Strategic Pillar	Strategic Goals	Senior Leaders	Lead	Drivers	Performance Area	Performance Measure	Assurance Source
Quality of Education	**Intent** • Enriching students' ambition and a love of learning. • Equipping students with skills, knowledge and cultural capital to succeed. • Enabling access to aspirational post-16 pathways and preparing student for life.	RGT	MDS	Broad curriculum	• Ensure MFL curriculum and its delivery engage and develop the skills of the future cohort of EBacc students. • SLs to engage with the findings of OFSTED subject reports to ensure their curricular are both robust and responsive to national findings.	• Maintain % of Y9 into Y10 on the EBACC pathway. • Subject leader articulation.	• Option Numbers / Data collections for MFL. • HCC Deep Dive process
			RGT	Key principles of curriculum design	• All subject curriculum planning reflects the College Curriculum Intent and ABC Model. • All key documentation per subject (inc. lesson resources) are quality assured and accessible via SharePoint links.	• 100% SLs can articulate how their subject curricula reflects the ABC model. • 100% of subject documentation and resources centrally available on SharePoint.	• HCC Deep Dive SL meeting; curriculum • SharePoint Core/Curriculum Resources (documentation)
			SPD / RGT	SEND adaptations	• Embed a robust adapted curriculum and ensure associated documentation in place for students in Hub and Base. • All teaching staff to meet the needs of SEND students through specific adaptations.	• 100% students accessing appropriate broad curriculum. • 100% of subject leaders and teachers can articulate the adaptations made to support the progress of SEND cohort.	• SharePoint Core/Curriculum Resources (documentation) • SEND, Dept Drop ins and HCC Deep Dive process
	Implementation • Challenging every learner, in every lesson, every day. • Ensuring every student knows more, remembers more and can do more.	RGT	SCS	Reading	• Develop and introduce whole college oracy strategy. • Further develop reading intervention pathways for KS3 & KS4 to ensure students are reading at or above their chronological age. • Continue to drive a bespoke approach to disciplinary literacy within subjects.	• Oracy development underpins quality first teaching. • 80% of students in years 7-11 are reading at or above age. • 100% of teachers in English, Science, Geography, History AND RE follow the reading spine.	• CPD and Deep Dives • NGRT Reading Tests • Dept work scrutiny • HCC Deep Dive process • Oracy Strategy, dept evaluations
			RGT / SBN	Six aspects of Teaching & Learning	• Develop specialist teachers in the 6 aspects of T&L. • Further embed Teach Meet opportunities to share best practice for the 6 aspects of T&L. • Embed use of Walkthrus to support the delivery of the 6 aspects of T&L. • Maximise the use of technology in the classroom to enhance T&L experience for all students.	• 100% of Teach Meet presenters share tried and tested T&L strategies. • 100% of staff attend scheduled T&L TeachMeets. • 100% of staff access and use Walkthrus subscription. • 100% of staff trained on and using iPads and screens to support T&L.	• CPD Calendar • CPD Feedback from staff • Dept drop ins • HCC Deep Dive process
			CCS / VNI	Assessment, Feedback & Responses	• Implement new approach to summative assessments for 2024-25 for all year groups. • QA summative assessment design and grade boundaries across subjects to ensure gold standard achieved. • Embed data analysis following a data collection and work with SLs to agree next steps. • Communicate assessment information to all key stakeholders.	• Calendared assessment weeks take place for all year groups and agreed subjects. • Link to 5 information evening to raise the profile of the new assessment cycle.	• Parental Letters, reports, parent mail, assemblies, website, SharePoint hub, QR code.
