



School Improvement Plan 2022-2023

Plashet's School Improvement Plan (SIP) is a crucial vehicle, designed to communicate a coherent, shared vision for the development work of our school with all members of its community. This SIP sets out our focus for development as well as details of the actions to be taken in the current academic year. Each pastoral and subject team has their own improvement plan that aligns with the overall SIP.

Plashet is a school where students are accepted for who they are whilst growing to be the best version of themselves. We are a school where academic habits are embedded early on. We are a school where the rules are clear and everyone knows them. We are a school with mature systems. We aim to ensure our students are happy and successful whilst at Plashet. This means developing resilience, high levels of self-esteem and a sense of being empowered to think critically and make decisions. We strive to ensure that students leave us able to be healthy, economically independent adults who enjoy learning and who can make a positive contribution to society. We have determined at Plashet that, for our students, the key areas of personal development that will help them to do this are the acquisition of confidence, having an awareness of how personal decisions affect the future and how to develop a love of learning. For our teachers we have created a collaborative working environment that uses educational research to support experience in terms of developing the 'what and how of teaching'.

Our motto:

- Working together to promote and celebrate outstanding achievement for all.

Our vision:

- The development of confident, kind, hopeful and hardworking young people.
- To realise the potential in every student through an outstanding curriculum, expert teaching and personalised support.
- To provide a rich range of learning opportunities and experiences to support all students to thrive at school and beyond.
- To be the most expert teachers and professionals that we can be through continuous improvements in our practice within a professional environment that is focused on maintaining staff wellbeing through manageable teaching time, meeting, assessment and reporting cycles.
- To deliver excellent financial management that underpins and enables the school's work ensuring value for money in all areas, without compromising the quality of support for and well-being of our school community.

Plasht School Self-Review Cycle 2022-23

September/October	<p>Summer 2022 results analysis & DfE accountability data received. HT Curriculum meetings with CL/SLs - include PERAP, DIP, Curriculum Map & Assessment Overview docs. SIP 2022-23 published along with DIPs & PIPs. Update Self-Evaluation Document. School Self-Review (SSR) Cycle & process published & autumn term activities commence. Appraisal cycle ends & begins again. Year 7 KS2 SATs analysis. Year 7 reading & spelling age testing & analysis. Year 7 English and Maths baseline testing. Year 11 Report 1 produced & shared with students/parents/carers. Year 11 forecast grades generated.</p>
November/December	<p>Year 11 Mock GCSE exams 1st series. Years 8, 9 & 10 summative exams & associated results analysis. Year 7 baseline Cognitive Ability Testing. Year 9 Cognitive Ability Testing (Post-Covid). Years 7, 8, 9 & 10 Report 1 produced & shared with students/parents/carers. LT SSR monitoring with CL/SL/YCs & reporting back. Headteacher's Autumn report to the Governing Board.</p>
January-March	<p>Year 11 Report 2 produced & shared at parent/teacher meeting. Year 11 forecast grades reviewed & interventions put in place. Years 7, 8, 9 & 10 parents/teacher meetings held. Parental Questionnaires distributed at in person meetings & feedback analysed. Whole school planning in terms of finance, staffing, timetable & calendar. Budget-setting for financial year 2023-24 & 2-year future forecasting 2024-26 Headteacher's Spring report to the Governing Board.</p>
April - June	<p>Year 11 forecast grades reviewed & final interventions put in place. Timetable 2022-23 writing & recruitment necessary. Year 11 GCSE series Years 7, 8, 9 & 10 summative exams & associated results analysis. Subject Curricular changes discussed and planned as necessary</p>
July	<p>SIP 2023-24 drafted. SEF 2023024 drafted. Years 7, 8, 9 & 10 report 2 produced & shared with students/parents/carers. Progress Quadrants for Y10, 9, 8 & 7 ready for September 2023. Headteacher's summer report to the Governing Board.</p>

Key Outcomes:

Progress: P8 \geq +1.0 with no progress gaps based on prior attainment, SEND, or disadvantage.

Attendance: \geq 97%.

Exclusions: No permanent exclusions and no more than 2% suspensions (based on girls with one or more suspensions in the academic year).

