

## School Development Plan 2022-25

### Theme 1: Developing Pedagogical Excellence

SDP Priority	Objective	Current Baseline	Intended Impact / Success Criteria	Actions	Who?	When?	Costings
Raising Attainment and progress for all	To develop the levels of articulatory of all students through shared pedagogy and regular planned opportunities within all subjects  Key focus: Oracy	<ul style="list-style-type: none"> <li>Faculty events calendared through the year but not explicitly sign posted</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of impact in Walk Throughs</li> <li>Evident in scheme of work</li> <li>SDP reps meeting identifies events and opportunities for structured speech</li> </ul>	<ul style="list-style-type: none"> <li>Mock elections held across school</li> <li>Public speaking interform</li> <li>Talk-pair-share rehearsal for writing built into regular pedagogy</li> <li>Build in class teaching of speech writing and delivery in a range of subjects</li> <li>Students role model speech giving at all open and public events</li> <li>Public speakers brought into school</li> </ul>	VMI VMI VMI	Autumn Term focus	Est £100 travel costs max.
	To develop reading age and strategies to make meaning of challenging texts to ensure that all students can access GCSE texts and questions.  Key Focus: Literacy	<ul style="list-style-type: none"> <li>Lexia introduced in 21-22 to support Y9 set 3 and 4 in MFL</li> <li>Baseline reading age test introduced for year group on entry</li> </ul>	<ul style="list-style-type: none"> <li>Timetabled, discreet literacy lesson identified for hal the year 9 cohort -3 lessons per fortnight</li> <li>Specialist teachers deliver</li> <li>CPD for all staff to support a whole school reading programme</li> </ul>	<ul style="list-style-type: none"> <li>Tutor time reading activities</li> <li>Targeted reading intentions</li> <li>Shared approach and key words across the school</li> <li>Assessments of text reading age and ascertain demands</li> <li>Whole staff CPD on supporting reading</li> </ul>	SKE (CLE)	CPD 3 Term 1b (with a half termly action time live led by Reading Co-ord)	£700 £1500
	To establish a consistent and ambitious homework strategy that ensures students are supported in developing independent learning skills and have regular opportunities to consolidate learning.  Key Focus: Homework	<ul style="list-style-type: none"> <li>Homework review – Nov 21</li> <li>Review HW policies of other secondary USP schools</li> </ul>	<ul style="list-style-type: none"> <li>Clear and regular expectations, consistent approach appropriate for new school</li> <li>HW policy agreed by SLT and governors and implemented successfully</li> </ul>	<ul style="list-style-type: none"> <li>Develop homework policy (including no homework in holidays) that outlines type of exercise to be set, how often, how much and how it will be marked</li> <li>Implement Go4Schools homework module so parents can support and are informed when not completed</li> </ul>	VMI HST	Launch Sept 22  Sept 22	£700 (Go4Schools Module)