	Impact • All students achieving exceptionally well. • All students' work is of a consistently high quality.	RGT	JMR, SL	Student Pride & Articulation	• Further develop student pride and articulation at subject level. • Introduce the college wide student led self-assessment task for pride and presentation. • QA whole college routines and address next steps needed.	• Dept and Routines drop-ins • Calendared self-assessment task completed in exercise books by the end of HT1	• Dept and Routines drop-ins • Feedback from HCC Deep Dives • Work Scrutiny

	• All students reading at their chronological age or better. • All students successfully moving to the next stage of their education, employment or training.	PMY & SCS RCN & LRR	Reading & Mathematical Competencies	• Implement whole college numeracy strategy to ensure consistent approach and develop skills for life through whole college events.	• Subject teachers of Maths Science, Geography, Business & Computing and DT consistently apply CCM. • All students participate in 3+ numeracy focused cross-curricular activities.	• CCM Guidance; Dept drop ins & HCC Deep Dive process; numeracy participation tracker
		SL	Outcomes & Destinations Inc. SEND & PP	• Ensure all students are able to access subject curriculum successfully and achieve in line with their ability. • Embed and monitor match up strategy in En and Ma at KS4 (NA 2022 = 50/69%; College = 50/66%). • Ensure students pursue appropriate post 16 courses.	• All SEND students with a KS2 APS of 90 or less have appropriate support. • NTP funded intervention matched to needs of individual students (inc. PP) • 60% of student achieve match-up at 5+ and 75% at 4%. • 70% of cohort to take up Level 3 qualification (including apprenticeships).	• Data collections, intervention tracker • Match up Tracker & Post-16 destination tracker

Strategic Pillar	Strategic Goals	Senior Leaders	Lead	Drivers	Performance Area	Performance Measure	Assurance Source	(RAG) End of Term 1	End of Term 2
Behaviour & Attitudes	**Positive Attitudes** • Student conduct is exemplary in lessons, during unstructured time and in the local community. • Students demonstrate a consistently positive attitude to learning and they embody the College Core Values. • Positive role models are recognised and celebrated.	FWN	CMN	Praise & Rewards	• Parental opportunities to submit praise from outside of college achievements • Review trips communication to parents and criteria for all trips • To ensure parity between KS3 and KS4 praise across the academic year through power-bi tracking. • Link Proud Thursday stickers to self assessment pride and presentation task • Embed Purple Proud Thursday	• Twice a year MSForm submissions from parents • Gap between KS3 and KS4 reduced so they are in line • Increased attendance at Proud Thursday table	• MSForm submissions • PowerBi • Tracking at Proud Thursday table		
			LSN/NPT/SPD	Clear, consistent graduated consequences and systems	• Introduce phase 3 of developing student culture – use of bells and lunchtime plan for Y7(Arriving to lunch and end of lunch) • Introduce Relational Policy – including the focus on supported regulation and teaching of responsibilities. • Ensure the 'Thrive' principles underpin the relational work across the College	• Decrease in behaviour incidents and a calmer return to lessons observed through routines drop in • Decrease in number of "repeat offenders"	• Routines drop in	SPD coded – relational work started and shows positive impact	
			JMR	Character in the Classroom	• Introduce the college wide student led self-assessment task for pride and presentation. • Continue to ensure all students are 'school ready' and minimise barriers to learning through equipment, exercise books and student planner • Continue to drive and maintain the college consistent routines including the use of micro-scripts	• By end of half term 1, all students to have one self-assessment task completed in exercise books • A minimum of 90% of students equipped – checked through routines drop in. • Through drop ins	• Routines Drop in • Work Scrutiny by SLs		
	Relationships • Students and staff have zero tolerance for bullying, harassment and child-on-child abuse. • Everyone takes appropriate action to ensure all students feel safe. • Relationships are based on mutual respect. Restorative practice is valued by all.	FWN	CMN	Role of the Form Tutor	• Develop and implement a careers led programme in Y10/Y11	• Applications to Post-16	• Internal tracking		
			NOA	Recognise, Report, Record & Refer	• Further develop the role of the Anti-Bullying Ambassadors. Trained Ambassadors being the voice of change and contributing to policy updates. • Further develop through assemblies, curriculum and targeted work students' perception of what bullying and sexual harassment mean.	• Decreased number of logs by 10% • Review of cases and learning points • Student surveys and quizzes show an understanding of what terms mean.	• CPOMs logs and student safe and wellbeing surveys •	Further work needed on this to fully embed their work.	
