

Moorbrook School



School improvement plan

2024-25

- 2024-25 improvement plan objectives
- Five year strategic vision (2021-26)

Moorbrook School

School Development Plan 2024-25

Black improvements resulting from self-assessment. Purple signifies Ofsted areas to improve October 2023

Key Priority 1: Quality of education

Sustain and further develop the quality of teaching and learning and assessment, by:

- Developing professional practice that is consistently good or better in regard to a refined curriculum. Use appropriate tools, peers and advisor support to refine curriculum knowledge to ensure you know what pupils should be learning, why and when.
- Developing professional practice that is consistently good or better in regard to using summative assessment as appropriate to robustly measure what pupils can do, what they have learnt and any gaps that need filling; this should robustly correlate with the refined curriculum.
- Ensuring all lessons continue to be good or better, especially in adapting and responding to individual pupils' strengths and needs, where lessons are not good provide support and challenge.
- Ensuring the pupils educated offsite receive a quality education that reflects their individual needs and EHCP objectives with a view to reintegration on site as appropriate.
- Ensuring the teaching of reading is a focus within all subjects and staff are confident to do so.

Overall impacts

- The curriculum is sequenced appropriately to support pupil progress and you are able to articulate the 'why' and 'when' of learning within your subject curriculum plan.
- Summative assessment is used effectively to support pupil progress and robustly linked to the refined curriculum. Staff are adept in identifying pupils gaps and know how to tailor learning opportunities to fill them
- Pupil enjoy learning, celebrate their individual successes and make good progress relative to their starting points.
- MIP pupil experience a quality education that is equivalent to main school but bespoke
- Reading and spelling ages increase due to focussed interventions and all staff developing reading. Pupil fluency is increased and reading is recognised as a whole school/ staff priority.

SLT lead: DH
Governors: GW

Key Priority 2: Personal development

Reshape and solidify the experiences our pupils have of personal development and careers education by:

- Expanding the use of work skills lessons to ensure pupils are work ready.
- Developing opportunities for pupils to encounter the world of work.
- Tracking destinations of pupils and ensure knowledge and skills acquired at Moorbrook are fit for life beyond school.

- Pupils are aspirational for their future and have experience/ knowledge of the world of work.
- Pupils develop skills for life beyond school/post 16.

SLT lead: JH
Governors: MH

Key Priority 3: Effectiveness of leadership and management

Develop the devolved leadership inline with school expansion by:

- Ensure leaders account for the quality of education or staff training in the area they are responsible for.
- Ensure leadership team is well trained offering consistent support to staff in line with school ethos.
- ECTs are supported to become effective teachers
- Trainee SENCOs are supported to become effective in support pupil needs in line with SEN code of practice.
- Staff engage in training opportunities to expand skills and expertise in planning lessons matched to the complex needs of individual pupils.
- Enhance staff knowledge of trauma informed practice.
- The headteacher to strategically plan the further expansion of school inline with LCC priorities.

- Individual senior leaders can demonstrate positive impact on pupils for their area of responsibility. Staff feedback is positive related to support for workload and wellbeing; their attendance remains high.
- New staff are confident in the use of school policies, experienced staff act as good role models and mentors.
- Feedback on CPD is positive and impacts on provision for pupils and pupil progress.
- ECTs are successful teachers
- SENCOs are confident and able to work within the SEN code of practice.
- Staff have a understanding of how to support pupils with ACES
- The head strategically plans the school expansion working with county officers.