<p>To establish and embed a marking, feedback and assessment system that is purposeful, enables understanding of next steps and ensures highly reflective practice of students to promote empowerment in learning and is implemented consistently across the school</p> <p>Key Focus: Marking &amp; Assessment</p>	<ul style="list-style-type: none"> <li>Marking review – Nov 21</li> </ul>	<ul style="list-style-type: none"> <li>Clear and consistent expectations, consistent approach appropriate for all of new school</li> <li>CPD / Whole staff meeting to collectively develop and trial strategies</li> </ul>	<ul style="list-style-type: none"> <li>Develop a whole school marking and feedback policy that identifies next steps in learning, including a common language used across the school (e.g. www/ebi RAG/STAR and a wish)</li> <li>Clear data collection points mapped within subjects that assess system development that is clear to parents in understanding attainment and progress and next steps</li> <li>Formative assessment identifies clear success criteria</li> <li>Staff develop a shared approach to self-assessment and developing criteria to ensure increased self-reflection. Self-assessment toolkit across the school</li> </ul>	<p>VMI</p> <p>HST</p> <p>VMI</p> <p>VMI</p>	<p>Trial through the year and finalise Summer 2023 for 'new' school</p> <p>CPD Autumn 22</p>	<p>None</p> <p>£100 Student pens.</p>																					
<p>To ensure that pedagogy supports academic excellence through challenge for high prior attaining (HPA) students.</p> <p>Key Focus: High Prior Attaining</p>	<p><u>HPA Progress KS4</u> Current Y11 PPG = 0.1</p> <table border="1" data-bbox="573 676 893 767"> <tr> <td>2019</td> <td>2020</td> <td>2021</td> <td>2022</td> </tr> <tr> <td>GCSE</td> <td>TAGs</td> <td>CAGs</td> <td>GCSE</td> </tr> <tr> <td>-0.05</td> <td>-0.01</td> <td>-.19</td> <td>tbc</td> </tr> </table> <p><u>HPA Alps KS5</u> Current Y13 = 4.3</p> <table border="1" data-bbox="573 855 893 946"> <tr> <td>2020</td> <td>2021</td> <td>2022</td> </tr> <tr> <td>TAGs</td> <td>CAGs</td> <td>A Levels</td> </tr> <tr> <td>2.1</td> <td>2.0</td> <td>tbc</td> </tr> </table>	2019	2020	2021	2022	GCSE	TAGs	CAGs	GCSE	-0.05	-0.01	-.19	tbc	2020	2021	2022	TAGs	CAGs	A Levels	2.1	2.0	tbc	<ul style="list-style-type: none"> <li>Evidence of impact in Walk Throughs</li> <li>Evident in scheme of work</li> <li>2 exam markers   each core faculty and 5 non-core exam markers across the school</li> <li>KS4 HPA progress &gt; 0.2</li> <li>KS5 HPA Alps &lt; 3</li> </ul>	<ul style="list-style-type: none"> <li>Year 9 and Year 10 mixed ability teaching for English/Humanities/Arts</li> <li>Staff supported to be examiners – given a proportion of gained time to complete GCSE marking</li> <li>Showing of grade 9 models as part of practice -deliberate practice as a norm</li> </ul>	<p>SAH</p> <p>SKE</p> <p>VMI</p>	<p>Sept</p> <p>Summer Term</p> <p>Spring Term (CPD)</p>	<p>None</p>
2019	2020	2021	2022																								
GCSE	TAGs	CAGs	GCSE																								
-0.05	-0.01	-.19	tbc																								
2020	2021	2022																									
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2.1	2.0	tbc																									

<p>To ensure that the needs of students with SEND are planned for to ensure that they make progress in line with other groups of students in the school</p> <p>Key Focus: SEND planning and provision</p>	SEN Progress KS4				<ul style="list-style-type: none"> <li>Walk Throughs to reference toolkit</li> <li>September 22 CPD for whole staff in place</li> <li>SEND champions from each faculty in place</li> <li>Pastoral staff delivering clearly designed programme</li> </ul>	<ul style="list-style-type: none"> <li>SEND Champions to share practice</li> <li>The County T &amp; C Toolkit embedded to support quality first teaching</li> <li>Develop time bound interventions to support staff</li> <li>Ensure all staff are trained in trauma informed practice</li> <li>Life skills programme (Links with WSC and ASDAN modules)</li> <li>Student strategy meetings to share practice</li> </ul>	MBE VMI MBE JTH MBE	Identified in Sci/Maths/Eng July 2022 – Rest of departments September 2022  (s	None  ASDAN =£2000 (start up & enrolment) None
		E	K	N					
	Curr Y11		-0.4	0,3					
	2022	tbc	tbc	tbc					
	2021	-1.3	-	0.2					
	2020	-0.7	-	0.1					
	2019	-0.1	-	-0.1					
<p>To ensure that the gap between disadvantaged students and non-disadvantaged students is narrowed by all achieving well above the national average</p> <p>Key Focus: disadvantaged students</p>	<ul style="list-style-type: none"> <li>3 Year PP strategy in place Dec 2021</li> </ul>				<ul style="list-style-type: none"> <li>CPD on personalised approaches and how to maximise mixed ability teaching has been accessed by all staff</li> </ul>	<ul style="list-style-type: none"> <li>Focus of micro-research to ensure high priority given</li> <li>Mixed ability teaching to ensure that a ceiling is not placed on achievement</li> <li>Immediate identification and personalised approaches</li> <li>Quality First Teaching CPD</li> <li>One to one and three to one maths &amp; science tutoring</li> <li>Holiday programme in place to support Easter and May revision</li> </ul>	HST VMI MBE	September 2022  September 22 Autumn 22  April 2023	PP funding & catch up funding to be mapped against interventions.
		FSM Ever	Other	Gap					
	Curr Y11	-0,2	0,3	-0.5					
	2022	tbc	tbc	tbc					
	2021	-0.5	0.2	-0.7					
	2020	-0.4	0.2	-0.6					
	2019	-0.6	0.1	-0,7					