			NPT SPD NOA	Restorative Conversations	• As part of the relational policy, review the current detention system and look for further opportunities for restorative practice to take place.	• Reduction in detention figures and on calls (C5)	• Behaviour data analysis	SPD coded – work focussed on suspensions and systems	
	Attendance • Students value their learning time and this is reflected in their high attendance and punctuality. • All students regardless of need, are supported	NOA	SKN / SPD / NOA	SEND & Wellbeing	• Develop EBSNA support to increase attendance of students with complex needs • Triangulated approach to attendance SEND, attendance and safeguarding • Monitor and improve attendance of SENK and EHCP students	• Increased attendance for students within the recognised cohort • Attendance meetings with parents with relevant parties present. • Attendance of SENK and EHCP students to be above national	• Dashboard update • Part of attendance Hub • Trackers • CLT • Sims marksheets		

to attend and be on time.		SKN	Personalised Provision	• Implement live trackers – tracking Persistently and Severely absent students including sessions needed to either move out or into this measure • EBSNA tracker and work with SEND • Develop the new generation SIMS to track and monitor attendance • Adapt provision, working with parents / carers wellbeing team to allow re-entry • Increased the parental engagement within the letter 3 meetings by incorporating EWS time into the process • Participate in the national attendance hubs • Implement the updated attendance codes and the changes to the penalty notices for unauthorised absences	• Reduction of SA and PA compared to previous years, figures to below national and local figures • EBSNA cohort attendance to be above SA and PA • Percentage of parental engagement to be logged and percentage of engagement to increased based on previous years • Registers to be shared daily with dfe – audit completed by the LA to be successful • Number of penalty notices issued to have decreased	• Power Bi • EBSNA Tracker and cohort • Display boards in attendance office • PN Spreadsheet • Parental engagement spreadsheet	
		SKN	Student Engagement	• Track drive and improve attendance for key cohorts such as: PP, Girls, students with a social worker • Introduce rewards for when students move out of PA/SA • Weekly reward system to be embedded and refined • Use of 100% months during historic low attendance time periods • Develop the use of student voice to develop the rewards given for attendance • Rewarding most improved each half term and on a yearly basis • Track drive and improve punctuality	• Attendance prizes to be tracked over time • Profile of attendance to be raised in college • Suggestions from student voice to be implemented where appropriate • Punctuality to lessons and to college to improve – less letters and sanctions issued	• Presentation during Parent engagement days • Rewards tracker • Punctuality trackers	

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Personal Development	**Identity** • Students understand how they are developing physically, mentally and socially. • Students appreciate what makes them unique but also celebrate what brings them together.	CMN	CMN, LPS, RGT	Character Education	• Embed an understanding of British Values, Protected Characteristics and the College Core Values and exhibit these behaviours in day-to-day life. • Embed British values & Protected Characteristic assemblies into the college calendar	• Improved student articulation • Decrease in behaviour incidents • Increase in praise through ach pts awarded for core values	• Student Voice and student interviews through Deep Dives		
			CMN, DKR RGT NSS	Citizenship & RSHE	• Review the KS3 curriculum to maximise cross-curricular links with other subjects. • Identify and develop opportunities for careers education to be delivered through Citizenship. • Further develop the Y10/Y11 Core Rc curriculum to ensure it is relevant and engaging. • Further embed assessment in KS3 Citizenship to ensure students have retained key knowledge. • Develop assessment in KS4 Core Rc to ensure students have retained key knowledge.	• Clear and evident cross curricular links • Career unit included in each rotation • Ensure quality first teaching of the course across all lessons • Assessment model in place which meets college expectations	• Deep Dive • RE & Ci – Curriculum on a page document • Student and staff voice		