Conduct: Everyone (staff, students & parents/carers) is respectful, resilient and responsible.

Recruitment: Year 7 oversubscribed above PAN of 300 places.

Destinations: 100% progression to secure Post-16 destinations, no girls are designated as NEET.

Enrichment: All students take part in both on and off-site extra curricular activities during the school year.

Staff development and wellbeing: High staff morale, low staff absence & low staff turnover; all staff engaged in professional development and learning opportunities. Every person is supported to be the best they can be.

Collaboration: Plashet continues to train a cohort of teachers from a range of ITT providers. Plashet has collaborative partnerships with other schools, Universities, charities & organisations.

Finance: Plashet continues to be financially secure and improves facilities and resources to support the provision of outstanding education.

Governance: The Governing Board continues to offer effective and impactful challenge and support for all aspects of the school.

SEF judgment: 'Outstanding' in all areas.

Strategic Theme 1: The Quality of Education – Curriculum, Learning and Teaching

Focus for Development (What we will do)		Intended Impact (Why we will do it)
Curriculum stories & journeys	<ol style="list-style-type: none"> 1. Refine broad & ambitious curricula that effectively sequence substantive & disciplinary knowledge in hierarchical & cumulative subjects. 2. Develop schemes of Learning integrate waypoints & end points intelligently, ensuring assessment is coherent & connected as part of our knowledge-based curriculum. 3. Implement an intervention programme using the National Tutoring Programme funding. 	<ol style="list-style-type: none"> 1. Our curriculum promotes progress in every subject over 5 years & provides students with the knowledge, understanding, skills & cultural capital needed to succeed in their next stage. 2. Student agency & motivation is developed. Retrieval routines support the embedding of learning in the long-term memory. 3. To address learning decay or gaps in knowledge in identified students & minimise cumulative dysfluency.
Cross phase curriculum development	<ol style="list-style-type: none"> 1. With main feeder primary schools explore their Year 4, 5 & 6 curricula & examine how it develops into our Year 7 curricula to ensure Year 7 is suitably challenging. 2. Share subject expertise, resources including forms of assessment, with main feeder primaries through teacher collaboration - to include Plashet teachers visiting & teaching in primary & primary teachers (& students) visiting Plashet 	<ol style="list-style-type: none"> 1. Collaborative KS2 to KS3 links inform curriculum development & subject specific pedagogy. Plashet's Year 7 curriculum is reviewed to ensure continuity. 2. Plashet provides bespoke professional development for Primary teachers in specific subject areas & in turn receives access to develop our understanding of the nuances of how subjects are taught in Primary schools.
Reading	<ol style="list-style-type: none"> 1. Enhance & deepen our Tutor Time pastoral curriculum by continuing our Reading Aloud, SMSCD Theme of the Week & Word Consciousness sessions. 2. Promote literature by people of colour & other under-represented communities. 3. Embed challenging non-fiction texts in all subjects & 'scholarly reading extracts' to be used in lessons and for home study. 4. Establish reading strategies, such as recall, prediction and questioning in all subjects. 5. Engage parents/carers in supporting reading at home & offer them support to do so. 	<ol style="list-style-type: none"> 1. To significantly increase our students' exposure to words through reading & talking about specific words. Students will encounter more words – and more difficult words – through reading a text & discussing specific words than they're ever likely to hear in everyday speech. 2. This will develop student imaginations thereby broadening their confidence and life chances. 3. Enhanced reading is key to learning across all subjects & reading & scholarly inquiry deepen students' understanding of concepts and ideas. 4. Written words have greater lexical depth than the spoken word. Using extracts from non-fiction books to tell subject stories will give students the big picture, enrich their vocabulary, improve students' understanding & fill in gaps in core knowledge. 5. Research shows that getting students reading at home can improve their ability to read at school & improve their well-being overall. Reading will also offer a break from technology-centered activities. It can help students to relax & unwind. Through hearing & reading stories & extracts, students are also exposed to a wider & richer vocabulary.
Writing	<ol style="list-style-type: none"> 1. Through subject collaboration develop a Plashet extended writing scaffold that involves using research & critical reading from 	<ol style="list-style-type: none"> 1. Address the specific issues found to be problematic for students in their writing namely: developing an argument; critical thinking;