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A strong curriculum adaptation to meet the needs of all	To develop the Sixth Form curriculum offer to ensure that it has a clearly defined academic curriculum supporting the pathway to Russell Group Universities.  Key Focus: Sixth Form Curriculum	<ul style="list-style-type: none"> <li>3 vocational subjects offered in 21-22</li> </ul>	<ul style="list-style-type: none"> <li>Reduce subject offer to 20 A level subjects</li> <li>Recognised as an identified route of progression specifically for HPA students</li> <li>Programme in place to prepare students for subject specialist entry exams</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students have opportunity to enter national and international competitions within their subject specialism</li> <li>Develop packs of reading materials that will encourage depth of understanding (super curricular)</li> <li>Ensure expectations of independent study are rigorous</li> <li>Increase entry requirements to ensure students can take the appropriate pathway for success</li> <li>Develop a range of programmes to support progression</li> <li>Identify and foster close partnerships with high profile organisations</li> </ul>	HST (SHA/STU) (DHA)  HOFs  HST  SHA/STU  SHA/STU	Sept launch	None  None  None  None  None
	To develop a KS3 curriculum to ensure that students in Year 7-9 are highly engaged and maintain a love of learning to underpin their success  Key Focus: Key Stage 3 development	2019 and 2020 -no transition in place (due to covid) 2021-22: 3 days transition in July	Calendared opportunities for middle school students to work with students from the upper school, including visits to each others sites for various events.	<ul style="list-style-type: none"> <li>Regular cross site opportunities built in to ensure strong transition</li> <li>Careful review of developing trust curriculum at KS3</li> </ul>	SKE MBE VMI	Spring term onwards (3xCPD sessions)	
	To review the breadth of the curriculum to ensure that students are excited by the opportunities available and have a clear understanding of what each course involves  Key Focus: Key Stage 4 non-core offer	<ul style="list-style-type: none"> <li>ASDAN modules and Princes Trust modules available for targeted students from Sept 22.</li> <li>Food GCSE offered Sept 21</li> <li>3D design and textiles offered for 22 but low take up</li> <li>2 vocational courses (Sport, Business)</li> </ul>	<ul style="list-style-type: none"> <li>Options timeline to include opportunity for students to experience new courses</li> <li>Appropriate choice of exam boards to support student progress and attainment</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of alternative pathways</li> <li>Develop own alternative pathway at KS4 over 2 option subjects blocked</li> <li>Review and expand vocational offer at KS4</li> <li>Review exam board choices to meet needs and allow collaboration with other trust schools</li> <li>Taster sessions timetabled for new subjects</li> </ul>	MBE  HST HST  HST	Sept 22  Jan 23-Onwards  March 23	Registration for ASDAN centre and materials – training for 2 staff DMcK & MBE (£2000 and above)



		planner and book looks <ul style="list-style-type: none"> <li>• Work samples policy in place.</li> </ul>	<ul style="list-style-type: none"> <li>• QA process in place to assess impact of CPD.</li> </ul>				
To develop systems that ensure data is used systematically, purposefully and manageably to support excellent progress of all students  Key Focus: Progress and Attainment Data	<ul style="list-style-type: none"> <li>• Prior attainment band, FFT and Alps min expected grades, and internal assessment data (EOY exams, mocks, etc) in place on G4S from 21-22</li> <li>• Pre-populated mock analysis faculty level.</li> </ul>	<ul style="list-style-type: none"> <li>• Early identification of under-performance of key students and groups of students used to inform intervention</li> <li>• Improved KPIs (P8, A8, Basics 4+, 5+, 7+)</li> </ul>	<ul style="list-style-type: none"> <li>• To target attainment band of students systematically to ensure challenge in all lessons</li> <li>• To develop use of Go4Schools data for earlier intervention</li> <li>• Use data from transition points to ensure early intervention and support is in place</li> </ul>	HST  HST  HST	Sept. Data Analysis meetings with HT/DHT/HOF - Wk3.  ML meeting Nov. (following Mock1)	None	

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Theme 2: Developing Opportunities for All

