



# ***ROSELYN HOUSE SCHOOL***

## *School Improvement Plan*

2025 - 2028

***Moving forwards together to a positive future***



# *Contents of Improvement plan 2025 – 2028*

**Curriculum and Teaching:** *Objectives 1.1 – 1.6*

**Attendance and Behaviour:** *Objectives 2.1 – 2.7*

**Personal Development and Wellbeing:** *Objectives 3.1 – 3.6*

**Careers and post 16 Provision:** *Objectives 4.1 – 4.6*

**Leadership and Governance:** *Objectives 5.1 – 5.6*

**Safeguarding:** *Objectives 6.1 – 6.5*

**Inclusion:** *Objectives 7.1 – 7.6*

**Achievement:** *Objectives 8.1 – 8.3*






# *Our Vision*

At Roselyn House School, we envision a future where every young person is empowered to thrive emotionally, socially and academically.

We strive to create a nurturing, inclusive and forward-thinking environment that unlocks potential, fosters independence, and equips students with the skills and confidence needed for lifelong success and wellbeing.






# *Our Mission*

To move forward together, supporting each young person through a nurturing, therapeutic approach that meets individual needs.

We are dedicated to creating a positive and engaging learning environment where students feel safe, respected and inspired.

Through personalised education, accredited qualifications and real-world experiences, we help young people develop the confidence, independence and skills they need to succeed in life beyond school.





# *Our Values*

**1**

## **RESPECT**

Valuing ourselves, others and our environment.

**2**

## **EFFORT**

Giving our best and embracing challenges.

**3**

## **KINDNESS**

Showing care, empathy and compassion.

**4**


## **INCLUSION**

Ensuring everyone feels welcome and valued.

**5**

## **INDEPENDENCE**

Developing skills to thrive in all walks of life.



# Objective 1 – Curriculum and Teaching



## **Intent:**

To continuously deliver a highly personalised, innovative, and knowledge-rich curriculum that balances academic, vocational, and therapeutic pathways. We aim to ensure that all pupils make strong progress against their EHCP outcomes and are well prepared for their next stage in education, training or employment.

## **Impact:**

- Pupils access an SEMH-focused curriculum that is inclusive, ambitious and responsive to their needs.
- Formal tracking systems (1–4 scale, reports, and annual reviews) provide evidence of sustained progress.
- Teachers demonstrate growing subject knowledge and adapt teaching to meet individual needs.
- Pupils develop both knowledge and skills for academic success and personal growth.

## **Areas for Development:**

- Expand moderation across subjects to secure consistency in assessment.
- Strengthen assessment literacy to sharpen personalised targets.
- Provide further CPD and external expertise to deepen staff subject knowledge.
- Enhance whole-school approaches to literacy, numeracy and phonics.
- Ensure resources remain age-appropriate, accessible and relevant.
- Integrate sustainability into all aspects of school life.

## **Ofsted Report (Nov 23)**

“As pupils settle into the school, they start to follow the school’s ambitious curriculum. The school focuses on pupils acquiring the knowledge needed to gain qualifications. They study towards qualifications in a range of subjects including English and mathematics, as well as developing their employability skills. Each pupil’s needs and interests are considered by the school. The school uses this information to design a bespoke pathway for each pupil”

# Objective 1 - Curriculum and Teaching

Intent	Implementation	Timescales	Impact	Lead
<b>1.1 Expand moderation across subjects to secure consistency in assessment.</b>	<ul style="list-style-type: none"> <li>- Review and adapt established school-wide rules for moderation across all subjects.</li> <li>- Meet regularly to check and compare marking.</li> <li>- Review results and give feedback to keep assessments fair.</li> </ul>	2 Years	<ul style="list-style-type: none"> <li>- Fair and consistent marking across all subjects.</li> <li>- Greater trust in assessment results from students, parents, and teachers.</li> <li>- Improved teaching practices through shared feedback and collaboration.</li> </ul>	JB/Teachers
<b>1.2 Strengthen assessment literacy to sharpen personalised targets.</b>	<ul style="list-style-type: none"> <li>- Train staff on using assessment data effectively.</li> <li>- Ongoing use of clear tools and methods to track progress.</li> <li>- Support students in understanding their own assessment results.</li> </ul>	2 Years	<ul style="list-style-type: none"> <li>- Teachers set sharper, more personalised learning targets.</li> <li>- Students know their strengths and areas to improve.</li> <li>- Overall progress and outcomes improve across the school.</li> </ul>	JB/Teachers
<b>1.3 Provide further CPD and external expertise to deepen staff subject knowledge.</b>	<ul style="list-style-type: none"> <li>- Offer regular CPD sessions focused on subject-specific skills.</li> <li>- Bring in external experts to share best practice and new developments.</li> <li>- Create opportunities for staff to collaborate and reflect on learning.</li> </ul>	2 Years	<ul style="list-style-type: none"> <li>- Staff develop deeper subject knowledge and confidence.</li> <li>- Teaching quality improves across subjects.</li> <li>- Students benefit from richer, more engaging learning experiences.</li> </ul>	SLT