	<p>multiple sources of information as well as the development of a sustained & well-substantiated argument or point of view.</p> <ol style="list-style-type: none"> 2. Provide students plenty of formative activities to scaffold the skills & knowledge required to master extended writing across the curriculum. 	<p>developing academic style appropriate to subject discipline.</p> <ol style="list-style-type: none"> 2. Students engage in deep learning, gain insights into multi-structural connections & relationships among concepts, & develop critical and creative reasoning skills.
Speaking, listening & discussion	<ol style="list-style-type: none"> 1. Develop a Plashet dialogue scaffold that is modeled, rehearsed, practiced and over time removed. The model employs full sentences, step-up vocabulary, sequencing of ideas, expression of opinion and comparison & analysis. 2. Relaunch our extra-curricular debating programme. 	<ol style="list-style-type: none"> 1. This approach is commonly deployed with written tasks but can make a big impact on student talk too. Students will benefit from the scaffold as it helps them to organise their ideas during discussions and question & answer sessions, producing more sophisticated responses than they would otherwise. 2. Debating encourages higher-order & critical thinking skills as well as improving speaking & listening skills & building self-esteem.
Vocabulary development	<ol style="list-style-type: none"> 1. Develop & use vocabulary record books across the curriculum in all cohorts. 2. Develop tier 2 & 3 vocabulary. 3. Engage parents in the tier 3 words their child should be able to read and understand. 	<ol style="list-style-type: none"> 1. Build word & world knowledge. 2. Recording tier 2 & 3 vocabulary in record books & being tested on those words at home helps students commit complex words to memory. This effectively reduces the cognitive load required for them to decode longer sentences, allowing them to read more confidently and fluently without having to slow down. This leads to automaticity. 3. Parents are engaged in their daughter's learning & exposed to subject specific words which gives them more understanding of what they are being taught.
Mathematical literacy	<ol style="list-style-type: none"> 1. Embed our Maths Active Citizen programme in form time. 2. Continue departmental collaboration to tackle how students talk about their mathematical thinking; how students debate possible solutions to problems that involve numeracy; how all students are able to meet the complex demands of unpacking worded problems in Mathematics. 	<ol style="list-style-type: none"> 1. Maths is not denigrated but loved & celebrated throughout the school. 2. Students develop the "big picture" of mathematics that includes: competence in mathematical skills, substantive understanding of mathematical concepts, & the application of these skills & understandings in problem-solving situations.
Teaching everyone & teaching them all better	<p>All teachers apply the following aspects of the Plashet teaching methodology:</p> <ol style="list-style-type: none"> 1. Recall - using spaced retrieval practices. 2. Concise learning objectives that are not differentiated. 3. An awareness of cognitive load 4. Teach to Mastery 5. Interleaving 6. Deliberate Practice 7. Desirable difficulties 8. Regular formative assessment 9. Corrective feedback 10. Thinking culture driven by high expectations 	<ol style="list-style-type: none"> 1. There is much research on the positive effects of distributed practice and study. While mass practice can support short term performance (i.e. cramming for exams), the consensus is that spacing practice supports long term retention due to the intrinsic difficulty created by recalling information from the long term memory. 2. Planning lessons with the expectation that all students will learn everything you plan for. Differentiated learning Objectives fix students' beliefs about their ability (or perceived lack thereof) ensuring low expectation and fear of failure. 3. Our working memory comprises the attention we use to think. It is very limited and gets jammed as we attempt to get new

