



TURBO CHARGED



School development plan 2026



A school at ease with itself



Introduction

This is the second development plan our team have made. This 12-month plan is built on two foundations; the changes we implemented during 2025, and our ISI inspection report that happened in November. Like last year, this is a living document and is therefore open to amendment and adaptation. All members of the teaching staff, and SLT have contributed. There is a focus on activities that require group participation and responsibility as requested in the ‘further steps’ section of the inspection report. MJ Feb 2026

Section 1 INDIVIDUAL IMPROVEMENT IDEAS -

The ideas in the following table were discussed and agreed at Performance Management meetings held in January 2026. Well-being and a sense of belonging are at the heart of everything we do, and these ideas strengthen that culture.

Idea January 2026	Why	Owner	Success Criteria
Continue to find fixtures for the school. Find a more competitive fixture.	To give our pupils something to aim for and increase their life skills. Help foster competitiveness which seems lacking. It will give the pupils a sense of identity of belonging to the school.	Uduma Kalu	Definite fixtures in the school year. Recorded in the school magazine. Posted up on the Fixtures notice board
To effectively introduce and make the most of world book day 2026 by organising weeklong activities for students and staff to celebrate.	To fosters a life-long, and habitual love of reading for pleasure among children and young people. Helps foster literacy skills, creativity, supports mental health, and helps them for future. We will link this to Northcote Library and invite the librarian to launch our re-development of the library.	Chris Likoray	The overall happiness of the participants and completion of tasks will be our guide. Feedback for WBD activities. Recorded in school magazine.

To introduce and administer a new Entry Level Certificate Science programme from Pearson	To increase the depth and number of qualifications offered to the students in the Science department.	Chris Likoray and Jam Dorjee	The number of students entered vs the number of qualifications passed at the end of academic year. Can be detailed in Subject Leader Reports.
To introduce and administer a new qualification from TRINITY award in creative media	To increase the depth and number of qualifications offered to the students in the Film/Creatives department.	Chris Likoray Sophie Wooley	The number of students entered vs the number of qualifications passed at the end of academic year. Can be detailed in Subject Leader Reports.
To complete a Masters course likely examining dyslexia and teachers practices	For teachers to reflect on practices and better understand how to support students in classroom.	Chris Likoray	Completion result of Masters. Learning walks and book looks for practices. Student progress and reports- GL assessments or other measures
To develop cross curricular links across subjects and develop collaborative projects for the pupils	To boost student engagement, foster deeper and more meaningful learning, build critical thinking skills. To have real world examples that students can more easily connect to.	Chris Likoray, SLT, And staff	Audit of SOW Audit of clubs and trips offered
To create a WRITING FOR PLEASURE club	To foster a writing talent within students who have a passion for reading and writing. To develop their skills and confidence with	Neterma Jordan	

	the view to publishing creative pieces and entering competitions.		
To lead another STEAMDAY	The steam day held last year was hugely enjoyable for the pupils. It was noted that some staff did not join in so this year it will be a requirement.	Angela Farley	The overall happiness of the participants and completion of tasks will be our guide.
To complete a course TRAUMA INFORMED SCHOOLS – 11 day course	Often negative behaviour is the result of past traumatic experiences. Around 30% of our cohort have identified trauma-related needs. I would like CAL to be a trauma-informed setting, with members of staff having better understanding when behaviour stems from needs and past experiences and to be able to respond to students accordingly	Maria Palmartsuk	<p>Completing this training would help me to support identified students and to guide staff to recognise when behaviour is trauma-linked respond accordingly and reduce negative behaviour</p> <p>Goal: Happier students-less school avoidance-less behaviour incidents = better learning</p>