SDP Priority	Objective	Current Baseline	Intended Impact / Success Criteria	Actions	Who?	When?	Costings
Raising Aspirations for all: broadening horizons	To ensure students can gain access to external accreditations in subjects in order to validate their progress  Key Focus: subject accreditations	Arts mark bronze	AFPE National Sports Award Arts Mark Gold External competitions	<ul style="list-style-type: none"> <li>Regular competitions and showcases of work to be published and shared with parents</li> <li>Lamba public speaking qualifications</li> <li>Arts Mark – liaise with lower site</li> <li>Map of experiences all CUS should access</li> </ul>	NMA	Mapped in September	£300 for registration fees
	To ensure that students access a comprehensive careers programme that supports their understanding of the world of work  Key focus: careers	<ul style="list-style-type: none"> <li>Gatsby Benchmark Tracking - Compass</li> <li>L6 Adviser offering</li> <li>HE Visits</li> <li>Policy</li> <li>Pastoral Programme</li> </ul>	<ul style="list-style-type: none"> <li>Increased curriculum offering</li> <li>Grid4Learning Finance offering</li> <li>Quality Mark Platinum</li> <li>Increase Oxbridge candidates</li> </ul>	<ul style="list-style-type: none"> <li>Debt management, credit cards, budgeting – led by external providers such as Banks/Building Societies/My Bank</li> <li>Careers quality standard – Gold level</li> <li>Additional work experience opportunities (+Y12?)</li> <li>Increased time in tutor group</li> <li>Careers week sponsorship</li> <li>Programme of speakers – different subjects</li> </ul>	NMA	July 22	Unifrog L6- Careers Adviser SpringPod STEPS Booklets Quality Mark registration fee
	To develop a range of super-curricular opportunities which are explicitly planned for within into the school day in curriculum areas to inspire and excite learners  Key focus: super curricular	Maths Eureka Days KS3 AND 4 English Writer workshops - KS3 Science guest speakers	An explicit and visible super-curricular programme in place - clear emphasis on stretch and challenge for HPA students.	<ul style="list-style-type: none"> <li>Booklets</li> <li>MOOC's</li> <li>Podcasts</li> <li>Experiences of people outside of Suffolk</li> </ul>	NMA (DHA)	Mapped in Sept for year	None
	To design and implement a comprehensive structure of student leadership across subjects and year teams to promote independence, confidence and student voice  Key Focus: student leadership	Student officers -sixth form leadership system Form reps/ student council	A clear pathway of opportunities has been set out; all Y9 students have completed a self-evaluation of their leadership skills and have identified next steps.	<ul style="list-style-type: none"> <li>Heads of year to have overview of leadership in year group.</li> <li>Student voice used to review 'school life' and teaching and learning</li> <li>Student led tours</li> <li>Student leadership team</li> <li>Sports leaders programme to work with lower site</li> </ul>	JTH VMI JTH NMA		

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### Theme 2: Developing Opportunities for All

SDP Priority	Objective	Current Baseline	Intended Impact / Success Criteria	Actions	Who?	When?	Costings
Raising Aspirations for all: broadening horizons	To track and monitor access to opportunities and to establish an expectation of engagement and participation in super-curricular and extra-curricular opportunities through a personal logging system  Key Focus: tracking participation	Current attendance at extra curricular trips, visits and events are logged n go4schools	Systematic analysis by pupil groups is available; staff are trained in identification of students who have low participation	Establish a system for tracking participation that can be accessed by all staff prior to trip planning Include in protocols for running a trip -consideration of who has attended less opportunities and give priority to them Analysis of types of opportunities, and groups of students that are accessing opportunities -student voice to identify opportunities that engage all	NMA	Sept 22 Tracking system implemented – half termly feedback to staff	Admin time – included in Go4Schools.
	To develop the range of opportunities that students can participate in  Key Focus: Extra Curricular	Programme of lunch, afterschool clubs currently in place	Expanded offer in place in response to student voice feedback.	<ul style="list-style-type: none"> <li>Develop more student led activities (e.g. Sixth Form)</li> <li>Carry out student voice exercise to ascertain what enrichment students would value</li> <li>Put in place a plan of developments to ensure that opportunities are built in that meet the needs of students</li> </ul>	NMA		Cost of lunch for staff running extra-curricular

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### Theme 3: Developing a Strong School Culture

SDP Priority	Objective	Current Baseline	Intended Impact / Success Criteria	Actions	Who?	When?	Costings
A strong connectedness to school that	To ensure that all students are able to access information about opportunities through improved communication systems  Key Focus: communication with students	Staff briefing notice each morning with information to be shared Parent newsletter County Courier shared each Friday	Student news established with clear format-week ahead Regularly reviewed for effectiveness in communicating key information	<ul style="list-style-type: none"> <li>Weekly student news displayed each day, emailed to students</li> <li>Use year group google drive for sharing information etc</li> </ul>	JTH	Share with Staff 1 <sup>st</sup> Sept	Admin costs

