



# Foundry College Improvement Plan 2022-2023 (CIP)

**Initial Draft:** September 2022    **Authors:** SLT

**Reviews:**

|                |                |                |                                    |
|----------------|----------------|----------------|------------------------------------|
| <b>12/2022</b> | <b>03/2023</b> | <b>07/2023</b> | <b>SLT</b>                         |
| <b>12/2022</b> | <b>03/2023</b> | <b>07/2023</b> | <b>Foundry College Whole Staff</b> |
| <b>12/2022</b> | <b>03/2023</b> | <b>07/2023</b> | <b>Management Committee</b>        |

**This College Improvement Plan evaluates (RAG) the actions from 2019-22 leading to identification of the actions and costs for 2022-23, that will enable the College to address the revised key priorities as well as the issues raised in the last Ofsted inspection (Jan 2018) and meeting the requirements of the SLA from the LA.**

**The College Improvement Plan also identifies the strategic objectives for a 5 year vision (2019- 2024)**

The College Improvement Plan describes the needs of Foundry College in order to meet our vision to provide the best education that we can for our children. This plan has been compiled with the aim of ensuring that the priorities identified will improve the overall college efficiency and provide for the needs of all children socially and academically, thereby having an impact on the standards children achieve and their on-going health and emotional wellbeing.

The plan targets areas for improvement based on the following:

- The Ofsted Action Plan resulting from the school's inspections and recommendations made within the reports.
- The Ofsted Handbook for Schools.
- Views of staff, governors, parents and pupils.
- Analysed data of statutory and in school/college testing data.
- Service Level Agreement expectations from the Local Authority.
- Planning the use of the college' resources to maximise educational outcomes.

- Our leadership team's self-assessment and analysis of how our schools perform.

The Management Committee will use this document to analyse the use of funds for this financial year and it is expected that they will agree to most of the proposals, subject to ratification by the full governing body. It is important to state that we regard this as a working document, which is regularly reviewed and updated. We find it perfectly acceptable to change priorities during the year or make additions. We believe this makes us sensitive to the needs of the local authority, college and its pupils.

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 ....  |
|------------------------------------|--|
| <b>Quality of Education</b>        | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Due to the good quality of teaching, pupils achieve well in a range of accreditations from entry level to GCSE.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> </ul> |
| <b>Behaviour and Attitudes</b>     | <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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</li> </ul>   |
| <b>Personal Development</b>        | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• .. 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.</li> </ul>   |
| <b>Leadership &amp; Management</b> | <ul style="list-style-type: none"> <li>• The leadership team has maintained the good quality of education in the school since the last inspection.</li> <li>• 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.</li> </ul>  |

|                              |  |
|------------------------------|--|
|                              | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>Overall Effectiveness</b> | <ul style="list-style-type: none"> <li>The leadership team has ensured that all safeguarding arrangements are fit for purpose, and that records are detailed and of high quality</li> <li>While there have been many successes, you are not complacent and recognise that there is more you can do to improve the school.</li> </ul>                             |
| <b>Key Actions</b>           |  |
|                              | <ul style="list-style-type: none"> <li>➤ Progress of those educated off-site is monitored closely so that teachers can use that information to provide work that is always appropriately challenging.</li> <li>➤ College broadens pupils' life experiences and employment opportunities so that they are even better prepared for their future lives.</li> </ul> |