SLT lead: CT
Governors: DH

<u>Key priority 4: behaviour and attitudes</u> Sustain and further develop pupil behaviour and attitudes by: • Pupils experience a consistent approach from staff in line with school ethos. • Further support pupils emotional development through introduction of zones of regulation across school • Further support pupils sensory needs through developing the use of sensory tools within class in addition to within the care and a guidance support team. Increasing pupil's ability to remain in class.	• Policies are understood and applied consistently by all staff • Behaviour data show stability or continues to improve • Pupils are increasingly able to meet their own sensory need within class. • Pupils are increasingly able to vocalise their feelings to staff and identify self-support. • Thrive assessments show increased wellbeing as does anecdotal data.	SLT lead: IK Governors: JW
<u>Key priority 5: attendance</u> • Pupils with low attendance improve their attendance through joint working between FSW/AIW and outside agencies. • Attendance improves for those pupils with attendance below 90% and where it does not a variety of actions have been taken to support the pupil. • Pupils on MIP are supported to re-engaged with education and increase their attendance via appropriate individualised provisions.	• Attendance improves for those pupils with attendance below 90% and where it does not a variety of actions have been taken to support the pupil. • Pupils on MIP re-engage with education and increase attendance and progress (social. Emotional and academic)	SLT lead: SM Governor: JMc
<u>Safeguarding and Child protection</u> • Safeguarding practice is embedded in all new staff practices and continues to be high profile across school. • The DSL team within school is expanded and works effectively as a team to support pupils and staff with school safeguarding issues.	• Safeguarding practice continues to be effective with an expanded staff team. • Further DSL trained and DSL team report good team work, staff feel support by the expanded DSL team	SLT lead: SM/CT Governors: DH
<u>Governance</u> • Governors access training appropriate to their responsibilities • Governors reintroduce visits to school to observe school in action.	• Governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.	Lead: CoG

Quality of education Sustain and further develop the quality of teaching and learning and assessment, by:					Lead: DH Link gov: GW			
Objective	Action(s)	Person	Timescale(see calendar for specific dates)	Cost	Funding Source	Person monitoring including contribution by governor's	IMPACT statement	Evidenced in
Developing professional practice that is consistently good or better in regard to a refined curriculum. Use appropriate tools, peers and advisor support to refine curriculum knowledge to ensure you know what pupils should be learning, why and when.	All teachers to complete a skills audit to promote reflection. Collate results to identify areas of strength and common areas for development	All staff	Autumn term1	Curriculum meeting time	N/A	DH Link Gov	Teachers are clear on standards to be reached. Teachers are reflective and can offer support to colleagues; establishing a community of excellence. Where areas are identified for whole school development support is identified quickly and impact is seen in the classroom	Audits Lesson observations
	Advisor support is bought in for specific common areas of development	LCC curriculum advisor	Autumn term 2	LCC £208 approx. per course	CPD budget	DH Link Gov	Teachers access support and adapt their practice to include new learning. Pupils access higher quality lessons	Advisor records Teacher feedback on CPD Teacher observations Planning documents
	All teachers audit subject areas to ensure key skills and knowledge acquisition are explicit and planned in a meaningful way	Teachers DH to supply audit	Autumn term 1	Curriculum meeting time	N/A	DH Link Gov	The curriculum is robustly planned to meet each individual need and includes the essential skills and knowledge each learner should acquire in their learning journey	Subject audit documents Planning documents Lesson
Developing professional practice that is consistently good or better in regard to using summative assessment as appropriate to robustly measure what pupils can do, what they have learnt and any gaps that need filling; this should robustly	Teachers are supported to understand summative assessment, how it fits into their subject, how to use the data from it	Teachers DH Curriculum advisors	Autumn term 2	LCC £208 approx. per course	CPD budget	DH Link Gov	Teacher plan assessment opportunities which correlate to individual learning journeys within subject intents	Teacher discussions Planning documents Assessment data Data analysis
	Teachers can demonstrate a clear account of the skills and knowledge each pupil has, their next steps and how this fits into their wider learning journey	Teachers\	Autumn term 2	Development time Curriculum meeting time Individual mentoring meetings	N?A	DH Link Gov	Teachers have a clear picture of what pupils can do. They use data collected to adapt future learning to address gaps and misconceptions	Teacher discussions Planning documents Assessment data Data analysis

