

Strategic Delivery Plan 2025 - 2028



*Our MISSION is...
Changing lives and improving life chances*

*Our VISION is...
to be a centre of excellence for alternative provision nationally*

*Our Key VALUES
Relationships Respect Empathy Perseverance*

We are PASSIONATE about ensuring the experiences of young people and the understanding of their individual needs are at the heart of PLC

FOCUS AREA	1 - SAFEGUARDING PRACTICE		2 - INCLUSION		3 - CURRICULUM & TEACHING		4 - ACHIEVEMENT		5 - ATTENDANCE & BEHAVIOUR		6 - PERSONAL DEVELOPMENT & WELL-BEING		7 - LEADERSHIP & GOVERNANCE								
PRIORITIES	1.1	Maintain a robust safeguarding culture by embedding statutory policies and procedures, ensuring continual review of their impact, and providing effective oversight of staff conduct, recruitment, and support to keep all pupils safe.	DW	2.1	Identify pupils' needs quickly and accurately, including any emerging or changing needs, and systematically review and adapt strategies to deliver sustained improvements in pupils' progress and opportunities.	MS	3.1	Ensure a high-quality, coherent, and responsive curriculum across all subjects and pupil groups by strengthening quality assurance processes, refining curriculum design and using evidence to inform adaptations, resource allocation, and staff deployment to drive continuous improvement.	DW	4.1	Pupils are consistently well prepared for the next stage in their education, employment or training.	DW	5.1	Where needed, improving the attendance of pupils at PLC, particularly against their prior attendance profiles, including through supporting families to help remove as many barriers as possible.	GI	6.1	Further develop and deliver a coherent and inclusive Personal Development / Transformation curriculum.	CC	7.1	There is a clear, ambitious strategy regarding the future direction of PLC, which takes account of our unique context and the place we hold within the wider local, regional and national system/s.	LL
	1.2	Ensure pupils feel safe, heard, and supported by embedding safeguarding education across the curriculum, listening to all pupil voices, and taking proactive action to prevent and address child-on-child abuse and other related risks.	LS	2.2	Use robust evidence to inform strategic decisions and to implement and monitor a graduated approach supported by high-quality staff training.	MS	3.2	Deliver consistently high-quality teaching by embedding evidence-informed practices, ensuring coherent sequencing and progression, and providing targeted support and reasonable adjustments to meet the needs of all pupils.	CC	4.2	Pupils consistently achieve success in appropriate knowledge, skills and outcomes, which are aligned to their individual needs, help close gaps in learning and which demonstrate strong progress from their starting points.	CC	5.2	Continue to build PLC's trauma 'responsive' approach, underpinned by the PLC Relationship Policy, to support leaders, staff and pupils create a calm, positive, supportive environment.	GI	6.2	Prepare pupils for life beyond PLC, including being well informed so they know what they need to do to achieve their ambitions.	LS	7.2	Leaders at all levels understand the school's strengths and areas for development, and have a clear rationale for the improvement areas identified.	LL
	1.3	Further embed a culture of vigilance and continuous improvement in safeguarding by ensuring staff confidently follow procedures, leaders learn from cases to strengthen practice, and systems are in place to engage and support parents effectively.	LS	2.3	Maintain our commitment to the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND, including ensuring that local partnership strategies have a positive impact on pupils attending PLC and those supported by PLC.	DW	3.3	Strengthen assessment, subject expertise, and secure foundational learning for all.	CC	4.3	Ensure pupils secure essential foundations in language, reading, writing, and maths, and close any gaps quickly to support future learning.	CC	5.3	Improve the systems for reviewing, monitoring and rewarding pupil engagement in learning and education.	GI	6.3	Strengthen Pastoral Support and Well-being systems to ensure what we provide is highly effective and makes good use of the resources available.	LS	7.3	Leaders continue to develop a highly effective culture of professional learning and expertise which give due regard to leaders' and staff well-being and workload.	DW
INTENT	1.1.1	Policies and procedures are embedded within the school, and the impact of safeguarding policies, systems and processes is kept under continual review, with leaders reflective about school practices.	DW	2.1.1	Maintain our focus on the understanding of pupils' needs and progress, supported by well-analysed quantitative and qualitative data, to inform strategic decisions, including the Pupil Premium strategy and selection of approaches.	MS	3.1.1	Review and refine processes that provide accurate insight into the quality of the curriculum across all subjects and pupil groups, ensuring it is consistently high-quality and meets the needs of all CYP.	DW	4.1.1	Ensure the consistent application of personalised information, to ensure pupils are identified on to, and follow the appropriate Pupil Pathway, and receive focused support where required.	PROV LEADS	5.1.1	Robust and accurate attendance analysis systems are further developed, monitored and well understood, to identify the causes of poor attendance, intervene early, tackle any issues and remove barriers.	GI	6.1.1	Ensure the PSHRE and wider personal development curriculum is well-taught, comprehensive, and tailored to pupils' needs.	CC	7.1.1	Continue the successful integration of PLC into Enable Trust.	LL