| <b>5 year Vision (2019-2024):</b> Where do we want to be in 5 years' time?   |   |   |
|--|---|---|
| Objective  | Success Criteria  | Strategies  |
| <p>New commissioning agreement with WBC to include:</p> <ul style="list-style-type: none"> <li>➤ Centrally funded Early Years and Primary Outreach Provision</li> <li>➤ Provision for Post-16 pupils who require on-going support in line with the raising participation agenda</li> <li>➤ Provision for Medical / Vulnerable pupils irrespective of the source of diagnosis</li> <li>➤ Provision for the re-engagement and reintegration of Children Missing in and from Education</li> <li>➤ Emergency support for looked after children</li> <li>➤ Specialist provision for primary aged pupils with an EHCP (SEMH)</li> <li>➤ Specialist provision for secondary pupils with an EHCP (ASD)</li> <li>➤ Development of on-site Alternative Provision for KS4 pupils in vocational and work related learning</li> </ul> | <ul style="list-style-type: none"> <li>➤ All Wokingham pupils are able to access timely behavior intervention support</li> <li>➤ Reduction in NEET for post-16 pupils who are not ready for the large College environment</li> <li>➤ Medical / Vulnerable pupils with private diagnoses can receive timely intervention</li> <li>➤ No Wokingham resident children aged 5-16 are out of touch with education</li> <li>➤ WBC's LAC pupils can access additional support</li> <li>➤ 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</li> <li>➤ Reduction in secondary PEx</li> <li>➤ Pupils educated by Foundry College make good learning progress from their starting points</li> <li>➤ MC to be assured of financial viability</li> <li>➤ Memorandum of Understanding 2020-2025 in place</li> <li>➤ Plans and key priorities approved by MC</li> <li>➤ Action plans in place: responsibilities, tasks, timings and outcomes agreed by SLT</li> <li>➤ New purpose built premises or free / subsidised access to sporting facilities</li> </ul> | <ul style="list-style-type: none"> <li>➤ Review and revise budget for essential transport arrangements</li> <li>➤ Review and agree appropriate base and top up funding, including additional funding for pupils over number</li> <li>➤ Develop fit for purpose premises, including appropriate outdoor space or free access to WBC maintained facilities</li> <li>➤ Revise Foundry's categorisation with DfE</li> <li>➤ Collaborative working partnership with other WBC education services: Education Welfare Service, Education Psychology, Virtual School, School Transport, SEND, Secondary Federation and Primary Heads Association</li> <li>➤ Identify current strengths and areas for development in relation to expansion of pupil numbers</li> <li>➤ Determine the key priorities and produce a plan to meet the college's key long-term vision</li> </ul> |

**Focus: Quality of Education** - To close the gap in attainment, knowledge and understanding between predictors and actuals – Iain Thomas & Kirsty Flaws

| Priority  | Key actions   | Impact  | Lead                    | Time Scale                        | Costs / Resources | Evidence Source  |
|---|---|---|-------------------------|-----------------------------------|-------------------|--|
| <b>KS4 accredited outcomes refined to meet individual needs</b>   | <ul style="list-style-type: none"> <li>➤ Curriculum review to identify alternative qualification</li> <li>➤ Selection and planning of alternative pathways</li> <li>➤ Focus on PP pupils</li> </ul>   | All pupils have bespoke packages to meet their educational needs<br>Increased pupil outcomes against baseline target grade. | KF<br>KF                | Sept '22<br>Sept '22              | £1000             | Curriculum review<br>Department reviews<br>Meeting minutes<br>Pupil timetables<br>Education review notes<br>AP review<br>MTT's<br>(T&L Policy) |
| <b>Ensure the level of challenge is consistently high and takes into account individual needs and EHCP outcomes</b>                               | <ul style="list-style-type: none"> <li>➤ All pupils complete standardised baseline assessments upon entry to Foundry College</li> <li>➤ IEP's reflect the identified needs of individual pupils</li> <li>➤ Half termly monitoring of IEP targets</li> </ul>   | All pupils have their individual needs met<br>Increased pupil outcomes  | SD/JI<br>SD/JI<br>SD/JI | Ongoing<br>Ongoing<br>Half termly |                   | Baseline assessment data<br>Education Review minutes<br>IEP's  |
| <b>Develop links with schools to obtain further details on the pupils, ensuring the target setting is justified based on historic information</b> | <ul style="list-style-type: none"> <li>➤ Permanent exclusion paperwork includes academic information</li> <li>➤ AP Admissions procedure to include attendance, academic and behavioural information</li> </ul>  | Clearer starting point and detailed information on previous pathways  | IT                      | Sept '22                          |                   | PEX paperwork<br>Supporting paperwork on pupil data<br>MOU<br>Admissions flow chart  |
| <b>Whole college focus on writing and oracy development</b>   | <ul style="list-style-type: none"> <li>➤ CPD for all teaching staff</li> <li>➤ Targets for all pupils</li> <li>➤ Half termly monitoring</li> <li>➤ Review Literacy &amp; Numeracy section within T&amp;L Policy</li> <li>➤ Action plan for teaching Oracy and across all key stages</li> <li>➤ Clarity over expectations for development and consolidation of writing and oracy in all lessons</li> </ul> | Consistency of practice in all lessons, supported by lesson observations  | LM/IT                   | Half termly                       | £500 Oracy<br>CPD | CPD log<br>Presentations<br>Targets<br>T&L Policy  |