correlate with the refined curriculum.								
Ensuring all lessons continue to be good or better, especially in adapting and responding to individual pupils' strengths and needs, where lessons are not good provide support and challenge.	Analyse C&G data to identify patterns in pupil fallout. Analyse pupils voice feedback to identify issues	Pastoral team DH	Autumn term 1	DHT time	N/A	DH Link Gov	Pastoral and subject level data is used to determine whether pupil needs are being met and teaching is good or better	School council minutes HT/DHT meeting minutes
	Robust cycle of observation and learning walks to address any inconsistency in quality of lessons	DH	Autumn term 1 and ongoing	Curriculum time	N/A	DH Link Gov	Where teaching is good this is recognised. Where it is not it is identified and supported to improve.	Appraisal records
	Address issues promptly and devise informal support plans with realistic but rigorous targets	DH/CT	As required	DHT/HTtime	N/A	DH Link Gov	All teachers feel supported and challenged to be the best teachers they can be. Lessons are good or better as a result.	Staff survey
Ensuring the pupils educated offsite receive a quality education that reflects their individual needs and EHCP objectives with a view to reintegration on site as appropriate	Regular MIP team meetings in place to track pupil progress and discuss reintegration plans	CT/SM	All year	SM time	N/A	DH Link Gov	All MIP pupils are making progress relative to their starting points	MIP meeting minutes HT/MIP lead meeting minutes
	Half termly target setting meetings for all MIP pupils with reviews to involve all providers for pupil.	SM	End of each half term	MIP staff time	N/A	DH Link Gov	All providers are aware of the individual targets and work with MIP staff to ensure pupils meet those	Pupil progress records
	MIP lead establish timetables for QA of tutors and for vocational provision	SM	Autumn term 2	SM time	N/A	DH Link Gov	MIP provision are of the highest quality and meet all required expectations in relation to safeguarding, standards of education and care of pupils	QA records
Ensuring the teaching of reading is a focus within all subjects and staff are confident to do so.	Relaunch reciprocal reading in keyworker time, train new staff in reasoning behind it and how to scaffold talk around the text.	CL All staff	Autumn term 1	Keyworker time CL intervention time	N/A	DH Link Gov	Pupils know the value of reading and experience a wide range of opportunities to access and enjoy reading	PAQ Staff survey

	All pupils have reading and spelling tests twice yearly.	CL DH	Autumn and Summer terms	English lessons	£750 for subscription	DH Link Gov	Pupils and staff know the starting points and can choose texts that are appropriately engaging in order to improve reading skills.	Pupil data
	Intervention sessions are targeted towards improving reading	CL JH	From Autumn 1 ongoing	Intervention sessions	N/A	DH Link Gov	Pupils who are below age related expectations increase their skills with reading	Pupil data
	Teachers will be supported to include reading materials and strategies in each class. TAs will be taught how to guide reading for 1:1 pupils	CL Teachers TAs	From Autumn 1 and ongoing	Staff meeting time Curriculum time	N/A	DH Link Gov	All staff at Moorbrook promote the importance of reading across the formal and informal curriculum, pupils engage well with this. Reading ages increase.	Pupil data

Sept ✓

Personal development					Lead: JH Link gov: MH			
Objective	Action(s)	Person	Timescale(see calendar for specific dates)	Cost	Funding Source	Person monitoring including contribution by governor's	IMPACT statement	Evidenced in
The school provides good quality, meaningful opportunities for pupils to encounter the world of work.	Explore opportunities for encounters with employers or experiences of workplaces in the form of work experience. This will be developed and offered, where appropriate, for the KS4 pupils.	SF	April 25 onwards	£500 transport?	Lancashire Careers Hub SEND School Workplace Encounters Innovation Fund Application for funding	Link Gov	Pupil experience real life work experience through the completion of a work placement. The completion of daily logs detailing roles, responsibilities and work completed will enhance knowledge and understanding of the requirements to fulfil the job role. A successful funding application could pay for external prodder. Alternatively, planning for staff to explore opportunities is an option.	Work experience attendance / logs
	Continue to develop the off-site provision through working with Lancashire Careers Hub to develop links to workplaces, supported internships and other local offers.	JH/DH	September 24 onwards	nil	School budget	Link Gov	The continued development of the off-site provision combined with in-school learning will provide opportunities to experience work and gain skills ready for work.	Attendance at the provision. Completion of the course.
Expand the use of work skills lessons to ensure pupils are work ready.	Develop the Schemes of Learning to ensure all aspects of work skills are covered.	SF	September 24 onwards	Nil	N/A	Link Gov	The development of the SoL ensures a sequenced offer for all pupils with the necessary work skills being delivered at the appropriate time.	Pupil voice
	The use of external providers and ex-pupils to develop knowledge of what is expected when going out to work.	SF	January 25 onwards	nil		Link Gov	The opportunity for pupils to speak to external providers will enhance their understanding of the requirements for work and develop key skills ready for work. The use of ex-pupils who have been successful in work or training will demonstrate to the pupils that Moorbrook provides the skills and attributes required to be work ready.	Pupil voice

