

Priorities	Target Year
1. Overall Effectiveness	
The timetable and curriculum is flexible enough to meet the needs of changing cohorts	1/2/3
Maintain 'outstanding' OFSTED rating	1/2/3
We have a deep understanding of and involvement with all educational settings	1/2/3
High level of engagement and involvement with parents/carers and the wider community	1/2
2. Leadership and Management	
Liaison with parents and other stakeholders is effective in supporting positive mental health, positive learning behaviours, and communicating wider issues	1/2/3
Engagement and support from the wider community and other providers is actively sought and utilised appropriately	1/2/3
Outstanding CPD is provided to enable staff to achieve PDR goals which supports high quality teaching and learning and invests in professional development	2/3
Financial resource is used effectively and efficiently and additional funding is secured where possible	1/2/3
The support for middle leaders/subject leaders ensures a coherent and consistent curriculum model is embedded and is effectively quality assured	1/2
Teaching and learning INSET is strategically planned to support quality first teaching and supports staff development	2/3
3. Personal Development	
The safeguarding and wellbeing of all students remains at the forefront of all practises	1/2/3
The PSHE/SRE curriculum is compliant with national requirements and is responsive to the needs of the students	2/3
The variety and uptake of extra-curricular experiences embed an appreciation of diversity, culture and British Values	2/3
The Pendlebury experience enhances students' independence and resilience	2/3
Packages are in place to aid transition and integration between Key Stages 3-4 and Key Stage 4- post-16	2/3
4. Behaviour and Attitudes	
A relational behaviour policy is embedded and used to support positive behaviour choices	1
Attendance remains a priority for all staff, students and families	1/2/3
A student leadership model is in place	2/3
Opportunities are in place to hear and respond to parent, staff, student and governor voice	1/2/3
5. Quality of Education	
Strategies and skills to support reading are embedded across the curriculum	2/3
Opportunities are provided for students to conduct independent research and read widely within curriculum areas to promote a love of reading	2/3
Staff use targeted interventions in the most effective way to meet individual need which is informed by baseline and other assessments	1/2
Students have access to a broad curriculum that is responsive to their needs	2/3
Students are assessed effectively and are in receipt of quality first teaching that is differentiated accordingly	1/2/3