			CMN RGT SCS	Cultural Literacy & Diversity	• Embed religious festivals and awareness of different cultures into the college calendar and student bulletin • Further develop the range of trips and enrichments that will enhance the cultural literacy of students • Work with SLs to ensure they can articulate the cultural literacy development within their department. • Ensure a wide range of books in the college library celebrate diversity and these are recommended on the weekly bulletin	• All form periods celebrate festivals and cultures as part of the form period programme • All departments offer a trip/ enrichment opportunity. • All SLs can articulate their 'PD on a page' • Termly review of Library stock	• Student bulletin • Form Period QA • Trips offer and enrichment tracker • Student voice		
	Engagement • Students contribute to college life for the benefit of themselves and those around them. • Students support their local community, charities and the environment.	CMN	CMN	Student Voice & Votes for School	• Further embed student engagement in debates about relevant issues in society through the Votes for School programme. • Further develop the debating club to include external competitions	• All form periods complete the votes for School work • Completion of voting • Uptake of debating club and entry into national competitions	• QA of votes for schools • Weekly voting returns		
			CMN, BIG	Supporting Local, National & International Causes	• Develop links with local care homes and engage students in well-being activities • Increase charity donations to target of £15,000	• Named care homes and calendar of activities in place • Plans in place to at least raise £5,000 a term	• Total amount of monies raised		
			CMN, LPS	Student Council & Democracy in action	• Embed election process of student council by peers • Embed Parliament Week into the College Calendar • Student council visit to Parliament • Increase the visibility of the Student council and their work across the College	• 100% of students vote for their chosen representative • Students gain an understanding of parliament and share this with their peers through video assembly • Students across College are able to articulate the work of the student council.	• Election process completed • Student Council minutes of meeting • Student Bulletin and briefing records		

Opportunity • Students make use of the experiences Horizon has to offer them. • Students are supported to make informed choices about their future aspirations.	CMN	BIG	Enrichment	• Develop a wide range of inter-form activities from all curriculum areas. • Ensure high levels of student engagement with the college enrichment offer, including from SEND, PP and LAC students. • Use student voice to ensure a wide range of opportunities are considered	• All curriculum areas involved in at least 1 activity during the year. • 100% of students to engage in 2 or more enrichment opportunity. • 75% of students (including cohorts) to engage in 4 or more enrichment opportunities. • 50% of students (including cohorts) to engage in 5 or more opportunities.	• Power-bi tracking • Interform Programme offer	
		BIG	Student Ambassadors & Leadership	• Ensure student ambassadors have clear roles and responsibilities and support the wider college life. • Increase the uptake and engagement of Duke of Edinburgh Award • Maintain Eco-leaders Award and further develop good practice across the college.	• Student ambassador engagement at 3 or more college events. • 60+ students to complete their Bronze award.	• Student Ambassador tracker • Duke of Edinburgh Tracker • Eco Leader Status	
		CMN	Careers & Enterprise	• Develop a Y10 work experience programme for all Y10 students • Ensure all year groups are PAL compliant	• 100% of students engage in a week of work experience • 100% of students are PAL compliant	• Attendance at workplace • Review and evaluation of the work experience week • Power-bi tracker	

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								End of Term 1	End of Term 2
Leadership & Management	**Vision & Ethos** A culture where: • Everyone is school ready. • Everyone is work ready. • Everyone is life ready.	CCS	CHT	Governance	• Continue to embed the revised governance model, including the 'dashboard' to ensure effective communication, challenge and support are in place	• Governance meetings reflect the revised structure and format.	• Minutes of Governor meeting • Dashboard	[green]	