	1.1.2	Review and monitor all statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record keeping and the 'Prevent' duty.	DW	2.1.2	Keep under review our systems and processes to ensure an effective graduated approach, that is monitored and supported through ongoing, high-quality training and professional development, for staff to meet pupils' needs.	MS	3.1.2	Continue to evaluate and improve curriculum planning for each subject and groups of CYP, so that it identifies clear end points and is logically sequenced to build on prior learning.	CC	4.1.2	Continue to implement robust transition plans (as appropriate) for pupils moving to the next stage of education, ensuring continuity of learning and well-being.	PROV LEADS	5.1.2	The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve.	GI	6.1.2	Ensure participation for all pupils, including disadvantaged, SEND, and those facing barriers, through reasonable adjustments and tracking systems.	PROV LEADS	7.1.2	With the support of the Trust Central Team, continue to build the profile of PLC's external facing lens and expertise via outreach / in reach opportunities.	LL
	1.1.3	Leaders follow LA procedures in managing safeguarding concerns or allegations about adults. Staff's work is monitored, and they receive appropriate supervision and support.	DW	2.1.3	Ensure our inclusion approaches are systematically reviewed and skillfully adjusted to make a sustained difference to pupils' opportunities and experiences, based on robust evidence, including where any reasonable adjustments have been made in the best interests of the CYP.	PROV LEADS	3.1.3	Use evidence from curriculum reviews and pupil outcomes to make informed decisions about curriculum adaptations, teaching approaches, staff deployment, and resource allocation to drive improvement.	CC	4.1.3	Continue the review and development of effective reintegration strategies and transition plans as required, for pupils returning from PLC into pre 16 or post 16 destinations.	PROV LEADS	5.1.3	Further develop the systems and processes in place to monitor students who have reasonable adjustments or adaptations to attendance made for them, to ensure strategies are timely, well-chosen and targeted.	PROV LEADS	6.1.3	Increase opportunities for pupils to develop respect for protected characteristics, British values, and cultural diversity.	PROV LEADS	7.1.3	Continue to develop PLCs involvement in the AP schools' strategy nationally, e.g. Through the involvement in national AP networks / working groups, development of Quality Mark opportunities, national research programmes and national PRUAPs collaboration.	LL
	1.2.1	Pupils' voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day).	LS	2.2.1	Continue to embed and ensure Pupils' Placement Plans (PPP) are effectively utilised to ensure staff, and other partners know what pupils need to improve their learning opportunities and experiences.	PROV LEADS	3.2.1	Continue to review and refine the curriculum and teaching approaches for all children and young people (CYP) to ensure consistent, high-quality delivery across the school and remove barriers to achievement by embedding evidence-informed practices that support progression in knowledge and skills.	CC	4.2.1	Use detailed knowledge of CYP, to identify clear and high expectations of CYP's target outcomes (as reflected in PPPs) across academic and social, emotional and mental health measures.	CC	5.2.1	Continue to develop aspects of the curriculum and intervention strategy which supports pupils' development in learning how to manage their own emotions and resolve conflict with others.	GI	6.2.1	Embed careers education and guidance that meets Gatsby benchmarks and includes employer engagement, work experience, and skills development.	LS	7.2.1	Governors/trustees are involved in the strategic direction of the school and use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work.	LL
	1.2.2	Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils know who to go to for support.	LS	2.2.2	Keep under review the strategies in place to ensure the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being are enhanced wherever possible.	PROV LEADS	3.2.2	Ensure that teachers consistently make informed decisions about what to teach, when, and how, based on subject context, phase, and pupils' needs, and monitor and support teaching so that pupils successfully build knowledge, apply skills, and develop language, vocabulary, and reading competency across all subjects.	CC	4.2.2	Pupils receive appropriate, individual and/or targeted academic or SEMH support, to close gaps in learning, and develop emotional and mental health strategies as quickly as possible, to help prepare CYP for successful transitions.	CC	5.2.2	Continue to develop staff expertise in relation to trauma informed practice and how to support and manage complex issues, such as discrimination, physical and/or sexual violence, derogatory language etc.	GI	6.2.2	Increase the opportunities for pupils to explore future education, employment, and training pathways, including careers guidance, work experience opportunities, and skills development, via strong engagement with employers in the local area	LS	7.2.2	Continue to develop and review a range of effective quality assurances systems and processes, which help provide effective monitoring of the strengths and areas of development across the school, and which support the rationale for any changes or focused worked required.	LL