<p>To research and implement additional therapy and mental health support opportunities. To make links with cat cafe and start taking students there regularly</p>	<p>Mental health and well-being is paramount for learning and daily functioning. Animal therapy is proven to have positive impact on mental health .</p>	<p>Maria Palamarts uk</p>	<p>Happier students-less school avoidance-less behaviour incidents = better learning</p>
<p>Create robust life skills curriculum, which would include:</p> <p>Increase cooking classes or do cooking club twice a week</p> <p>Independent travel training</p> <p>Creating CVs and applying for jobs</p>	<p>Promotes independent living</p>	<p>Maria Palamarts uk</p>	<p>Increased independence and preparations for adult life</p>
<p>Launch a PHOTOGRAPHY challenge</p>	<p>To assist and inspire students to see everyday life can hold beauty and inspiration. To encourage students to view the community around them outside of home and school.</p>	<p>Trish Raw</p>	<p>Success would be measured in evidence of building the schools drive as a community to participate in as many challenges as possible, to be competitive and proud of their efforts in a variety of tasks.</p>
<p>To launch a BOOK OF LIFE competition – ties in with science and citizenship</p>	<p>Showcasing students endeavours in the 1st Worldwide competition. Neurodiverse students</p>	<p>Trish Raw</p>	<p>Success criteria will be evident in: -students having the courage to explore and develop ideas or techniques that will be viewed by the global community, helping to build awareness and confidence.</p>

	such as ours have empathy and courageous ideas that will be inspiring to all. The cross curricular links covering importance of life on earth is topic that broadens understanding across the worlds ecosystems and the plight they face. .		-the increase of student autonomy to seek out or ask for assistance for other such entries.
To enter the ISA art competition.	To showcase students work alongside other prominent independent schools across the country.	Trish Raw	The successful drive to enter this competition on a consistent annual basis for the students, seeing their increased ambition with the already growing confidence of the school at large diminishing the thought that ‘there is no point in entering I have no chance of winning’.
To display work at Battersea power station as a part of OUR BEAUTIFUL NEIGHBOURHOOD.	To showcase students work alongside schools across London and promote working with local artists.	Trish Raw	Success criteria would be in building the schools drive as the CAL community to participate in more wider community inspired projects and view collaborative exercises as learning opportunities.
To enter the ROYAL ACADEMY art competition.	To showcase students work alongside others on a national level and promote interaction with larger artistic organisation to broaden how we share	Trish Raw	Success criteria will be evident in students having the courage to explore and develop ideas that will be viewed by the global community at large, helping to build awareness and confidence. Encouraging student autonomy and hopefully students will seek out or ask for assistance for other such entries.

	ideas and learn from exhibitions.		
To attend Jame's ARCHITECTURAL WORKSHOPS in Spring	To utilise the expertise of CAL's Art Champion – to gain confidence in drawing quite technically and using our suburban jungle as their inspiration.	Trish Raw	Success would be evident in students being willing to draw in unusual situations taking into account explorative drawing can be very daunting for more anxious students.
To bring in a careers programme for art by arranging visits from craftspeople	To give students a view of future careers that can be driven by artistic talents.	Trish Raw	The variety of different approaches to art/crafts shared with the students. New and different techniques observed and implemented into their own art. Pupil enjoyment.
To implement periodic ICT debates on different topics.	To help students improve their technology vocabularies, communicate confidently, take part in discussions, and express their ideas in ways that suit their individual needs.	Angel Okundaye	Success will be demonstrated when students present clear, well-structured arguments using appropriate technical vocabulary, support their points with evidence, listen actively to opposing views, and respond thoughtfully during the debate.
To enter the ISA coding competition	To help them build problem-solving skills, gain coding experience, and boost confidence in a real-world tech challenge.	Angel Okundaye	Success is achieved when students write functional, efficient code, apply problem-solving strategies, and explain their solutions clearly with minimal help from the teacher.

To maintain a culture around the care and responsibility of laptops	By making all students aware of 3 charging cabinets and making sure all laptops are charged overnight.	Angel Okundaye	There shouldn't be any laptops that are not on charge at the end of the day. The pupils will know exactly where to find one thus speeding up getting to class and lowering anxiety levels.
To drive students to achieve qualifications in various levels in ICT	To help achieve ICT qualifications at multiple levels which helps builds skills, confidence, and career-ready expertise in technology.	Angel Okundaye	Students will demonstrate success by completing ICT tasks accurately, applying skills across different levels, and achieving their targeted qualifications.
To continue with a regular SCIENCE challenge.	Science needs to be more visible in school and this will help by giving the pupils' the chance to take part and get a prize.	Jam Dorjee	By the number of pupils who take part and the satisfaction of those who win prizes.
To implement ENTRY LEVEL SCIENCE CERT	This will enable a great number of pupils to sit 6 exams over a year in biology, chemistry and physics so they can leave CAL with an entry level qualification.	Jam Dorjee	The number of passes at EL 1, EL 2 and EL 3 will indicate the success of this scheme.