			SPD, NPT, CFR, NOA	Policy & Practice	• Ensure the Relational Policy is effectively introduced, and practice embedded across the College. • Ensure the effective practice of Technology to enhance Teaching and Learning across the College • Further embed practice and articulation around British Values and Protected characteristics • Ensure the Pupil Premium strategy impacts positively on the progress and attainment of PP students, and that the Strategy Statement reflects practice. • Ensure the continual reviewing and updating of safeguarding policies	• Reduction in suspensions and classroom sanctions • All classrooms to become 'classrooms of the future' by Oct 2024 • Improved Subject Leader Articulation in Deep Dives • Improved attainment and attendance of PP Cohort • Meeting statutory guidance.	• Student Survey and staff survey – June 2025 • Analysis of behaviour data • PD on a page • Deep Dives • Attendance Data • Data Collection Analysis	[amber]	
			CCS	Finance	• Further develop budget holder responsibility and ensure all areas remain within budget allocation.	• All SLs work within their budget allocation for 2023-4.	• Monthly Budget statements • End of Year financial position	[green]	
	Safeguarding & Wellbeing A culture where: • Everyone feels safe. • Everyone feels supported. • Everyone feels valued.	CCS	CCS, JMR	Workload	• Implement key actions following feedback from Staff survey June 24. • Introduce AI into daily practice, as appropriate, to support with planning and to reduce workload.	• Staff Survey results - June 2025 • Improve on ?% to ?% on related questions to workload on staff Survey 2025	• Staff Survey 2025 • Line Management meetings	[amber]	
			NOA	Safeguarding Practice	• Embed effective Safeguarding practice and training for Wellbeing staff to become 'specialists' in a particular area. Each member of the wellbeing team to be trained in a specific area eg drawing and talking, mental health first Aid trained. • Increase parental engagement in termly safeguarding / wellbeing parental workshops with key target groups	• Meet statutory guidance and compliance with the link meetings with COMPASS. • Workshops completion and parental attendance to increase by 20%	• Intervention carried out with students and feedback from these as well as impact. • Feedback form from parents and attendance register	[amber]	
			CMN, NOA, SGL	Wellbeing: Staff/Students	• Complete criteria towards Gold – 'Be well' at Work Award. • Further embed the role of the wellbeing ambassadors. • Embed the work of the staff wellbeing champions in the day to day running of the school.	• Achieve Gold Accreditation for 'Be well @work award' • Actively take part in half termly wellbeing drop ins and contribute to the newsletter.	• Achieve the accreditation • Seen through termly safeguarding newsletters.	[amber]	
	Opportunity A culture where: • Everyone is considered. • Everyone is included. • Everyone is developed.	CCS	SBN JMR, VNI	Staff CPD	• Develop phase 2 of responsive Coaching, to ensure more bespoke and appropriate 1-1 coaching. • Further embed the use of WALKTHRUS as a primary mechanism across all 3 strands of CPD. • Provide bespoke training to further develop Technology in the Classroom. • Provide relevant training to support the implementation of the revised Assessment strategy and Assessment Weeks • Create appropriate CPD opportunities for teachers of different career stages, such as the aspiring middle leader's course.	• Coaching Tracker • CPD sessions to be completed followed by staff feedback on QR code • Calendared assessment week take place for all year groups and agreed subjects • Middle leader courses in place	• Drop in information • CPD Calendar and feedback • Feedback from Middle Leaders Course	[amber]	

		CFR, SPD, GMN, LSN	Communication & Engagement	• Develop further links with parents/carers through the role of Parent Partnership (GMN) • Increase student numbers through the positive marketing and promotion of the College • Further develop the quality of the 5 information Evening – include the new assessment cycle and options info • Implement the new data collection cycle and associated report to parents • Continue to embed the use of the college website as an effective communication tool with all stakeholders. • Further embed effective parental engagement for students with SEND.	• 5 information Evenings to have been held by end of the year • New report in place for all 5 year groups • 100% Compliant website, updated regularly by departments. • At least 75% of SEND parents to engage in at least one meeting/ event.	• Feedback from the Information Evenings • Feedback from SEND Events • Parent Partnership Events • Parent Survey	
		SPD	Inclusive Practice	• Ensure effective development in response to Flagship Status of IQM Award. • Ensure the Relational Policy is embedded across the College. • Continued training for classroom practitioners in specific SEND needs to support quality first teaching.	• Achievement of Flagship Status • Reduction in suspensions and classroom sanctions • Drop ins	• Flagship Status • CPD training Calendar	