Willingdon School Improvement Plan

Priority and Intent

Priority	Intent
Priority 1: Attendance, Belonging & Participation	Ensure all pupils attend regularly, feel safe and connected, participate fully in school life and receive timely support when barriers emerge.
Priority 2: Disadvantaged, Inclusion & SEND	Strengthen mainstream inclusion so that all pupils, particularly those with SEND and disadvantage, are present, participating, achieving and preparing successfully for adulthood."
Priority 3: Teaching, Learning, Curriculum & Achievement	Secure consistently high-quality adaptive teaching and an ambitious, accessible curriculum that improves outcomes and closes gaps for vulnerable learners.

School Improvement Plan

Priority	Identification	Implementation	Impact
P1 - Attendance, Belonging & Participation	Vulnerable learners form a significant proportion of the cohort. Attendance, behaviour, safeguarding, attainment and participation data indicate the need for earlier identification and a coordinated response.	• Establish a fortnightly Inclusion Leadership Group chaired by the Co-Head of School. Implement an inclusion strategy that improves attendance, participation, wellbeing, independence and engagement, while strengthening destination planning and readiness for adulthood. • Implement a RAG-rated Vulnerable Learner Dashboard. • Complete half-termly case reviews and termly governor scrutiny. • Use case studies to evaluate the impact of provision for pupils with the highest levels of need.	• 100% of identified vulnerable learners are recorded and reviewed. • At least 95% of agreed actions are completed within timescales. • Termly governor reviews evidence improved outcomes and experiences. • SEND and Vulnerable learners are present, participating and achieving alongside their peers for their next stage of education, employment or training.
	Whole-school attendance is 91.19%. Persistent Absence is 26.21% and Severe Absence is 3.1%.	• Implement a graduated attendance strategy using early identification, personalised plans, mentoring, family support, home visits and multi-agency intervention. • Align attendance, safeguarding and inclusion case management. • Strengthen coach welfare contact and relationship-based support.	• Attendance moves towards 95%, with Year 11 above 93%. • Persistent Absence reduces to 20% or below. • Severe Absence reduces to 2% or below.

Priority	Identification	Implementation	Impact
	FSM attendance is 84.15% and FSM Persistent Absence is 43.15%, demonstrating a significant disadvantage gap.	• Prioritise disadvantaged pupils through attendance mentoring, rapid family contact and personalised planning. • Review vulnerable group attendance half-termly and escalate support where progress is limited.	• The disadvantaged attendance gap narrows by at least 2 percentage points. • FSM Persistent Absence reduces to below 38%. • SEND attendance is maintained above 91%.
	Vulnerable pupils remain overrepresented in repeat suspensions. Early intervention, consistent reintegration and targeted pastoral support require strengthening.	• Use behaviour data to identify patterns and repeat suspensions. • Provide mentoring, restorative support, family engagement and personalised behaviour plans. • Complete a reintegration meeting and reviewed support plan after every suspension.	• Overall suspension rate falls below 6%. • Repeat suspensions reduce by at least 20%. • 100% of suspended pupils receive reintegration support. • Zero permanent exclusions are maintained.
	Vulnerable learners are underrepresented in leadership. Transition and In-Year Admission pupils are at increased risk of disengagement and reduced belonging. The number of students moving to Elective Home Education (EHE) remains higher than desired.	• Implement a whole-school Belonging Strategy. • Remove barriers to clubs, trips, leadership and enrichment. • Strengthen transition and In-Year Admission support through early identification, pastoral check-ins and parental engagement. • Use pupil and parent voice to evaluate impact. • Strengthen early identification and intervention processes for pupils at risk of EHE through robust attendance, wellbeing and inclusion monitoring. Implement multi-agency planning, enhanced parental engagement, Inclusion Forums, EBSA support, SEND reviews, personalised reintegration pathways, and increased access to Universal Available Provision. • Ensure all EHE enquiries trigger a senior leader review and exploration of reasonable adjustments and alternative support strategies before deregistration.	• Vulnerable learners participation increases by at least 20%. • At least 90% of pupils report feeling safe, supported and that they belong. • Progress Evening attendance exceeds 85%. • At least 90% of parents respond positively about communication and support. • At least 90% of parents engage in transition meetings with 100% engagement of SEN and PP • More vulnerable learners remain successfully engaged in school, with improved attendance, wellbeing and participation. • EHE numbers reduce year-on-year. • 90%+ of pupils identified as at risk of EHE remain on roll following intervention. • 100% of EHE cases evidence early intervention and parental engagement prior to deregistration.