<p>To implement a MONOLOGUE challenge</p>	<p>To develop pupils' confidence, spoken communication and performance skills. The monologue challenge gives students a structured opportunity to express themselves creatively, build resilience through rehearsal and performance, and take pride in presenting their work. It also supports literacy, emotional expression and self-belief.</p>	<p>Sophie Woolley</p>	<ul style="list-style-type: none"> • Increased pupil participation in performance tasks • Students perform a monologue to me (SWO) • Visible improvement in confidence and delivery over time • Pupils feel proud and more confident speaking aloud • Work celebrated in assemblies
<p>Present coursework in film studies at art fair</p>	<p>To celebrate student creativity by presenting screenplay coursework as film concepts. Sharing pupils' story ideas, characters and creative intentions helps them see their writing as meaningful creative work beyond the classroom. This builds confidence, pride and aspiration, while promoting the arts and</p>	<p>Sophie Woolley</p>	<ul style="list-style-type: none"> • Students share their screenplay concepts (e.g. mood boards, titles, genres, character ideas) • Pupils verbally pitch or explain their story and creative choices • Positive engagement from peers, staff or visitors when work is shared • Increased motivation and effort in screenplay coursework • Students report feeling proud of their ideas being presented or discussed

	storytelling within the school community.		
To lead an ORACY WORKSHOP GROUP	There is increasing literature on the importance of oracy in supporting reading and writing; boosting confidence; and developing life skills. Oracy has also become a feature of the recent DoE Curriculum Review. A working group has been set up to avoid a 'top - down' approach and built a whole school initiatives with different stake holders and voices.	Jasmine Kaur	<ul style="list-style-type: none"> • Meeting minutes logging content of meetings (meetings to take place on Mondays P7) • Resources produced are logged in the 'Oracy' folder on the shared Teams platform. • At least one CPD once a term; including power points, literature, and crib sheets • Evidence of oracy taking place in Learning Walks (and any feedback given to teachers.) • Teacher/ Student/ working group reflections
To consolidate PHSE and RSE	PSHE and RSE are a compulsory part of the school curriculum; RSE content and delivery has been updated by DoE for September 2026.	Jasmine Kaur	<ul style="list-style-type: none"> • Scheme of Work to be logged in Curriculum Folder • Relevant and suitable resources to be found in the Curriculum Folder • Student pre and post learning assessment collected and stored by PSHE Lead. • Brook Workshop booked at least once a year (in collaboration with the DSL) • Attending CPD for PSHE teacher and Lead • Parent Involvement in shaping the curriculum

			<ul style="list-style-type: none"> • Parent Letters sent out for RSE updates
To implement weekly discussion groups based on NM's scheme of work.	<p>NM created a scheme of discussion topics based on lifeskills and mental health. This will increase listening, and conversational skills and link to oracy. They will also be able to share and discuss ideas raised in the sessions.</p>	Dani Lund and Lya Mbkadi	<p>Vocabulary for these discussion groups will be provided by the school counsellor and SALT lead. Each group will be driven by the form teacher. The vocabulary will be presented on the board. There should be an improvement in pupils' subject knowledge and an increase in debating and arguing skills.</p>

Section 2 STUDENT and STAFF WELL-BEING, MENTAL HEALTH, and BELONGING

	Intention	Detail	Owner/s	Implementation	Success criteria	Did it work? How is it working?
1	To implement a new 5 days a week SALT timetable	Students will be seen in 1:1 and strategic pairs/groups in line with their needs, interests and potential social connections.	Dani Lund	SaLT will be taken out of the general school timetable – can be changed to ‘interventions’ which can include things like numeracy, literacy, vocabulary pre-teaching, revision, catch up etc. Students who require SaLT will access this during intervention time / in place of an academic subject for a set period of time.	Students accessing SaLT will understand the ‘why’. Engagement and quality of SaLT interventions will improve. Students will make progress towards their individual targets.	TBC
2	To improve the overall delivery and quality of the SALT sessions	SaLT interventions will be specific to students’ needs. Interventions will be evidence based. A multidisciplinary approach (working with teachers, OT, counsellor) will support the generalisation of	Dani Lund	Student progress will be monitored. Feedback from students, staff and parents will be collected. SaLT will engage in regular reflective practice sessions.	Students will demonstrate progress towards their communication goals and greater confidence in their communication skills.	Ongoing.