Track destinations of pupils and ensure knowledge and skills acquired at Moorbrook are fit for life beyond school.	Develop a tracking system detailing the next steps taken when pupils leave Moorbrook.	SF/JH	October 24 onwards	Nil	N/A	Link Gov	The development of a robust tracking system detailing the pathways Moorbrook leavers take will allow the school to assess how successful or any developments that may be required.	Tracking system Pupil questionnaire
	College taster days	SF/JH	October onwards	Nil	N/A	Link Gov	Develop links with colleges both locally and others located in areas close to the pupils who travel from further away. Attend taster days designed specifically for pupils from specialist provision. Pupils experience college and understand the courses and support available.	Pupil voice

Behaviour and attitudes					Lead: IK Link gov: JW			
Objective	Action(s)	Person	Timescale(see calendar for specific dates)	Cost	Funding Source	Person monitoring including contribution by governor's	IMPACT statement	Evidenced in
Pupils experience a consistent approach to behaviour management from staff inline with school ethos.	Ensure new staff are supported with developing skills of team teach and Thrive	IK / RMC (CL)	autumn term 1&2	staff meeting time ik/rmc admin time	CPD budget	Link governor	Staff are confident in the use of TT and apply the ethos of Thrive practice.	CPD plan SIB
	Monitor BIS and RF1 information to identify training needs and implement training for staff	IK / RMC	throughout year	staff time	n/a	Link governor	Low level behaviours are dealt with early to prevent reoccurrence or escalation.	CPD plan
Further support pupils emotional development through introduction of zones of regulation across school	Train all staff in the use of Zones of regulation	JH IK	autumn 2 spring 1	printing cpd time/staff meeting time	n/a	Link governor	Pupils and staff are familiar with (ZOR). Staff understand the terminology.	Classrooms Updated behaviour policy IBPS
	Integrate the zones of regulation into the school behaviour policy and into individual pupil behaviour plans	IK/RMC	spring 2 summer 1	n/a	n/a	Link governor	ZOR posters and reminders are visible around school, pupils can use these as prompts.	Behaviour plans.
Further support pupils sensory needs through developing the use of sensory tools within class in addition to within the care and a guidance support team. Increasing pupils ability to remain in class.	Integrate the use of sensory diets into the school behaviour policy and individual behaviour plans	IK	autumn 1&2	£450 per day once per half term	sensory budget	Link governor	Identified pupils have a sensory menu as needed.	Behaviour policy IBPs
	Encourage the use of sensory tools within classrooms to support pupils remaining in class.	IK/DH	autumn 1&2	£500	sensory budget	Link governor	Sensory tools are purchased which are value for money and used to help pupils regulate within classrooms lessening the need to exit class in order to regulate.	Classroom use

Attendance					Lead: SM Link gov: JMc			
Objective	Action(s)	Person	Timescale(see calendar for specific dates)	Cost	Funding Source	Person monitoring including contribution by governor's	IMPACT statement	Evidenced in
Pupils with low attendance improve their attendance through joint working between FSW/AIW and outside agencies.	Regular use of attendance letters for low attendance	SM/ AG	Oct 24 onwards	nil	N/A	SM/ CT/ link gov	Families are provided with support and pupil attendance increases, where not legal procedures are used when appropriate in line with school policy.	Attendance file Attendance report
	FSW/AIW is trained in attendance work in line with new government policies.	SM/ AG	Oct 24 onwards	Course costs		SM/ CT/ link gov	FSW/AIW trained and is confident	Staff list CPD records
Attendance improves for those pupils with attendance below 90% and where it does not a variety of actions have been taken to support the pupil.	Attendance policy is updated with clear, stepped actions to support attendance.	SM	Oct 24	Nil	N/A	SM/ CT/ link gov	All attendance staff have had training in school policies and feel confident in implementing them. Pupils attendance improves.	Attendance file Attendance report
	Key workers consistently address attendance issues.	SM	Sept 24	Nil	N/A	SM/ CT/ link gov	All staff work within school policies and pupils experience a consistent approach.	Attendance file Attendance report
	Regular attendance team meetings in place to track pupil progress and discuss strategies needed.	SM/ AG						
Pupils on MIP are supported to re-engaged with education and increase their attendance via appropriate individualised provisions.	Offsite lead establish timetables for QC of tutors and for wraparound provision	SM NW, AG, AD	Autumn term 1 and ongoing throughout the year	Directed time allocation		SM/ CT/ link gov	Pupils learning offsite receive a bespoke curriculum which is designed to meet their needs, abilities and interests	Pupil timetables Meeting minutes
	Regular offsite team meetings in place to track pupil progress and discuss reintegration plans	SM NW, AG, AD	Autumn term 1 and ongoing throughout the year	Directed time allocation		SM/ CT/ link gov	Learning is continuous for pupils even if not attending school.	Pupil timetables Meeting minutes
	Individual timetables in place which match pupil needs	SM NW FSW AD	Autumn term 1 and ongoing throughout the year			SM/ CT/ link gov	Learning is continuous for pupils even if not attending school.	Pupil timetables Meeting minutes