|  |  |  |             |                      |      |   |
|--|--|--|-------------|----------------------|------|---|
| <b>ICT skills developed across the college</b>   | <ul style="list-style-type: none"> <li>➤ Whole staff INSET training</li> <li>➤ Implement and monitor Annual Plan</li> </ul>  | All pupils and staff will be proficient in the use of Excel, Powerpoint, Word and the use of email | VW/IT       | Sept '22             |      | INSET day<br>Annual Plan<br>Monitoring Schedule<br>Analysis                   |
| <b>High quality CPD that enhances teaching and learning</b>  | <ul style="list-style-type: none"> <li>➤ Provide training for staff on use of SIMS</li> <li>➤ Complete a SEND skills audit of staff to inform a planned CPD programme</li> <li>➤ Coaching to improve teachers performance to include developing links with other local schools and subject specialists.</li> </ul> | Higher quality teaching and learning<br>Improved outcomes  | TS/JI<br>SD | Oct '22<br>Oct '22   | £250 | CPD on SIMS<br><br>SEND Audit<br><br>Meeting minutes<br>Visits<br>Moderations |
| <b>Achieve the 'Learning Outside the Classroom' Quality Badge</b>  | <ul style="list-style-type: none"> <li>➤ Identify a lead staff member</li> <li>➤ Plan accreditation route</li> <li>➤ Achieve quality badge</li> </ul>  | Quality assurance of provisions outside of Foundry College   | IT          | Sept '22<br>Sept' 22 | £275 | Accreditation   |
| <b>Ensure the progress and outcomes of onsite pupils on the MV pathway are aligned with their peers:</b> | <ul style="list-style-type: none"> <li>➤ Onsite MV curriculum offer to include a minimum of 5 subject areas</li> <li>➤ Enhance the online/AP offer to support curriculum delivery</li> </ul>   | Improved outcomes for MV pupils  | KF          | Ongoing              |      | Individual pupil curricular<br>Timetables                                     |
| <b>Raise the proportion of pupils who meet and exceed expected progress in Science</b>                   | <ul style="list-style-type: none"> <li>➤ Training for all staff to support the teaching of science curriculum</li> <li>➤ Co-curricular opportunities to support science across the curriculum</li> </ul>   | Adapted schemes of work<br>Accelerated progress  | CD<br>CD    | Sept '22<br>Ongoing  |      | Schemes of work shared with departments<br>Meeting minutes                    |