		targets and strategies outside of the therapeutic interventions.				
3	SALT to complete a level 7 dyslexia course	SaLT will investigate and enrol in a suitable Level 7 course. Aiming for June 2026 or January 2027 intake.	Dani Lund	SaLT will share knowledge and skills through training staff members, supporting literacy interventions in school and providing specialist support to students who require it.	SaLT will pass the Level 7 course. Students with literacy difficulties will have access to specialist support.	Future.
4	Present RSE workshop for all pupils whose parents' consent.	In line with RSE updates from the DOE; a form of RSE is a compulsory for all students.	JKA/RMA	JKA to contact Brook on suitable workshops (which will be selected by the help of RMA.)	Recorded attendance of sessions. Student withdrawal of workshops logged.	Ongoing
5	To monitor and share weekly attendance figures	As a part of our drive to increase school attendance, we will collect data every week and share it with the pupils and staff,	All staff	The data will be collected by Miss Rockie and the percentages will be shared in whole school assembly. The data is also displayed on the Attendance notice board.	A measurable increase in attendance.	On going.
6	Implement Clip and climb in January	A group of pupils will be taken to Clip and Climb in Wandsworth to add variety to the PE curriculum.	UKa, SOL/MJ	The pupils will leave with the teachers and take the bus on a short journey to Wandsworth Clip and Climb every	The enjoyment of the pupils. Helping them keep fit and healthy.	Seasonal.

				Thursday. They will be handed over to the professional instructors.	An alternative provision for school PE.	
7	To fill the school with a sense that we all belong.	Foremost in our minds, we should embed a sense of belonging into all aspects of school culture.	All of us	<ul style="list-style-type: none"> • Staff led assemblies. • Rewards and houses. • Challenges and prizes. • Reinforcing protected characteristics. • Being vigilant to the emotional needs of others. • Praise and acknowledgement of achievements • Help and guidance when needed. • Inclusion in the new Newsletter. • Counsellors and head have an 'open door' policy. • A comprehensive noticeboard of information. 	A calm, happy, hard-working, safe and enabling environment. A SCHOOL AT EASE WITH ITSELF.	On going – constantly reviewed

				<ul style="list-style-type: none"> Reinforcing the importance of the mentor-mentee relationship. An emphasis on British values. <p>A substantial student voice.</p>		
8	Focus on PROTECTED CHARACTERISTICS.	To enhance toleration and understanding	All of us.	Embedded into our curriculum. Discussed in assembly and mentor time. Training.	Hearing and seeing the way students absorb this into their everyday engagement with each other and with strangers.	On going
9	Mental well-being days	Staff and pupils have a choice in activities	All of us	A day chosen where the school comes together to go on a trip or do a range of activities in school promoting positive mental health and bonding.	Happy students and staff.	2 calendar dates- Autumn and Spring term
10	To continue the informal DROP-IN sessions with the school counsellor.	Pupils are encouraged to see Lya/Neema when they feel like it. Posters are put up around school and they are	Lya Neema	Many students have so far taken advantage of this. Confidential minutes are taken and stored. It is work in	The number of children seen and the effect on their development. A noticeable increase in	On going –

		reminded in assembly that they are welcome.		progress. ELS sessions connected.	wellbeing, happiness and sense of belonging.	
11	To re-introduce the beginning and end of classes to control the noise and time it takes to move pupils between lessons.	e a 6-point scheme called ATMOSPHERE which sets out a series of actions to regulate a class when arriving and when leaving a room.	MJ and all staff	A laminated sheet for each classroom. Regular reminders at morning meeting to implement 'Atmosphere'.	Can be measured in the way pupils conduct themselves between classes and an improvement in timekeeping.	On going and maintained by regular checks
12	To continue producing THE TRUMPET – school magazine/newsletter	Every staff member will be responsible for providing an article for the newsletter. Pupils will be encouraged to take part, too. It will be a celebration of CAL and foster a sense of belonging.	All staff	Staff will email their contribution to the Newsletter by the last week of each month to be collated by 3 members of staff. At the end of the academic year a hard copy will be made as a yearbook.	The newsletter will be full of articles, photos, videos and be sent to all parents. Parents are invited to feedback and even provide material. Everyone involved should feel proud of their contribution to the school.	On going and maintained
13	To increase the visibility of staff at Friday assembly.	One staff member shall lead assembly – certificates, awards, announcement's and add their own subject specific flavour.	All staff	A rota will show who is responsible for each date. The format of the assembly is up to the person doing it.	Staff and students will feel a greater sense of belonging. Communication will improve.	On going until DAY IN THE LIFE OF begins