		<p>information organised and into long-term memory. When teachers talk, their words disappear — they are transient. Students have to continually store spoken information in order to relate it to the current stream. This easily overloads. Using modeling such as worked examples and dual coding during deliberate practice whilst gradually removing support will lead to long-term memory gains.</p> <ol style="list-style-type: none">4. Only 15% of the content in each session should be new. 85% is reviewed, built upon and applied to another context using intelligent variation of questions.5. Blocking much like mass practice can create rapid gains in apparent performance, but produces minimal impacts in regards to sustained learning. Interleaving requires greater cognitive recall and strengthens memory.6. Students are rarely given enough practice to master skills. Practice makes permanent & overtime perfect practice makes perfect. How students practice matters just as much as how much students practice.7. Designing learning so that it is effective means it should involve struggle. Struggle helps build memory. The concept of desirable difficulties (Bjork, 1994) suggests that introducing certain difficulties into the learning process can greatly improve long-term retention of the learned material. So, if we get the learning design pitch right, both memory, retention, and performance is heightened.8. Constant formative assessment through high frequency diagnostic questioning allows teachers to move learning forward appropriately and praise sincerely.9. Scheduling and organising learning so that teachers provide feedback as quickly as possible as well as being specific & action focused means students become more capable of producing excellent work independently. This will be evident in students' work over time.10. Creating an environment that is consistent with high expectations with a thinking culture where learning is active will eradicate compliant, passive students.
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Strategic Theme 2: Behaviour & Attitudes – Pastoral, Safeguarding and Family Engagement

Focus for Development (What we will do)		Intended Impact (Why we will do it)
Conduct & behaviour	<ol style="list-style-type: none"> 1. Embed staff & student understanding of executive functioning. 2. Update Behaviour & Exclusion policies with Consequences, Anti-Bullying & Confiscation appendices. 3. Update associated systems/practices that focus on students' individual and collective responsibilities in contributing to Plashet's inclusive culture. 4. Explicitly teach, notice and reward positive learning & social behaviours. 5. Pastoral prefects & peer mediators support students in conflict to better understand one another, & come to a mutual agreement about how they want to handle their issues. 	<ol style="list-style-type: none"> 1. Students make positive choices, avoid distractions, control responses & persist when they face challenges. Behaviour & conduct is learning focused & convivial. 2. Staff, student and parental understanding of our Behaviour Policy and associated systems result in fewer incidences of poor behaviour, consequence seclusion & suspension. 3. The Go4Behaviour system is used extensively in all subjects & pastorally to monitor both positive & negative student conduct. 4. Praise & reward nurtures student confidence & sense of self. 5. Peer Mediators resolve conflict & support the convivial atmosphere of the school.
Attendance	<ol style="list-style-type: none"> 1. Consistently promote the benefits of good attendance. Set a high expectation of 97% for all students. Communicate our expectations clearly & consistently to students & parents. 2. Inform parents 3 times per year about their child's attendance and absence levels using both headline % & amount of days & lessons missed. 3. Systematically analyse attendance data (half-termly, termly & full yearly) to identify patterns to target improvement efforts & work effectively with LBN to overcome barriers to attendance. 4. Benchmark attendance data (at whole school, year group & student group level) against local, regional & national levels to identify areas of focus for improvement. 	<p>Poor attendance is habitual therefore prevention & early intervention is crucial. Plashet has good rates of attendance that are above national & London averages but does suffer from a significant number of holidays being taken in term-time either directly before or after designated school holidays. Our work this year will be focused on making clear the educational impacts of absence to students & families.</p>
Mental fitness & wellbeing	<ol style="list-style-type: none"> 1. Write & consult upon our Mental fitness & wellbeing strategy & policy to encourage and support ongoing positive mental and physical health. 2. Develop strategies to diminish the correlation between mental health issues & persistent (missing 10%) or severe (missing 50%) absence. 3. Develop our use of the adverse childhood experiences index to quantify the spectrum of needs of our underserved students & inform our decision making around the services & expertise we put around them. 	<p>Students are resilient to setbacks, confident, physically & mentally healthy.</p> <p>Staff expertise is developed through Plashet's collaboration with Newham's Mental Health Support Team, participation in the Anna Freud Centre AWARE project as well as our Mental Health Lead's training with Leeds Beckett University & UEL Master's in Wellbeing that will enable in-house training.</p> <p>Parents/carers are confident about how to support their daughter's mental wellbeing.</p>