<p>To strengthen a culture that celebrates diversity and upholds respect of difference</p> <p>Key Focus: respect for all/ diversity</p>	<p>Diversity week, Mental Health Week, etc. run</p>	<p>Celebration of wider range of events from different cultures Pupil feedback reflects the variety offered Secure Unicef accreditation Secure Inclusion Mark accreditation</p>	<ul style="list-style-type: none"> <li>• Rights Respecting Status</li> <li>• Festivals from different cultures celebrated – theme days</li> <li>• Food from different cultures e.g. Diwali – canteen Chinese New Year</li> </ul>	<p>JTH VMI (EME)</p>		<p>£500 accreditation to Unicef</p>
<p>To develop the cohesion of year groups and tutor groups through a structured programme of interform activities built into the calendar through the year by both year teams and faculties.</p> <p>Key Focus: Interform competition</p>	<p>Sports day based on interform</p>	<p>Have an interform for a minimum of 4 areas of school life in place by the end of the year Interform quiz held at least every half term Assembly routine in place promoting competition between tutor groups</p>	<ul style="list-style-type: none"> <li>• Inter form competition system – weekly tally shared by HOY each week (including sport, debate, public speaking dance, singing and achievement points) Activity days e.g. Air Cadets, Army Cadets, scouts, Ornithologists, outdoor pursuits</li> </ul>	<p>JTH (VMI and NMA)</p>		<p>None</p>
<p>To strengthen school identity by explicitly identifying 'The County Way' in terms of interactions, celebrations</p> <p>Key Focus: Identity</p>	<p>Implicit across aspects of school life</p>	<p>Clear induction for staff re 'the role of...'  Year Team meetings revisit 'the county way' through the year</p>	<ul style="list-style-type: none"> <li>• Clarify the role of the tutor and how they establish 'the county way'</li> <li>• Fundraising to support all students participating in trips and events (all non-uniform money to support access to trips). Parent donations also ring fenced in trips access pot</li> </ul>	<p>MBE  JTH</p>		

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### Theme 3: Developing a Strong School Culture

SDP Priority	Objective	Current Baseline	Intended Impact / Success Criteria	Actions	Who?	When?	Costings
A strong connectedness to school that underpins success for all	To develop very visible celebrations of success in all classrooms, tutor groups and year groups to ensure all students are visible  Key Focus: recognition and success	End of term awards assembly; AP certificates and draw	End of term year group assembly Celebration evening for parents and students' success/ achievements to be recognised	<ul style="list-style-type: none"> <li>Faculty displays of excellence updated each half term</li> <li>Interform, student leaders</li> <li>Roll of honour displays</li> <li>Celebrating excellence – student entrance/wall of achievement</li> <li>Social media used to publicise proud moments!</li> </ul>	VMI (HOY)	Dec 22  Apr 22  July 22	£300 Rewards
	To develop a comprehensive attendance strategy that ensures that students have a bespoke route back to good attendance to support their success and self-esteem  Key Focus: Attendance	<ul style="list-style-type: none"> <li>Attendance officer and Attendance Lead</li> <li>87-90% attendance</li> </ul>	<ul style="list-style-type: none"> <li>Development of policy</li> <li>Develop communication, education and links with parents</li> <li>Increase attendance annually</li> </ul>	<ul style="list-style-type: none"> <li>Pathways for types of absence and re-engagement clearly mapped with pastoral re-integration programme that is time bound with rapid increase in attending mainstream lessons</li> <li>Develop a specific Sixth Form attendance policy outlining expectations and support</li> </ul>	NMA  HST (HAS/HTU)	Sept in place	Staffing & EWO
	To review expectations and facilities in Sixth Form to reflect increased levels of independence	Y12 currently remain onsite during the school day; Y13 allowed off site with parental agreement	Expectation that Y12/ Y13 are onsite for Mon/ Wed/ Fri registration and timetabled study Clear map of community commitment from each student (timetabled)	<ul style="list-style-type: none"> <li>Review time onsite and expectations of belonging to the community</li> <li>Minimum hours and times onsite agreed and shared</li> <li>Student voice engaged with to ensure offer is well received/challenging</li> <li>Sixth Form belong to one community group 3 hours in one week minimum on one of: <ul style="list-style-type: none"> <li>Outreach</li> <li>Charities</li> <li>Faculty enrichment and development</li> </ul> </li> </ul>	HST (HAS/HTU)	Sept 22 reviewed half termly	None