14	Student Council	To strengthen student council representing KS3-4 students to enhance student voice	AFA	Wednesday meetings weekly P7 to be minuted. Badges, presentations, and incentives. Real solutions to problems. Access to SLT to voice opinions.	Tangible change in school community-newsletter, assemblies, self-recognition.	On going and maintained by regular checks
15	To increase charity awareness and donations through the student council.	To give the pupils an idea of what it is like to work as a team to raise money, and take responsibility for making the fund raising event happen.	AFA	Through assemblies, Newsletter and form-time	A higher feeling of satisfaction that they have done something useful. We can pin the thankyou letter on the notice board.	On going.\
16	To implement a STUDENT SURVEY including questions on well-being	To give the pupils a chance to tell us how they are feeling in school, how they view their mental health and what we can do to help further.	LM	Implemented in form time or in weekly discussion groups.	They will feel we have their interests at heart and we are listening and trying to help them.	On going

Section 3 Teaching and Learning and life skills

	Intention	Detail	Owner/s	Implementation	Success criteria	Did it work? How is it working?
1	To implement two governors learning walks each academic year	This will help us further develop our teaching and learning by drawing on the expertise and observations of our governors who can feedback to us.	JK/CL/MJ	An invitation sent to both governors, a date agreed. Looking a books Sitting in on classes Talking to staff and students	The feedback they send, either verbally or in written form, can be assessed and implemented to strengthen teaching and learning.	On going
2	The governors will judge the science fair	We will ask the governors to judge the art fair because it adds to the importance and excitement of the occasion. It is good for the pupils to have new eyes on their work. It also ensures the judging is fair and unbiased.	JD/MJ	The date of the art fair is sent to one, or both governors and they attend the event. They watch each experiment, take notes and then announce a winner.	A happy and productive morning where all the pupils present their experiments and get feedback from the judges.	yearly
3	To work more closely with all governors.	To increase the communication between head and governors	MJ and SLT	MJ will send details of new initiatives, newsletters, and any other reports to the governors	The governors will be better informed with developments at the school.	On going
4	To require a governor to inspect the SCR	The SCR is at the heart f the school and needs careful	KS RW MJ	Regular inspections	A clear and well maintained SCR	On going

	once an academic year.	monitoring and maintenance. A new set of eyes will help, especially as our governor has been a head of school.	RM RW KS			
5	To introduce a fulltime member of staff	To teach interventions and take MG English and help cover	MJ	Usual channels Or by staff nomination	To take the English load of NJo To have solid, well taught and data driven interventions To have more organised interventions	On going
6	To offer piano lessons	For students who asked for lessons. 3 in total	MJ	A peripatetic teacher comes to school and provides individual lessons	to give the pupil a basic grounding in playing the music and being creative	Once weekly
7	Offering to organise and administer community language examinations	Audit of student home languages and offering to liaise with exam board.	CLI	Liaising with parents/carers to determine community language level, testing student through mocks, finding assessors	GCSE results, expand curriculum offered	On going and maintained by regular checks
8	To provide work for students who are on transition plans, EBSA	All teaching materials available to students and parents/carers so that gap is not increased	All staff	Using Teams to upload work if needed to catch up at home	Engagement with material provided and testing. Reduced anxiety when return to school. Reduction in negative feedback from parents/carers.	On-going