<p>Equality, diversity & inclusion</p>	<ol style="list-style-type: none"> 1. Write & consult upon our Equality Policy, to ensure we tackle racism, inequality & disproportionality. Ensure these themes are linked to other policies and systems. 2. Further enhance our shared understanding and knowledge of our diverse communities by implementing training to enable staff to discuss matters of race, faith and identity and to eradicate unconscious bias. 3. Train staff on how to tackle racism that students report to them. 4. Diversify the curriculum - remove curricular misrepresentation & under-representation of Black, Asian and indigenous communities & ensure students are exposed to cultures & ideas beyond the Western-European tradition. 5. Update the information on how we are complying with the equality duty and devise & publish new equality objectives. 	<p>Staff & students appreciate & understand diversity as well as respect the protected characteristics as defined by law.</p> <p>Staff & students know how to respond to racism witnessed in school.</p> <p>Students develop a deep knowledge of international citizenship and are able to advocate for equality, diversity & inclusion. Students understand their own heritage so that they are equipped with confidence & ability to respect those who are different from them.</p>
<p>Parental engagement</p>	<ol style="list-style-type: none"> 1. Develop communication with parents about attendance, subject curricula, assessment, online safety, mental fitness, curricular & extra-curricular opportunities & reading via the website, mailshots & in-person meetings. 2. Survey parents during the spring term on a range of aspects of school including uniform. 	<ol style="list-style-type: none"> 1. Parents/carers understand what their daughter is learning & when as well as what they should be doing at home & how they can support. They also understand how we assess & why and feel the reports they receive & parent/teacher meetings they attend are useful. Parents are also aware of the enrichment opportunities Plashet offers. 2. Survey feedback helps Plashet understand parent opinions, perspectives, attitudes, & perceptions towards the school in order to improve what we do and/or how we do it.
<p>Safeguarding</p>	<ol style="list-style-type: none"> 1. Deliver Safeguarding Training for all Governors that includes online safety, Part 2 - local arrangements (in particular the local criteria for action, & the local protocol for assessment) & the particular risk factors and arrangements in school. 2. Review the school's recruitment documentation to include its approach to online/social media searches. 3. Update the school's privacy notices to reflect the approach to online/social media searching. 4. Consider what information will be searched for, & who will carry out these searches. 5. Consider what information will be recorded, & how long it will be retained. 6. Review the reporting mechanism for low-level concerns & consider what guidance we can offer to staff who are unsure whether a concern is a true low-level concern, or whether it is an allegation that may meet the harm threshold. 7. Student digital champions lead information campaign about online safety for the student body & families. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. & 6. Fully implement the key changes to KCSiE 2022 7. Students demonstrate they have the knowledge & tools to keep themselves safe online & to understand the impact of possible over-use of online platforms on both their physical & mental health. Parents/carers are confident about how to safeguard their daughter's activity online. 8. Reduce student's fear of traveling to & from school. Develop their relationship with & trust in Police officers. 9. We have a more nuanced understanding of the adversity some of our students face. We use language that doesn't label or stigmatise them. We build our network of external agencies that support underserved young people.

	<ol style="list-style-type: none">8. Develop collaboration with the School's Police Team to lead an information campaign about the safety of women & girls in the local area.9. Develop our use of the adverse childhood experiences index to quantify the spectrum of needs of our underserved students & inform our decision making around the services & expertise we out around them.	
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Strategic Theme 3: Personal Development – Enriching the Quality of Education