| Focus: Behaviour & Attitudes - Embed values and culture to enhance attendance and engagement – Nicky Rees & Tom Scantlebury |   |   |   |  |                   |  |
|---|---|---|---|--|-------------------|--|
| Priorities  | Key actions   | Impact  | Lead  | Time Scale                                       | Costs / Resources | Evidence   |
| <b>Develop a culture of success</b>   | <ul style="list-style-type: none"> <li>➤ Environment reflects a culture of success</li> <li>➤ Embedded systems of celebrating success</li> <li>➤ Educational visits on and off site</li> <li>➤ Identify and reduce/remove barriers to learning for individual pupils through targeted interventions</li> </ul>  | <p>Enhanced pupil aspiration</p> <p>Improved attendance and engagement in lessons</p> <p>Reduction in negative SIMS entries and A2Ls show increase in resilience</p>  | <p>NR</p> <p>NR</p> <p>NR/TS</p> <p>SD/JI</p> | <p>Oct '22</p> <p>Jan '23</p>                    | £3000             | Tutor time, pupil work, education review, assemblies, postcards, debrief minutes, achievement points, A2L analysis |
| <b>Continuing to embed a 'Therapeutic Thinking' approach, promoting emotional vocab, literacy and agency</b>                | <ul style="list-style-type: none"> <li>➤ Continued CPD to embed principles and support for LA</li> <li>➤ Assemblies led by SLT</li> <li>➤ Sessions led by tutors (Feeling of the week)</li> <li>➤ Review college policies to ensure they are in line with the Therapeutic Thinking approach</li> </ul>  | <p>All pupils and staff have an understanding of the college values,</p> <p>All staff understand their individual responsibilities and how to implement the college values in their practice</p> <p>Pro-active intervention provision</p> <p>Reduction in exclusion figures</p> | <p>NR/LB</p> <p>NR/IT/T S/LB</p> <p>NR/LB</p> | <p>July '23</p> <p>July '23</p>                  |                   | <p>Training materials</p> <p>Staff and pupil feedback</p> <p>Assemblies</p> <p>Policies updated</p>                |
| <b>A focus on staff awareness of online safety (e-safety)</b>   | <ul style="list-style-type: none"> <li>➤ High quality CDP for all staff</li> </ul>  | <p>Staff are equipped to support pupils in keeping safe</p>   | TS  | Jan '23  |                   | <p>Training materials</p> <p>Training log</p> <p>Pupil profile</p> <p>MyConcern</p>                                |
| <b>Improve individual AP pupil attendance for Persistent Absence (PA) pupils</b>  | <ul style="list-style-type: none"> <li>➤ Promote good attendance, challenge poor attendance</li> <li>➤ Weekly attendance certificate sent to home school</li> <li>➤ Regular review of AP packages to promote attendance in consultation with home school</li> <li>➤ Develop alternative provision opportunities such as work experience to supplement curriculum and enhance 'work readiness'</li> <li>➤ 1:1 mentoring</li> </ul> | <p>Attendance of all AP pupils improves over time,</p> <p>MTTs are all in place &amp; reviewed half termly or when necessary</p>  | <p>TS</p> <p>TS &amp; KF</p> <p>TS/VW/ RP</p> | <p>Ongoing</p> <p>Half Termly</p> <p>Ongoing</p> |                   | <p>Attendance certificates</p> <p>Education reviews</p> <p>HT report</p> <p>A2L</p> <p>AP package</p>              |



| Focus: Personal Development - Respond to pupil mental health and wellbeing needs and raise pupil aspirations – Nicky Rees |  |  |                          |                                       |                   |   |
|---|--|--|--------------------------|---------------------------------------|-------------------|---|
| Priorities  | Key actions  | Impact   | Lead                     | Time Scale                            | Costs / Resources | Evidence  |
| <b>Focused High quality SMSC provision is linked to the college ethos</b>   | <ul style="list-style-type: none"> <li>➤ Pupil induction informs SMSC gaps</li> <li>➤ Targeted termly Plan in place for pupils</li> <li>➤ All offsite provision includes NIA focus</li> </ul>  | Individualised and relevant SMSC provision for all   | JI<br>JI/KF/T<br>S<br>RP | Ongoing<br>Termly reviewed<br>Ongoing |                   | Evolves<br>Feedback<br>SMSC grid maker<br>SMSC spreadsheet<br>Newsletter<br>Briefing notes  |
| <b>Develop pupils understanding of British Values and their role as responsible citizens in modern Britain</b>            | <ul style="list-style-type: none"> <li>➤ Embed opportunities for promoting British Values across the curriculum</li> <li>➤ Targeted offsite and onsite opportunities</li> </ul>  | All pupils have a better understanding of British Values and their role as a responsible citizen in modern Britain | NR<br>NR                 | Termly<br>Ongoing                     |                   | Schemes of work<br>Displays<br>Age appropriate materials and resources in place<br>Evolves<br>Feedback<br>SMSC grid maker<br>SMSC spreadsheet<br>Newsletter |
| <b>100% of pupils in KS4 have had a work experience opportunity in either Term 1 or 2 and have a post 16 plan</b>         | <ul style="list-style-type: none"> <li>➤ Implementation and consolidation of the Gatsby Benchmarks</li> <li>➤ Identify with pupils their SEMH needs in the workplace</li> <li>➤ Plan appropriate work experience opportunities in Term 1 &amp; 2</li> <li>➤ Plan and support pupils in gaining part time employment</li> </ul> | 100% of Yr11 pupils have an on-going work placement as part of package   | VW                       | April '23                             |                   | Work Experience Report<br>EVOLVE<br>CEIAG Policy<br>Case studies<br>Work Readiness plans<br>WEX Feedback – pupils and employers                             |
| <b>Increase engagement in physical activity of MV pupils, both on site and at home</b>                                    | <ul style="list-style-type: none"> <li>➤ Physical activity offered in the curriculum for ALL onsite M/V pupils</li> <li>➤ Explore and promote suitable Health &amp; wellbeing activities for Home tutored medical pupils (HTM)</li> </ul>  | 100% of MV pupils engage in some form of physical activity   | RP                       | Ongoing                               |                   | Timetable<br>Education review<br>HT Learning logs   |
| <b>Develop the role of the Mental Health Lead to support pupils' mental health and wellbeing</b>                          | <ul style="list-style-type: none"> <li>➤ Promotion of Mental Health lead to LA MHST</li> <li>➤ Implement triage strategy to access mental health support</li> </ul>  | Pupils are supported and monitored with their mental health needs  | LM                       | Dec '22                               |                   | MyConern<br>Minutes from Safeguarding meetings<br>Debrief minutes<br>MHST minutes   |
| <b>Relationships, SRE &amp; Health Education</b>  | <ul style="list-style-type: none"> <li>➤ Programme of study in place KS3&amp;4</li> <li>➤ Schemes of work</li> </ul>   | Pupils achieve an accredited qualification   | ED                       | Sept '22                              |                   | Schemes of work<br>Age appropriate materials and resources in place   |