Priority	Identification	Implementation	Impact
			• Improved attendance and engagement for pupils identified as at risk of EHE.
	Vulnerable learners remain underrepresented in some enrichment opportunities. PP club participation is 41.0% compared to 47.2% for non-PP pupils, and SEND participation in extracurricular activities (72.1%) and trips (87.5%) remains below desired levels.	• The Enrichment programme prioritises PP, SEND, EBSA and other vulnerable learners for clubs, leadership opportunities, enrichment activities and educational visits. • Introduce termly participation tracking, targeted invitations, financial support, parental engagement and vulnerable learner mentoring. • Monitor participation through Inclusion reviews, student voice, attendance analysis and governor oversight to ensure barriers to engagement are identified and removed.	• PP club participation increases from 41.0% to 50%+, SEND club participation from 44.0% to 50%+, SEND extracurricular participation from 72.1% to 80%+ and SEND trip participation from 87.5% to 92%+. • PP participation gaps reduce by at least 50% from baseline and vulnerable learner participation becomes increasingly representative of the school population.
P2 - Disadvantaged, Inclusion & SEND	Rising EHCP numbers and increasing complexity of need require stronger mainstream capacity, consistent graduated provision and robust evaluation of SEND outcomes.	• Embed robust Assess-Plan-Do-Review cycles to evaluate need, provision and impact and review provision maps half-termly • Use the SEND dashboard to monitor attendance, behaviour, progress and participation. • Strengthen staff understanding of needs, reasonable adjustments and inclusive provision to allow early identification and a graduated response.	• 100% of identified pupils have a termly reviewed APDR cycle. • Provision reviews demonstrate measurable impact. • SEND attendance, behaviour and progress indicators improve.
	EHCP provision, annual reviews and inclusion funding require consistent strategic quality assurance.	• Complete all annual reviews within statutory timescales. • Translate EHCP outcomes into clear classroom strategies and measurable provision. • • Evaluate inclusion funding termly and strengthen multi-agency and parental co-production.	• 100% of annual reviews are completed within statutory timescales. • Pupils achieve or make demonstrable progress towards EHCP outcomes. • Funding is aligned to evidenced impact.
	Disadvantaged pupils experience weaker attendance, participation and attainment. The Pupil Premium Attainment 8 gap is -18.61.	• Implement a whole-school disadvantaged strategy focused on teaching, attendance, literacy, curriculum access, mentoring and participation.	• The PP Attainment 8 gap reduces to below -15.00. • Attendance, engagement and participation improve.