	1.2.3	Robustly monitor and review incidents of child on child violence, in its various forms, and ensure all urgent and supportive responses are in place, including appropriate escalation where needed.	LS	2.2.3	Continue to review and monitor our AP strategy, to ensure it is commissioned appropriately and is used in pupils' best interests. Where it is used, continue to provide robust quality assurance and review the impact of such intervention.	GI	3.2.3	Implement reasonable adjustments and targeted academic support for pupils with additional needs, eg. by ensuring EHC plans are fully considered in curriculum design and delivery and teaching strategies are adapted carefully to meet individual starting points and needs.	MS	4.2.3	Continue to develop and use detailed analysis of school data to accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas.	CC	5.2.3	Continue to monitor and review the intervention and / or support strategies and approaches for pupils who need tailored and responsive reasonable adjustments and to reflect on whether the approaches have a demonstrable impact on pupils.	GI	6.2.3	Develop pupils' confidence, resilience, independence, and integrity to ensure they are well-prepared for their next stag and to ensure that pupils are well informed and know what they need to do to achieve their ambitions.	LS	7.2.3	Continue to embed increased opportunities for staff to work together to share best practice, explore external research and develop pedagogical improvements which carefully align with our identified priorities for whole school improvement.	LL
	1.3.1	All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.	LS	2.3.1	Work collaboratively with the local area SEND partnership to align school practices with shared strategies, ensuring pupils benefit from coordinated support during transitions and reintegration, ensuring strategies are informed by pupil needs and partnership input to secure positive outcomes.	DW	3.3.1	Ensure that teachers consistently use assessment effectively, including prior attainment where known, to check pupils' understanding and make timely formative assessment adjustments to teaching and curriculum to secure progress.	CC	4.3.1	Use assessment and data analysis to further enhance the early identification of pupils who may need additional support with speech, language or communication skills	CC	5.3.1	Involve pupils in better understanding how we can effectively support pupils' engagement and in the review of rewards systems.	PROV LEADS	6.3.1	Deepen our understanding of pupils' personal development needs and implement systematic processes to anticipate, identify, monitor and review those requiring additional support.	LS	7.3.1	The People Strategy continues to focus on the continued professional development (CPD) and well being of all staff. CPD approaches are continuously reviewed to maintain a focus on evidence-informed, targeted training, designed to build expertise in individuals and within teams, and which continues to build a culture of positive relationships, whole school improvement and manageable workloads.	DW
	1.3.2	Leaders and the DSL team actively learn from safeguarding cases and incidents and take any action needed to improve practice	LS	2.3.2	Develop and embed effective outreach and in-reach support systems to assist pupils with SEND in maintaining continuity of learning and well-being, whether on-site or off-site.	DW	3.3.2	Ensure pupils at the early stages of reading are taught through systematic synthetic phonics and take targeted action to secure essential foundations in communication, language, reading, spelling, handwriting, and mathematics.	TLRs	4.3.2	Ensure targeted supported and/or intervention is in place for CYP to secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts, and to close gaps as quickly as possible.	TLRs	5.3.2	Involve staff in better understanding how we can effectively support pupils' engagement and in the review of rewards systems.	GI	6.3.2	Provide highly effective pastoral interventions, including outreach and in-reach support, to meet individual needs.	LS	7.3.2	Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement.	DW
	1.3.3	Systems to engage with and support parents are in place and parents know who to go to in school for support.	LS	2.3.3	Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.	DW	3.3.3	Maintain a deep understanding of subject differences and ensure teachers have, or develop, the expertise needed to deliver well-sequenced learning that anticipates future progression.	CC / TLRs	4.3.3	Evaluate the effectiveness of PLC's provision and accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case.	CC	5.3.3	Involve parents/carers in better understanding how we can effectively support pupils' engagement and in the review of rewards systems.	PROV LEADS	6.3.3	Monitor and evaluate the impact of personal development and pastoral strategies using qualitative and quantitative evidence.	LS	7.3.3	All staff understand their role in improving and sustaining standards and make a consistently positive contribution to this, including taking responsibility for their own continual professional development.	DW