|  |  |  |  |  |  |               |
|--|--|--|--|--|--|---------------|
|  | ➤ Age appropriate materials and resources in place |  |  |  |  | Qualification |
|--|--|--|--|--|--|---------------|

**Focus: Leadership & Management – Ensure robust quality assurance mechanisms and support are in place – Iain Thomas & Louise Brooks**

| Priorities   | Key actions   | Impact   | Lead  | Time Scale  | Costs / Resources | Evidence  |
|--|---|--|---|---|-------------------|---|
| Develop a three year strategy for the LA and the governing body                                | ➤ SLA finalised with LA and shared with MC  | Financial stability and direction from LA  | RA/IT   | Jan '23   |                   | SLA   |
| Develop management skills within the senior and middle leadership teams                        | <ul style="list-style-type: none"> <li>➤ Skills audit</li> <li>➤ Identified training needs</li> <li>➤ Staffing review and recruitment</li> <li>➤ Quality assurance of Leadership through peer review</li> </ul>   | Leadership and management improves   | IT/LB<br>IT/LB<br>IT/LB<br><br>IT             | Sept '22<br>Sept '22<br>Oct '22<br><br>Oct '22              |                   | Appraisal<br>CPD files<br>SEF<br>CIP  |
| Continued development of targeted CPD, research time and Wellbeing opportunities for all staff | <ul style="list-style-type: none"> <li>➤ Skills audit</li> <li>➤ Identified training needs</li> <li>➤ Dedicated research time</li> <li>➤ Staff voice and wellbeing activities to reduce staff turnover and staff absence</li> </ul>   | Continued development of staff<br>Staff retention<br>Improved outcomes for pupils  | IT/LB<br>IT/LB<br>IT/LB<br><br>LB             | Sept '22<br>Sept '22<br>Termly<br><br>Termly                |                   | Appraisal<br>CPD files  |
| Ensure the college AP offer meets the needs of stakeholders                                    | <ul style="list-style-type: none"> <li>➤ Embed quality assurance mechanisms for all AP providers</li> <li>➤ Robust monitoring of pupil outcomes</li> </ul>  | Continued commissioning by stakeholders<br>Improved pupil outcomes   | TS/RP<br><br>KF                               | Termly<br><br>Half Termly                                   |                   | AP offer<br>Outreach offer<br>Ap review<br>Outreach review<br>MOU data<br>Meeting notes |
| Robust Safeguarding mechanisms, including GDPR and Health and Safety                           | <ul style="list-style-type: none"> <li>➤ Staff training on good GDPR compliant practices</li> <li>➤ Implement GDPR compliance action plan</li> <li>➤ Build capacity to manage GDPR &amp; H&amp;S</li> <li>➤ Spot checks on practice</li> <li>➤ Annual GDPR audit to check compliance</li> </ul> | Staff record keeping is compliant and files are appropriately named<br>Plan review shows good progress<br><br>Historic records are processed<br>No significant issues (breaches) | TS<br><br>TS/RA/DA<br>TS/RA/DA<br>TS<br>TS/RA | Ongoing<br><br>Termly<br>Jan '23<br>Ongoing<br><br>July '23 |                   | Review of GDPR<br>Compliance action plan<br>Disposal logs<br>Spot check records         |
| High quality outreach provision  | <ul style="list-style-type: none"> <li>➤ Formalise SLA</li> <li>➤ Robust monitoring of outcomes, finance, staffing</li> <li>➤ Annual stakeholder feedback</li> </ul>  | Agreed SLA<br>Financial stability<br><br>Continued commissioning   | LB<br>LB<br><br>LB                            | Oct '22<br>Oct '22<br><br>July '23                          |                   | Annual feedback   |