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Underpin strong school culture through strong relationships with and between stakeholders	To develop high engagement with parents to ensure a constructive partnership from transition to the school onwards.  Key focus: Parents	Review curriculum materials on school website School Cloud	Curriculum booklets complete and shared with parents Improved attendance to parents' evenings In person parents' evenings set up (with online catch up)	<ul style="list-style-type: none"> <li>Promote extra-curricular offer to parents</li> <li>Review current communication systems</li> <li>Open days for parents to see the school in action</li> <li>Curriculum booklets for each year group – available to order or on website/pdf. Version</li> <li>Review online parents evening</li> <li>Communication Policy to enable positive communication (including the correct person)</li> </ul>	NMA SKE  HST  HST SKE	Half term 1 Visit once a term	None – all electronic format
	To ensure that governors have a clear understanding of the developmental priorities of the school and build relationships with staff across the school to evaluate the effectiveness of actions taken.  Key focus: Governors	Interim Governing Body in place 21-22	2 parent governors recruited 1 staff governor recruited Additional co-opted governor recruited	<ul style="list-style-type: none"> <li>Recruit full governing board including co-opted from local community</li> </ul>	SKE	For Sept start	
	To ensure that staff morale is high and mental health and well being is prioritised to ensure a happy healthy staff.  Key focus: staff	Assessment and reporting calendar 2022-23 Mental Health Lead in place and undertaking training	Planned programme of staff 'fun' plotted through the year  Middle Leader calendar that includes QA process and Data Analysis	<ul style="list-style-type: none"> <li>M L calendar to ensure good notice of activities</li> <li>Staff Panto or sketches/talent show</li> <li>Competitions e.g. Bake Off to bring staff together</li> <li>Community Choir</li> <li>Staff Workshops – sharing outside expertise and interests</li> <li>Staff Committee – Staff well Being</li> </ul>	HST/JTH JTH  (SHO)	Sept.  Jan-onwards	Voluntary activities – no costs

	<p>To develop opportunities to engage with the local community to ensure positive reputation of the school in the local area</p> <p>Key focus: local community</p>	<ul style="list-style-type: none"> <li>• Link governor at British Sugar</li> <li>• Partnership with Vintens</li> <li>• Careers fair v1</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair v2, Work Experience, sponsorship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Make links with local business such as Greene King, British Sugar, Co-op, Asda, B &amp; M, Vintens</li> <li>• Visits to local industry</li> <li>• Volunteering Scheme</li> <li>• Community Party for residents at old people's homes and those who are isolated</li> <li>• Links with faith-based organisations (e.g. Wett Rd Church) – youth worker</li> <li>• Build up work experience links</li> <li>• Sixth Form to manage/co-ordinate/plan OAP coffee mornings hosted by students</li> <li>• Students to prepare by considering conversation topics making cards, baking cakes</li> </ul>	<p>NMA</p> <p>NMA (SHA/STU)</p> <p>(SHA/STU)</p>		<p>None</p> <p>Donations needed to fund raise to support</p> <p>Gifts to be donated</p>
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To develop powerful partnerships with schools locally, nationally and internationally	To re-establish an international profile to the school through partnership work with schools across the globe  Key focus: International Links	International Schools Status	TLR3 post appointed to lead this work; Cross school links established with schools overseas	<ul style="list-style-type: none"> <li>Fund raising for overseas trips</li> <li>British Council to identify link schools</li> <li>Faculties identify a link school and project</li> <li>Parent options &amp; sponsor other children attending trips.</li> </ul>	NMA (AAS)	ML Meeting Sept	TLR3 Cost, fundraising for other aspects.
	To work with local primary schools to build relationships and offer a transition pathway to prospective students  Key Focus: Primary Transition	Summer 22 -sports event with Risby and Barrow at Westley Site led by CU PE staff	A programme in place to ensure recruitment of Y5/6 children to CUS	<ul style="list-style-type: none"> <li>Lead a range of focus days e.g. Sports, arts days for Y5/Y6 students</li> </ul>	SKE/NMA	Oct,22 – liaise with BJE	Travel of primary children - buses & ensure attendance.
	To share practice and expertise through visits to outstanding schools and to schools within the Trust through a co-ordinated programme  Key Focus: sharing best practice	<ul style="list-style-type: none"> <li>Some staff have explored other schools</li> </ul>	<ul style="list-style-type: none"> <li>HOF to visit other schools</li> <li>Recorded reflections of shadowing experiences shared with MLs.</li> </ul>	<ul style="list-style-type: none"> <li>Shadowing opportunities supported as part of individual CPD</li> </ul>	VMI	Introduce idea in Sept, review take up by Dec and July	Cover for HOF