Leadership and management					Lead: CT Link gov: DH			
Objective	Action(s)	Person	Timescale(see calendar for specific dates)	Cost	Funding Source	Person monitoring including contribution by governor's	IMPACT statement	Evidenced in
Ensure leaders account for the quality of education or staff training in the area they are responsible for.	Ensure clear job plans that align to new staffing structure	CT	Sept 24 onward	nil	N/A	Link gov	All staff have a clear job plan related to new staffing structure	Staff records
	Provided a standard report format for staff to feedback to SLT and governors for their area.	CT	Oct 24 onward	nil	N/A	Link gov	Staff completing a feedback report termly for SLT and governors where applicable. Demonstrating positive impact on pupils of their role.	Governor reports
Ensure leadership team is well trained offering consistent support to staff in line with school ethos	Provided weekly meeting for DHT/AHTs to discuss operational tasks and provide coaching/mentoring. Reduce frequency as appropriate without loss of communication, support and consistency of leadership.	CT	Sept 24 onwards	Nil	Staffing budget	Link gov	SLT feel supported in their roles and carry out effectively. Staff report effective support from SLT and a consistent approach	Meeting minutes Staff survey
	Provide all leaders with Appraisal training	CT	Sept 24	Nil	Staffing budget	Link gov	Staff report a consistent approach to appraisal inline with school policy. Leaders report increasing confidence in appraisal	CPD log Staff survey
	Source and provided relevant leadership CPD for team and individuals.	CT	Sept 24 onwards		CPD budget	Link gov	Leaders experience relevant CPD and increase competency in their roles.	CPD log Staff survey
ECTs are supported to become effective teachers	Identify ECT training provider	CT	Sept 24	Nil	Staffing budget	Link gov	Registered with an ECT training provider	

	Identify and train an ECT coach and mentor from SLT team.	CT DH JH	Sept 24	nil	Staffing budget	Link gov	ECT Coach and mentor identified and training completed	CPD log
	Implement weekly support as per ECT programme	DH	Sept 24	Nil	Staffing budget	Link Gov	ECT feels supported and becomes effective	Calendar Staff survey
Assistant SENCOs are supported to become effective in support pupil needs in line with SEN code of practice.	Weekly meetings to support assistant SENCOs with operational elements of role	CT SM JH	Sept 24 onwards	Nil	Staffing budget	Link Gov	Assistant SENCOs feel confident and are increasingly competent in role	Staff survey Meeting notes
	Training to become qualified SENCO as appropriate completed	JH	July 25	??	CPD budget	Link Gov	Assistant SENCO qualified to become SENCO.	CPd records
Staff engage in training opportunities to expand skills and expertise in planning lessons matched to the complex needs of individual pupils.	Organise training based on a training needs and abilities survey.	CT	Sept 24 and termly planned calendar	nil	CPD budget	FGB	Staff receive individual training based on need. Staff share expertise by delivering to colleagues where appropriate and needed. External CPD employed for whole staff.	CPD calendar
Staff develop deeper understanding of trauma informed practice.	Whole staff meetings re trauma informed practice	JH	Spring term calendar	Nil Directed time	Staffing budget	Link gov	Staff develop understanding of childhood trauma and are confident to adapt practise to meet pupil needs	IBP Staff survey
	Ensure MIP staff undertake additional training to develop deeper understanding of TIP	SM/CT	On going	?? Directed time	CPD budget	Link gov	MIP staff feel confident to provide for individual pupil needs and to advise main school staff where necessary.	Staff survey