					Increasing parental engagement and relationship between child and parent. Aid in revision for students.	
9	To close gap for students in numeracy and literacy through interventions and platforms	New intervention platforms introduced for closing gaps for learners-DEAR Fridays, SumDog, SENDCO intervention sessions	CLI, AFA, all staff	Students to receive interventions weekly for numeracy and literacy from all teachers/mentors.	Allow students to access curriculum, increase results, access to further education, and career opportunities.	NGRT, NVR assessments, Grades
10	Targeted feedback for staff to improve teaching styles and methods based on Learning Walks and Book surveys with governor input.	There needs to be significant improvement in the feedback given to teachers.	All staff	The learning walks and book surveys will be carried out, with notice, at least once a term. Targeted feedback will then be given.	An overall improvement and consistent good practice in the marking of work and classroom teaching. Staff should feel more supported.	On going and maintained by regular checks
11	Implementation of teaching and learning principles across school	Staff understand what the 5 principles are and how they are present in each classroom.	All staff	Continuous CPD [Tuesdays] T+L/ Assessment handbook T+L SHARE platform Tuesday Teach sessions	Staff leadership in presenting T+L in their classroom. The use of resources off the platform. Evidence of principles	Ongoing

					during LWs and book-looks.	
12	EAL, Literacy, Numeracy, SEN CPD	Appropriate provisions provided for students with EAL. Whole school approach to improving literacy and numeracy.	All staff	Up to date training on supporting EAL students. Adapted assessment framework for EAL students Purchase of SumDog platform Investment in further reading resources for DEAR Friday.	Assessment data [both GL/ Hodder assessment as well as qualifications] Greater student appreciation for the importance of literacy and numeracy beyond the classroom.	Ongoing and monitored
13	To restock the QE2 room as a library	To buy bookcases and source books for the new library	CL all staff	Gradually we will restock the library with half height bookcases with a range of fiction and nonfiction books. MJ will invite Courtney McKean from Northcote library to launch the initiative	To see more pupils taking advantage of the books and an increase in reading time	On going
14	Planning and delivery of assessments	Half termly assessments following the 4 step assessment framework. Emphasis on appropriate and accessible assessments, tailored to students in the classroom.	All staff	Consistent implementation of the 4 step framework across all subjects Continued CPD and drop in sessions by JKa to improve elements of assessment More streamlined use of Isams Gradebooks to track and monitor student summative progress. Use of excel mark books dependant on exam type	Staff and students have a good comprehension of the rhythm of assessments. Students are aware of when assessments take place.	Ongoing

				to improve data. Scheduled LW with a focus on assessment and feedback		
15	Enrichment of teaching opportunities outside of classroom	Learning inside the classroom is supported by learning outside the classroom.	All staff	Where possible, each subject has a trip relevant to their curriculum. Increased participation in national competitions and workshops [online or in person.]	Enrichment opportunities are embedded and evidenced in schemes of work. All students have access to a range of opportunities and experiences.	Ongoing and logged on Teams.
16	Curriculum outlines, SOW, KO streamlined and on Teams	Produce better quality SOW and curriculum, which includes content, skills and links to numeracy and literacy.	All staff	Continued CPD and start drop sessions by CLi to support individual staff in ensuring all elements are present in curriculums and SOWs. Continued monitoring of Teams to ensure all resources are online which improved and more regular feedback.	An improvement in staff efficiency and rigour of teaching. An overall better quality of education.	Ongoing with monitoring
17	To increase collaboration between subjects (cross-curricular links)	Staff finding opportunities to team teach and collaborate at moments of overlap in their subjects.	All staff	Scheduled time to allow for 'working parties' where staff can plan and organise when and how to collaborate. Adaption of schemes of work to recognise where this cross curricular is taking place.	A greater staff and student understanding that learning is not done in isolation. Greater support amongst the staff.	Ongoing

