

## Mildenhall and Swift House Sep 2025- July 2026

| Leadership and Governance / Premises   |  |   |                          |          |            |
|--|--|---|--------------------------|----------|------------|
| Objective  | Implementation   | Success Criteria  | Personnel involved       | Progress | RAG rating |
| <p>To improve the learning environment</p> <p>To identify and refurbish an additional building for pupils who are struggling at Mildenhall. To reduce short term suspensions</p> | <p>Replace small black windows at the side of the building - Mildenhall</p> <p>General decorating will be carried out when needed - Mildenhall and Swift House.</p> <p>Move the fire exit down the side of the building at Mildenhall to prevent pupils accessing the side of the building</p> <p>Replace both sets of metal stairs and banisters - Mildenhall</p> | <p>By September 2026, the noted jobs will have been completed</p> | <p>WH<br/>JH<br/>SLT</p> |          |            |

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|   | <p>All fire doors will have been inspected and changed according to current guide lines</p> <p>To identify and refurbish an additional building for pupils who are struggling at Mildenhall. To reduce short term suspensions</p>                | <p>An additional building will be in use and a specialized curriculum in place, giving additional support to those pupils who are vulnerable to suspension.</p> | <p>SLT<br/>JS</p>               | <p>August 2025<br/>Fire door inspection completed</p> |  |  |  |
| <p>To develop the school website in order to provide further information for parents and Local Authority representatives</p> <p>To identify a member of staff to be responsible for</p> | <p>To update photographs and information on a more regular basis<br/>To add additional information about Thrive<br/>To add information and photographs regarding the development of Swift House.<br/>To add additional information about the</p> | <p>The website will be updated regularly with current information</p>   | <p>AD<br/>MT<br/>SLT<br/>TM</p> |   |  |  |  |

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| website development  | focus on spelling, reading and reading for pleasure  |  |   |  |  |  |
| All staff will have a secure knowledge of the new Engage School Management Programme | MT, CH and TD will attend on line training<br>Information will be filtered down to staff.  | Engage will be in place during the Autumn Term of 2025   | All staff   |  |  |  |
| To further develop parent and community engagement across both sites                 | The school has recently appointed a family liaison officer. Her role will be developed to include support for parents during the school holidays.<br>The careers coordinator and Nurture Group Leads will strive to develop community links. | Building and maintaining family and school relationships will foster improved academic performance, better student behaviour, and stronger social-emotional development, including increased resilience, self-esteem, and communication skills.. | SLT<br>CE<br>SB<br>Nurture Group Leads<br>Group Leads |  |  |  |
| The Dyslexia Quality Mark will be achieved   | The BDA's Dyslexia Friendly Quality Mark will provide a framework for the school to improve  | The primary outcome of the British Dyslexia Association's Quality Mark is  | SLT<br>SB   |  |  |  |

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|   | their understanding of dyslexia and develop the support they offer to their dyslexic learners.   | external recognition that the school provides high-quality, inclusive support and a dyslexia-friendly environment for individuals with dyslexia.  |                  |  |  |  |
| The Inclusion Quality Mark will be achieved.  | Inclusion Quality Mark will provide both sites with a nationally recognised validation of their inclusive practice and ongoing commitment to developing educational inclusion. | The Inclusion Quality Mark (IQM) for schools is a national award that validates and encourages schools to develop a whole-school, evidence-based approach to inclusion, leading to improved outcomes for all pupils, including those with SEND. | SLT<br>CE<br>SB  |  |  |  |
| Staff appraisals will encourage greater accountability for targeted general and subject specific CPD & whole school | Collaborative SMART target setting & success criteria agreed at the beginning of the year. CPD identified to reach objectives.   | Robust evidence demonstrating achievements and outcome focused professional development   | MT<br>AMC<br>SLT |  |  |  |

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| initiative responsibilities | Evidence presented at APRs. |  |  |  |  |  |
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| Personal Development and Wellbeing   |   |  |                       |          |            |  |
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| Objective  | Implementation  | Success Criteria   | Personnel involved    | Progress | RAG rating |  |
| The Careers curriculum will be revised to include further opportunities for work experience and encounters with employers<br>The Careers Coordinator will visit Mildenhall on a regular basis and will attend EHCP reviews when possible | The SLT and The Careers Coordinator will explore further openings for work experience placements for year 11 pupils.<br>JT will organize visits from employers of interest  | Year 11 pupils will take part in work experience placements. Employers of interest will visit both sites                                     | SLT<br>JT             |          |            |  |
| Further organized offsite activities will be explored for those pupils who struggle with the more academic side of the   | Further activities will be investigated and implemented by On Track staff specifically for pupils struggling with an academic timetable or a return to full time education. | Less pupils will leave a lesson because of their inability to focus as there will be more nonacademic activities for them to participate in. | SLT<br>MC<br>TM<br>JS |          |            |  |