<u>Safeguarding and Child protection</u>					Lead: SM/CT Link gov: DH			
Objective	Action(s)	Person	Timescale(see calendar for specific dates)	Cost	Funding Source	Person monitoring including contribution by governor's	IMPACT statement	Evidenced in
The DSL team within school is expanded and works effectively as a team to support pupils and staff with school safeguarding issues	Regular DSL team meetings to discuss casework, staff training needs	CT/SM	Sept 24 onwards	Nil	Staffing budget	SM/ Link governor	Actions in place to strengthen safeguarding for pupils.	Safeguard report plus action plan
	Train further DSL to support increased pupils on roll.	CT	Oct 24 or ASAP	Free Directed time	Staffing budget	SM/ Link governor	Expansion of the DSL team will provide support for the existing DSL, pupils and families.	Safeguard report plus action plan
Safeguarding practice is embedded in all new staff practices and continues to be high profile across school	Regular safeguard training for staff relevant to pupil needs and current geographical issue/concerns	SM	Sept 24 onwards	Directed time	Staffing budget	SM/ Link governor	All staff and governors have updated safeguard training	CPD records
	Safeguarding noticeboard for staffroom	CT	Sept 24	nil	Staffing budget	SM/ Link Governor	Clear resources and updates ensure all staff are clear on safeguarding pupils.	Safeguard report plus action plan
	Safeguarding concerns to be added to school council agendas	TU/SM	Sept 24	nil	Staffin budget	SM/ Link Governor	Pupils are aware of safeguarding issues and how to receive support.	Safeguard report plus action plan

<u>Governance</u>					Lead: DH (CoG)			
Objective	Action(s)	Person	Timescale(see calendar for specific dates)	Cost	Funding Source	Person monitoring including contribution by governor's	IMPACT statement	Evidenced in
Further strengthen Governance	Governors access training appropriate to their responsibilities	Link training governor	On going	Nil	Governor service SLA	FGB	Governors have attended training that supports their confidence to support and challenge school	Governor CPD file Governor meeting minutes
	Governors reintroduce visits to school to observe school in action	CT	Sept 24 onwards	Nil	N/A	FGB	Governors visit school to support learning walks or view school in action	Governor minutes

Strategic vision for Moorbrook School: Where do we need to be in 5 years' time? (2021-2026)

To be reviewed as part of this year's SDP in light of the EOI

Proposed target outcomes for 2026:

- Increased building capacity to accommodate numbers onsite to 64 pupils (2x Y7 classes, 2x Y8, 2xY9, 1xY10, 1x y11) either at current site or identify a satellite site.
- Increased and restructured staffing to accommodate increased role onsite and offsite.
- Increased fulltime alternative provision capacity to 16 pupils through devolved leadership and additional admin. (8 xY10 pupils, 8 xY11 pupils)

Objective	Success criteria	Strategies to meet criteria	Monitoring evidence
To develop a medium to long term strategy for the stage expansion of Moorbrook	- Action plans: responsibilities, tasks, timings and outcomes agreed by SLT - Plans and key priorities approved by governors - Governors to be assured of financial viability at all phases of development	- Identify current strengths and areas for development - Determine key priorities and produce a plan to meet the schools key long term vision.	- SEF - SIP and other action plans - Monitoring reports and self-evaluation reports - Link govern reports - Headteacher reports to FGB - Relevant agendas and minutes of meetings - Notes of meetings with staff - Budget reports and supporting documents
1. To ensure robust pupil projections based on shared data are used to inform all aspects of planning.	- Pupil projection data is as comprehensive and reliable as possible - Data is agreed by LA	Maintain effective links with Inclusion service head of service, area manager	
2. To secure required funding at each phase and ensure that any expansion is financially sustainable and therefore viable	- Viable funding secured at each phase - Finance committee to agree all action plans - Balanced budgets presented annually to governors, LA and approved	- HNB funding streams - Schools forum bid if funds allow	
3. To create a buildings development plan to maximise use of current building and grounds	Building surveyor support to draw up appropriate plans	Building development plan created and implemented as funding allows.	
4. To explore satellite site options	- Inclusion service support for plans - Asset team support to identify buildings	Satellite options explored, plans implemented if appropriate.	
5. To increase working relationships with alternative providers to provide increased provision for pupils in line with school ethos.	Alternative providers (Oak, Hawthorn, fix it, PVC, Equwise, Cast) provide for pupils in line with the whole school curriculum intent.	Shared CPD with providers	