Focus for Development (What we will do)		Intended Impact (Why we will do it)
Extra curricular & enrichment experiences.	<ol style="list-style-type: none"> 1. Develop the range of lunchtime clubs across all subject areas. 2. Re-establish range of curricular enrichment visits across all subject areas. 3. Develop the range (across all subject areas) & frequency of external guest speakers who visit Plashet. 	<ol style="list-style-type: none"> 1. Additional participation generates greater academic success, greater character development (especially in the areas of time-management & leadership skills), more positive social development & a sense of belonging. 2. & 3. Bring subjects to life, increase motivation & broaden horizons.
Student voice, leadership & participation.	<ol style="list-style-type: none"> 1. Consolidate prior work of Digital Champions in leading the online safety messaging to their peers - a targeted campaign each term. 2. Student Leadership Team, prefects & coordinators lead year & school councils focus on participation in extracurricular activities & school events, executive functioning messaging to their peers, community safety & the quality of the local environment, reducing the school's carbon footprint & monitoring the air quality on Plashet Grove & High Street North. 	<ol style="list-style-type: none"> 1. Digital Champions help to foster a more interactive, collaborative & supportive environment as well as higher levels of engagement because students feel more comfortable sharing with peers than teachers. Digital Champions know what kind of technologies their peers are using most, & can tap into those technologies to educate each other. 2. Student leaders help to maintain an atmosphere of friendly cooperation, peace, discipline and unity at Plashet. Student leaders will inspire their peers to be better informed, participate & achieve more. The student body feels it has a voice.
Preparation for the next phase - Post-16.	<ol style="list-style-type: none"> 1. Further prepare students for future success Post-16, through in-person & online career-based opportunities in Years 7-11. Therefore meeting the Education (Careers Guidance in Schools) Act 2022 that came into force on 1st September 2022. 2. Develop our partnership with the charity 15billionebp, Abida Anjum, our Careers Advisor & other external individuals/groups, especially Plashet alumni. 3. Monitor 2022 destination data to understand the range of Post-16 providers Plashet students progress to & barriers to all students participating in EET Post-16. 	<ol style="list-style-type: none"> 1. & 2. Enable students to make more informed decisions, inspire them to achieve their goals and be more confident about making their post-16 choices, with a firm understanding of the requirements needed to pursue certain courses. 2. To ensure we have a clear framework for organising careers provision at Plashet that is effective in meeting the needs of our students & their parents/carers. 3. Eradicate NEET students in the 2022-23 cohort. Measure the impact of our careers provision on our school leavers & help us continue to meet the Gatsby Benchmarks.

Strategic Theme 4: Leadership & Management – Enhancing workplace culture, Governance and Professional Learning

Focus for Development (What we will do)		Intended Impact (Why we will do it)
Professional development of subject knowledge, skills & teaching practice.	<ol style="list-style-type: none"> 1. Further develop our BT, ECT & RQT programmes. 2. Run an application process for the Leading Teaching, Leading Literacy & Leading Behaviour & Culture NPQ programmes & enroll our first cohort upon these. 3. Audit staff each term to understand their feelings & views about professional development; curriculum; safeguarding; behaviour & attitudes; leadership & management; contact time & contact frequency due to allocated curriculum time; meeting frequency & type; A,R & R workload. 4. Reintroduce our staff reader programme of educational books aligned to this SIP starting with 'Closing the Writing Gap' by Alex Quigley. 5. Develop teachers' use of research-based instructional practices & techniques. 	<ol style="list-style-type: none"> 1. Regular personalised high quality professional development nurtures the next generation of teachers who will carry the excellence of Plashet forward & individuals have the resources they need to continue to learn & grow as teachers. 2. In line with the DfE's 'Golden Thread' develop the confidence & expertise of Middle Leaders further & keep teachers engaged throughout their careers. 3. To measure the engagement level of staff as we know that when staff are satisfied with their jobs, they are much more likely to be happy & productive in their role. 4. Reading is an important part of professional learning that provides opportunities for teachers to develop & enhance their professional knowledge & practice, in order to progress the quality of learning & teaching. 5. Appropriate instructional methods influence many motivational variables of students & therefore enable progress.
Professional networking.	<ol style="list-style-type: none"> 1. Curriculum & Subject Leaders are given time to attend PiXL & borough subject network conferences. 2. Develop further our Drama collaboration with The Old Vic, The Donmar & Theatre Royal Stratford East; our Art & Textiles collaboration with The London College of Fashion & V&A East. 3. Develop our collaboration in the Education 4 Change network & investigate our use of the 6 core training modules. 4. Investigate working with The Kalisher Trust to increase diversity into the criminal bar. 5. Develop our collaboration as a member of the International Coalition of Girls' Schools. 6. Develop our collaboration with the Newham Partnership for Complementary Education (NPCE) to promote French language and culture learning. 7. University of Exeter Incubator Project with Exeter students of Modern Languages designing learning activities for Plashet students & Professor Francesco Goglia undertaking focus groups to support his research on onward migration from the EU. 8. Inclusion in Schools DfE funded project. 	<ol style="list-style-type: none"> 1. Improve CLs/SLs skills & knowledge as well as work on generating solutions with like-minded peers. 2. Art & Drama teachers benefit from professional development. The creative outreach programmes build cultural capital & confidence as well as sparking in students a joy of creative learning. 3. To give teachers practical opportunities to discuss & challenge issues relating to race & racism; Equip teachers with the skills & confidence to have courageous conversations. 4. Enable students to express themselves with increasing assurance & to develop strong communication & advocacy skills. Students develop the confidence to take on significant leadership challenges & fulfill their potential. 5. Offer staff international networking, research, advocacy & professional development opportunities including podcasts, videos & school visit programmes. 6. To inspire & motivate students to consider & enhance their own, & the school community's, appreciation of bilingualism. 7. The project informs our understanding of the use of languages, what students think about them & how their use has changed from the EU to the UK.