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| timetable at Mildenhall in particular<br><br>This will include additional physical activities and activities that support the curriculum  | This will reduce feelings of stress or anger. Improve physical health. improve confidence and self-esteem.  | The timetable will become more individualized for those pupils who need it  |  |  |  |  |
| The garden projects will progress and develop and more pupils will be involved<br><br>The garden projects will be linked to the next Eco Schools Award and the science curriculum                 | There will be a detailed plan in place for the development of the garden areas. Resources will be purchased. The garden areas will be cleared where needed. Planting will begin Swift House to purchase a small shed if required through PP | The garden projects will develop and pupils will attend the sites on a regular basis as part of the science, Thrive and BTEC curriculum | Thrive practitioners<br>RO<br>Nathan<br>Bealey<br>Craig Hunter |  |  |  |
| Teaching staff and Nurture Group Leads will organize half termly cultural trips throughout the year for pupils at Mildenhall and at Swift House. All Cultural Trips will be recorded on The Cloud | Cultural trips offer a unique opportunity for pupils to explore new places, cultures, and ideas, all of which can help encourage personal and social development.   | All groups will have experienced a number of outings that have improved their cultural awareness in some way.                           | Teaching staff<br>Nurture Group Leads                          |  |  |  |

Behaviour and Attitudes

| Objective  | Implementation  | Success Criteria  | Personnel involved                   | Progress | RAG rating |  |  |
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| <p>The Thrive School of Excellence Award will be achieved</p> <p>An additional member of staff will begin training to be a Thrive Practitioner</p> | <p>The school will achieve all five strands of the Ambassador status</p>  | <p>On Track Mildenhall will be presented with The Thrive School of Excellence Award</p>                 | <p>GC<br/>DN<br/>TQN<br/>J<br/>C</p> |          |            |  |  |
| <p>Solution Focus Coaching will be implemented more widely across the school</p>   | <p>MT will discuss with the SLT, where SF is currently implemented and how it can be developed within the school. MT will have regular discussions with GJ regarding progress made.</p> | <p>SFC will be developed further within the school and the theory used within the behaviour policy.</p> | <p>MT</p>                            |          |            |  |  |

| The Curriculum   |  |   |   |          |            |  |
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| Objective  | Implementation   | Success Criteria  | Personnel involved                                      | Progress | RAG rating |  |
| All pupils will make progress in spelling                        | <p><b>All staff</b> will highlight the Sound of the Week and source subject specific words with each grapheme.</p> <p><b>All staff</b> will be aware of and draw attention to, speed sounds within tricky key words. AC and NB will provide further whole school training on spelling and phonics. Nurture leads will be offered a selection of spelling games that could be used once a week with the sound of the week.</p>  | Biannual assessment of spelling will show progress being made           | AC<br>TQN<br>All teaching staff                         |          |            |  |
| Both sites will strive to improve their GCSE results for 2025/26 | <p>The Mildenhall site will change the organization of the groups so that those pupils who have a better chance of achieving a grade 3 and above will be grouped together.</p> <p>All pupils will be entered for English and Maths GCSE examinations</p> <p>Statistics and physics will be offered to some pupils at GCSE level and will be added to the time table</p> <p>Teaching staff will start sending homework in year 10</p> <p>Homework will be limited to core subjects -maths &amp; English</p> | There will be more GCSE L4's and above, gained in 2025/26 than in 2025. | AC<br>TQN<br>All teaching staff and Nurture Group Leads |          |            |  |



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|  | <p>Checking homework will be a consistent part of a lesson each week</p> <p>There will be greater communication with parents about progress over the years 10 &amp; 11</p> <p>Intervention sessions increased (TQN/subject staff) if falling behind</p>   |  |   |  |  |  |
| <p>Both sites</p> <p>A more effective and measured reading intervention programme, targeted at low and weak readers, will be added to the curriculum offer</p> <p>Higher level intervention sessions to be offered if appropriate.</p> | <p>An intervention programme will be fully staffed and timetabled. Additional staff will receive training</p> <ul style="list-style-type: none"> <li>Both sites will encourage the use of the library on a regular basis.</li> <li>Where appropriate, pupils will be given a reading stamina target which will be reviewed regularly</li> </ul> | <p>Regular assessment of reading will show progress being made</p>                             | <p>AC</p> <p>TQN</p> <p>All Teaching Staff</p> <p>Nurture Group Leads</p> |  |  |  |
| <p>Oracy will become an observable and embedded part of lessons across the curriculum</p>  | <p>Initial audit to be carried out documenting and measuring Oracy in all classes at present.</p> <p>Subject staff will share ideas about how Oracy can be embedded within their disciplines.</p>   | <p>Best practice embedded Oracy will be observable in lessons across the whole curriculum.</p> | <p>AMC</p> <p>Nurture Group Leads</p>                                     |  |  |  |

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|  | <p>Training sessions to share ideas and strategies across the year.</p> <p>Subject staff to plan and embed Oracy elements in their lessons.</p> <p>Learning walks to check for progress.</p> |  | All classroom staff |  |  |  |
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| Attendance   |  |   |  |          |            |
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| Objective  | Implementation   | Success Criteria  | Personnel involved   | Progress | RAG rating |
| <p>Steps are taken to identify and tackle barriers to good attendance.</p> <p>All staff will be trained in promoting good attendance</p> | <p>Attendance data will be monitored and scrutinized on a weekly basis</p> <p>Any attendance issues will be discussed at the SLT meeting</p> <p>School refusers will be visited on a daily basis</p> <p>The school will continue to reward good attendance</p> <p>Group Leads and Nurture Group Leads will discuss the importance of good attendance with the pupils</p> | <p>There will be an improvement in the attendance of all pupils</p> | <p>CH</p> <p>SLT</p> <p>Nurture Group Leads</p> <p>Group Leads</p> <p>CE</p> |          |            |