	Nov '20 Nov '20 Oct '20 Sept '20 Sept '20	The Key £1900 CPD £100	KP, SEF, CIP, PM and termly review documentation Personnel Drive, Pay Committee Minutes, Appraisal paperwork Risk assessments Policies on website
Risk Assessments and Protocols	➢ Re-opening ➢ Contingency ➢ Opening during Lockdown ➢ Home-School Transport ➢ Home / online learning ➢ PREVENT ➢ Staff ➢ Students ➢ Offsite working ➢ Science/Food/Workshop/Gym	All risk assessments in place and regularly reviewed Protocols in place and regularly reviewed	SLT	Ongoing	(Materials covered by Covid grant (£3000)	Risk Assessments Protocols Risk Assessments from 3rd parties

Focus: Overall Effectiveness			Responsibility: Headteacher			
2019-22 Key Priorities	**Key actions**	**Success Criteria**	**Lead**	**Time Scale**	**Costs / Resources**	**Evidence**
Safeguarding procedures are in place and effective	➢ Annual update of policy FC001 ➢ Complete annual NSPCC audit ➢ Training programme for staff: First Aid, Team Teach, DSL, Health & Safety, DPO ➢ All staff & MC read KCSIE 2021 ➢ Build teaching of safety and safeguarding into the curriculum for all pupils ➢ Attend WBC's DSL, EMRAC and WBSCP meetings ➢ Regular agenda item for SLT and MC meetings ➢ Use and monitoring of My Concern	Policy ratified by MC Return submitted to WBC Staff upskilled, mandatory qualifications 100% read return Sessions attended by all pupils Cascade of local information Information sharing to sense check practice Accurate records and chronology	TS TS JB/TS TS TS TS/NR TS TS	Sept '20 Nov '20 Annual Sept '20 Termly Termly Half termly Ongoing	Training £5000 The Key £100 St Giles Trust /SOS £6500 Licence £480	Website Audit return to WBC (S175) Training materials& records Minutes of meetings My Concern records Staff & student voice
Pupils make academic and personal progress towards achieving age appropriate outcomes	➢ Robust data collection, review and monitoring strategy in place for academic progress and A2Ls ➢ Interventions to enhance progress of individuals	All pupils make demonstrably positive progress, both in academic and personal development All pupils make good progress toward expected outcomes from their starting points **Personal Development is judged Outstanding**	IT/JI IT/JI	Half termly Half termly		National testing results Spring/Summer 2021 results Next steps plans
Review commissioning arrangements with WBC: pupils with EHCPs, post-16, M/V placements, AP development, CME	➢ Benchmarking activity for outcomes, finance, resources ➢ 5 year plan ➢ Agree funding strategy for EHCP top ups ➢ Commissioning meetings with WBC	Foundry College provides a good value for money education Vision agreed with WBC and MC New funding structure agreed 2020-2025 MoU with WBC	DM JB JB IT	Jan '21 Dec '19 Apr '20 termly		MoU's, SFVS, Dashboard, Benchmarking RC meeting minutes; Minutes of meetings with WBC

GLOSSARY

A2L	Attitude to Learning
AP	Alternative Provision
ASD	Autistic Spectrum Disorder
CEIAG	Careers Education, Information, Advice and Guidance
CIP	College Improvement Plan
CPD	Continuing Professional Development
DSL	Designated Safeguarding Lead
EET	in Education, Employment or Training
EHCP	Education, Health and Care Plan
EMRAC	Exploitation and Missing Risk Assessment Conference
EWS	Education Welfare Service
FC	Foundry College
GDPR	General Data Protection Regulations (May 2018)
ILP	Individual Learning Plan
KCSIE	Keeping Children Safe in Education (Sept 2020)
KP	Key Priorities
LAC	Looked After Children
MC	Management Committee
MH	Mental Health
MoU	Memorandum of Understanding
MTT	Modified Timetable
M/V	Medical / Vulnerable
NEET	Not in Education, Employment or Training
PP	Pupil Premium
PSHE	Personal Social and Health Education
RE	Religious Education
SEF	Self-Evaluation Form
SEND	Special Educational Needs and Disabilities
SEMH	Social, Emotional and Mental Health
SIMS	School's Information Management System
SLT	Senior Leadership Team
SMSC	Social, Moral, Spiritual, Cultural
SRE	Sex and Relationships Education
WBC	Wokingham Borough Council
WBSCP	West of Berkshire Safeguarding Children Partnership
WEx	Work Experience
WPHA	Wokingham Primary Heads Association
WSF	Wokingham Secondary Federation