		8. To address barriers to inclusion that affect student's educational outcomes & future pathways. Provide staff with live online CPD from expert speakers on a wide range of inclusion topics; access to a library of online CPD, webinars & other inclusion-focused resources; networking opportunities with other schools to share best practice & discuss challenges.
School-to-school collaboration.	<ol style="list-style-type: none"> 1. See Strategic Theme 1: Cross Phase Curriculum Development section. 2. Maths team participation in the London North East 'Developing Teaching for Mastery Working Group'. 3. Collaborate with Bishop Stopford School in developing their EAL provision. 	<ol style="list-style-type: none"> 1. See Strategic Theme 1. 2. To make sure KS3 students have all the necessary foundational knowledge to grasp more advanced concepts in maths. 3. To share our EAL practice in both KS3 & KS4 & learn from Bishop Stopford's specialist provision for KS4 unaccompanied asylum-seeking children (UASC).
Finance.	<ol style="list-style-type: none"> 1. Review & reduce expenditure where possible to mitigate increased staffing & energy costs. 2. Review the settings & efficiency of the heating, hot water, lighting & ICT systems across the 5 areas of our site in order to reduce consumption where possible. 3. To benchmark ourselves financially against comparable schools locally (London) & nationally. 	<ol style="list-style-type: none"> 1. To ensure financial stability so that we continue to support the particular needs of our school community during turbulent times (& possibly a recession) whilst where possible improving our resources & facilities. 2. To reduce spending on energy given the increased costs due to global factors & in turn be more eco-friendly. 3. To deliver an SFVS that demonstrates the financial experience & expertise of the school & governing board.
Premises & infrastructure.	<ol style="list-style-type: none"> 1. Complete the new CYPS annual internal monitoring health & safety checklist by standardising risk assessments, review by a new H&S board as well as revision when there are any changes in legislation, equipment or the site itself. 2. Ensure our physical site & logistical management of systems are managed safely & developed, where possible, in order to support students & staff to maximise academic progress & personal development. 	<ol style="list-style-type: none"> 1. Appropriate management systems & procedures are in place that provide greater assurance that health & safety risks are being appropriately managed. To also improve ownership of health & safety within our school in turn complying with our legal duty to monitor our safety management system's effectiveness. 2. Research shows that staff & students are more productive in schools that are committed to health & safety.
Governance.	<ol style="list-style-type: none"> 1. Appoint a link Children in Care link governor. 2. Improve governors attendance at all meetings to 100% & tailor a bespoke training plan for each of them 3. All governors undertake a link on-site visit this academic year. 4. Read & discuss the NGA & ParentKind 'Parental Engagement Guide' & develop an action plan to amble parents to inform strategic leadership & decisions. 	<ol style="list-style-type: none"> 1. Meet the expectation in KCSiE 2022 & to promote the educational achievement of looked after children who are on the school roll. 2. All governor's knowledge of & participation in the strategic direction of the school is of a high standard & their ability to support & challenge the school enhanced. 3. Governors are exposed to & more informed about the working life of the school as well as hear directly from staff & students. 4. Provide the governing board with key insights into the school, ensure they demonstrate transparency around decision-making & work in partnership with parents to deliver the best educational outcomes for every student. Plashet becomes a more parents friendly school.