| Focus: Overall Effectiveness   |   |  | Responsibility: Headteacher   |  |  |   |
|--|---|--|---|--|--|---|
| Key Priorities   | Key actions   | Success Criteria   | Lead  | Time Scale   | Costs / Resources  | Evidence  |
| <b>Safeguarding procedures are in place and effective</b>  | <ul style="list-style-type: none"> <li>➤ Annual update of policy FC001</li> <li>➤ Complete annual NSPCC audit</li> <li>➤ Training programme for staff: First Aid, Team Teach, DSL, Health &amp; Safety, DPO</li> <li>➤ All staff &amp; MC read KCSIE 2022</li> <li>➤ Attend WBC's DSL, EMRAC and WBSCP meetings</li> <li>➤ Regular safeguarding team meetings</li> <li>➤ Regular agenda item for SLT and MC meetings</li> <li>➤ Use and monitoring of My Concern</li> </ul> | <p>Policy ratified by MC<br/>Return submitted to WBC<br/>Staff upskilled, mandatory qualifications</p> <p>100% read return</p> <p>Cascade of local information</p> <p>Information sharing to sense check practice</p> <p>Accurate records and chronology</p> | <p>TS/JI<br/>TS<br/>TS/LB/R<br/>A</p> <p>TS<br/>TS</p> <p>TS/NR/JI</p> <p>TS</p> <p>TS/JI</p> | <p>Sept '22<br/>Nov '22<br/>Annual</p> <p>Sept '22</p> <p>Termly</p> <p>Half termly</p> <p>Ongoing</p> | <p>Training<br/>£5000<br/>The Key<br/>£100</p> <p>Licence<br/>£480</p> | <p>Website<br/>Audit return to WBC (S175)<br/>Training materials &amp; records<br/>Minutes of meetings<br/>My Concern records<br/>Staff &amp; student voice</p> |
| <b>Pupils make academic and personal progress towards achieving appropriate individual outcomes</b>                | <ul style="list-style-type: none"> <li>➤ Robust data collection, review and monitoring strategy in place for academic progress and A2Ls</li> <li>➤ Interventions to enhance progress of individuals</li> </ul>  | <p>All pupils make demonstrably positive progress, both in academic and personal development</p> <p>All pupils make good progress toward expected outcomes from their starting points</p>  | <p>IT/JI</p> <p>IT/JI</p>   | <p>Half termly</p> <p>Half termly</p>  |  | <p>National testing results<br/>Spring/Summer 2023 results<br/>Next steps plans</p>   |
| <b>Review commissioning arrangements with WBC: pupils with EHCPs, post-16, M/V placements, AP development, CME</b> | <ul style="list-style-type: none"> <li>➤ Benchmarking activity for outcomes, finance, resources</li> <li>➤ 3 year plan</li> <li>➤ Agree funding strategy for EHCP top ups</li> <li>➤ Commissioning meetings with WBC</li> </ul>   | <p>Foundry College provides a good value for money education</p> <p>Vision agreed with WBC and MC</p> <p>New funding structure agreed</p> <p>2022-2023 SLA with WBC</p>  | <p>RA</p> <p>IT<br/>IT</p> <p>IT</p>  | <p>Jan '23</p> <p>Dec '22<br/>Apr '23</p> <p>termly</p>  |  | <p>MoU's, SFVS, Dashboard, Benchmarking<br/>RC meeting minutes;<br/>Minutes of meetings with WBC</p>  |

## 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                      |