Priority	Identification	Implementation	Impact
		• Complete termly subject-level disadvantaged reviews. • Prioritise pupils for mentoring, intervention, revision and enrichment.	• Departmental reviews evidence stronger provision and progress.
	National SEND reform and internal data require stronger whole-school accountability for inclusion and reduced disproportionality.	• Embed inclusion as a whole-school responsibility through leadership accountability, quality assurance and governor oversight. • Triangulate attendance, behaviour, safeguarding and progress data to identify needs early.	• Behaviour incidents and suspensions involving SEND and disadvantaged pupils reduce by at least 20%. • Leaders and governors evidence improved equity, participation and outcomes.
	Alternative Provision effectiveness, curriculum continuity and reintegration outcomes require systematic monitoring. Some pupils also require stronger post-16 preparation and appropriate accreditation.	• Quality assure attendance, safeguarding, behaviour, curriculum access and progress for every placement. • Review placements regularly and implement documented reintegration plans. • Strengthen accreditation, destination tracking and targeted transition support.	• 100% of AP pupils have a current placement plan, review and reintegration pathway. • Reintegration results in sustained improvement. • SEND and disadvantaged pupils show improved sustained destinations and reduced NEET risk. • All vulnerable learners are prepared successfully for their next stage of education, employment or training.
P3 - Teaching, Learning, Curriculum & Achievement	Whole-school Basics outcomes are 65.7% at Grade 4+ and 49.3% at Grade 5+. Attainment gaps remain significant for SEND and disadvantaged learners.	• Use half-termly progress boards and assessment analysis to identify underachievement. • Deliver time-bound academic mentoring, revision and small-group intervention. • Hold departments accountable for vulnerable learner progress.	• Basics Grade 4+ improves to at least 70%. • Basics Grade 5+ improves to above 50%. • Whole-school Attainment 8 improves year-on-year. • SEND Attainment 8 gap reduces to -13.50 or better.
	English outcomes have declined, particularly for disadvantaged and SEND learners, indicating inconsistency in curriculum	• Implement a focused English improvement strategy. • Use question-level analysis, work scrutiny, learning walks and half-termly progress review. • Increase targeted support, guided revision and independent study for Year 11, PP and SEND pupils.	• English 9-5 improves from 58% towards 70%+. • English 9-4 improves from 73% towards 90%.

Priority	Identification	Implementation	Impact
	delivery, assessment, literacy and intervention.		• PP English 9-5 improves from 25% towards 56%, with gaps narrowing each assessment point.
	Outcomes vary by prior attainment. Middle and lower prior attainers require stronger adaptive teaching, curriculum support and targeted intervention.	• Prioritise MPA and LPA pupils through responsive teaching, literacy, numeracy, tuition and mentoring. • Review progress and barriers half-termly, with additional action where pupils are off track.	• HPA disadvantaged pupils achieve in line with comparable pupils nationally. • MPA pupils achieve an average grade of at least 5.0 and LPA pupils at least 4.0, subject to confirmation of the measure used.
	Quality assurance identifies variability in adaptive teaching and inclusive curriculum implementation across departments.	• Embed inclusive Quality First Teaching through adaptive instruction, scaffolding, explicit instruction and graduated support • Deliver focused CPD, coaching, peer review, learning walks, work scrutiny and pupil voice. • Hold middle leaders accountable for implementation and impact.	• At least 95% of observed lessons demonstrate effective adaptive teaching. • 100% of departments are judged effective through curriculum review. • Pupil voice confirms improved accessibility, support and challenge.
	Reading gaps restrict curriculum access. In Years 8-10, the average gap is approximately 15 months for PP pupils and 24 months for SEND pupils.	• Implement a coherent literacy, reading and oracy strategy with standardised assessment and targeted intervention. • Strengthen disciplinary literacy across subjects.	• Targeted pupils make at least 12 months reading-age progress. • • PP gap reduces by at least 6 months and SEND gap by at least 12 months.
	Variability remains in the implementation of reasonable adjustments and curriculum accessibility across subject areas.	• Establish a whole-school framework for reasonable adjustments including Exam Access Arrangements, adaptive teaching and curriculum accessibility with quality assurance through learning walks, work scrutiny and pupil voice.	• Vulnerable learners report that learning is accessible, support is consistent and barriers to participation are reduced whilst parental complaints are eradicated.
	Departmental outcomes also show variability in middle leadership.	• Refocus Heads of Department on curriculum quality, teaching standards and outcomes through line management, coaching, CPD (Sonia Gill) and external review.	• Departmental reviews show reduced variation and increasingly accurate assessment.