18	To continue to 'weave golden thread' of careers and life skills in lessons/SOW	Using the Gatsby benchmarks as a base, teachers will incorporate Life skills and careers opportunities into their teaching.	All staff	Teachers will identify areas in their subject where links can be made to employment or the development of life skills	Pupils' should gain a greater knowledge of career opportunities and develop a greater awareness of the links between the topic and real life.	On going and maintained by regular meetings
19	Increase subjects and accreditations offered to pupils	Constant consideration of if student curriculums best suit each cohort of students.	All staff, Curriculum Lead	Incorporation of Citizenship to KS3 curriculums Adaption of PSHE to ensure it suits the needs and character of each cohort.	Students access a broad and balanced curriculum which is relevant and prepares them for their next steps in life.	Ongoing and monitored by the Curriculum Lead
20	Increase professional development for staff (dyscalculia, leadership...)	SLT continuing to plan for appropriate and necessary professional development, reacting to the changing school cohort. Support of staff embarking on professional development both inside and outside of school.	All staff	Make performance management meetings much more relevant to each staff member by discussing realistic and deliverable INDIVIDUAL IMPROVMENT IDEAS See Section 1	A culture of continued education and learning amongst the staff which makes for a more effective and happier school.	Ongoing and monitored by HEAD.

21	To revise the behaviour ladder and rethink detentions.	Since the cohort has changed, a different type of behaviour ladder is needed	All staff/MJ	Discussion in staff meeting of a proposal by MJ MJ will show a PP in assembly of how the ladder works and the differences between the old and new one.	A more tailored approach that meets the needs of the pupils. Fewer detentions and more reflection time.	January 2026
22	Work experience	To add opportunities to the list of placements.	MJ	From March CAL sends many students on W/E. Extra opportunities should be added to accommodate the skills of our pupils.	We will see a greater number of students in work experience and a wider selection of opportunities will benefit the well-being and self-esteem of our pupils	AUTUMN/WINTER 2026/27

23	Money Talk series 3	To invite Deloitte to school for a series of money workshops	MJ	Over 2 weeks, there will be a series of 4 differentiated workshops on money and finance.	The pupils demonstrate a better awareness of money and finance and have a basic vocabulary of terms.	AUTUMN/WINTER 26/27
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24	A Day in The Life Of series 4	To invite in guest speakers to share their life experiences.	MJ	On a Friday afternoon, a guest speaker will be interviewed by MJ and share their life story with our pupils. There is always a q and a session.	The success criteria is the number of speakers brought in, and the interest shown by the pupils in each life story. The life opportunities illustrated will fire the imagination. Any follow-up between a student and speaker will also suggest the series is successful.	AUTUMN/WINTER 26/27
25	To achieve 100% of leavers progressing to employment, or college.	A key tenet of the CAL experience is that our pupils will leave here and progress to one of the above.	MJ MP	Effective assessment Careers guidance Trips to colleges External agencies – Spear Shaw trust Wandsworth lifelong learning	Named colleges with start dates Named employers or apprenticeships.	Graduation July 2026

Section 4 ADMINISTRATION AND PREMISES

1	To increase the number of students.	MJ	The number of students in school should be maintained at approx. 53 students.	7 or 8 pupils in each class. Greater scope for socializing and emotional development. The number of pupils is maintained.	April 2026
2	Maintain good communication with parents	MJ/K S/JK	using the new Newsletter, Trips managed by JK who will insist on better communication with parents, All known dates to be sent to parents by MJ	Fewer parents complaining about communication happier and better-informed parents Smoother running of trips.	ongoing
3	The windows to be cleaned	RM			
	More external help and advice for SLT	MJ and SLT	1 S A https://www.isaschools.org.uk 01799 523619 SLT should be encouraged to call the ISA for help. Exams, SENCO, and any other problem they may have.	So far 2 SLT members have called for advice which has been helpful. Exams and Senco related.	January 2026
4	Sign up to the ISI portal.	MJ	To prepare effectively for an Autumn/winter inspection, we will work on documents to be uploaded ready for the inspection.	Documents are listed in the Portal and can be downloaded for completion or guidance. We can then upload the document and revise, amend etc as we go.	JANUARY 2025 Used in NOVEMBER 2025 inspection

5	To further streamline RECRUITMENT procedure	MJ/K S/RM /DG	To make the collation of paperwork for new staff more efficient and quicker. For agency therapists to email all relevant paperwork in one go.		
6	Closer ties with Centre Academy, East Anglia.	All staff	We should share ideas between schools.	Staff will be encouraged to make a visit to East Anglia to spend a day with their counterpart to exchange ideas, share good practice and encourage the feeling of being a part of a wider picture. We should encourage staff at CAEA to visit us in London.	Target for the next 12 months [2026]– to visit CAEA Rockie Angel