# Objective 1 - Curriculum and Teaching

Intent	Implementation	Timescales	Impact	Lead
<b>1.4 Enhance whole-school approaches to literacy, numeracy, and phonics.</b>	<ul style="list-style-type: none"><li>- Embed consistent strategies for literacy, numeracy, and phonics across all subjects.</li><li>- Provide staff training and resources to support these areas.</li><li>- Monitor progress through regular checks and shared best practice.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Improved reading, writing, and numeracy skills across the school.</li><li>- Greater confidence and independence in learning for all students.</li><li>- Stronger foundations for success in every subject.</li></ul>	JW/Year Leads/Teachers

# Objective 1 - Curriculum and Teaching

Intent	Implementation	Timescales	Impact	Lead
<b>1.5 Ensure resources remain age-appropriate, accessible, and relevant.</b>	<ul style="list-style-type: none"><li>- Regularly review and update learning resources for suitability.</li><li>- Adapt materials to meet different learning needs and abilities.</li><li>- Involve staff and students in evaluating resource effectiveness.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Students access materials that match their stage of learning.</li><li>- Greater engagement and understanding in lessons.</li><li>- More inclusive learning environment supporting all abilities.</li></ul>	JB/JW/ Teachers

# Objective 1 - Curriculum and Teaching

Intent	Implementation	Timescales	Impact	Lead
<b>1.6 Integrate sustainability into all aspects of school life.</b>	<ul style="list-style-type: none"><li>- Embed sustainability themes into the curriculum and enrichment activities.</li><li>- Promote eco-friendly practices across the school (e.g., recycling, energy saving).</li><li>- Partner with external organisations to support sustainability projects.</li></ul>	2 Years	<ul style="list-style-type: none"><li>- Increased awareness and responsibility for the environment among students.</li><li>- School community adopts more sustainable habits.</li><li>- Long-term contribution to global sustainability goals.</li></ul>	NS/MV/MH

# Objective 2 – Attendance and Behaviour



## **Intent:**

To foster a safe, supportive, and SEMH-aware environment where pupils are motivated, resilient, and ready to learn.

## **Impact:**

- Pupils demonstrate positive attitudes towards learning and improved emotional regulation.
- Individualised interventions and therapeutic support reduce barriers to learning.
- Clear systems ensure bullying, discrimination and safeguarding issues are addressed promptly.
- Attendance is closely monitored in collaboration with the local authority.

## **Areas for Development:**

- Embed consistency in behaviour strategy implementation across all classrooms.
- Improve clarity of external support offers for families and pupils.
- Develop behaviour assessment and concise data collection methods.
- Enhance staff induction to reinforce policy and practice.
- Use student council feedback to strengthen positive behaviour reinforcement.
- Create a new school code of conduct supported by student voice.
- Equip and utilise the sensory areas within the school for pupil use.

## **Ofsted Report (Nov 23)**

“Pupils often join this school having experienced significant disruption to their education. Many pupils have missed essential learning. Staff work hard to build positive relationships with pupils. Staff take time to break down barriers to learning and help pupils to be ready to learn again. Pupils said that they felt happier here than at their previous schools and enjoyed their learning”

# Objective 2 – Attendance and Behaviour

Intent	Implementation	Timescales	Impact	Lead
<b>2.1 Embed consistency in behaviour strategy implementation across all classrooms.</b>	<ul style="list-style-type: none"><li>- Ensure all staff are trained in the school's behaviour policy and strategies.</li><li>- Use consistent language, routines, and rewards/sanctions in every classroom.</li><li>- Monitor and review behaviour data regularly to identify patterns and adjust approaches.</li></ul>	1 Year	<ul style="list-style-type: none"><li>- Clear and predictable expectations for all students.</li><li>- Reduced behavioural incidents and improved classroom climate.</li><li>- Greater focus on learning and teaching across the school.</li></ul>	JB/All

# Objective 2 – Attendance and Behaviour

Intent	Implementation	Timescales	Impact	Lead
<b>2.2 Improve clarity of external support offers for families and pupils.</b>	<ul style="list-style-type: none"><li>- Map and document all available external support services clearly.</li><li>- Communicate support options to families and pupils through multiple channels (letters, website, meetings).</li><li>- Train staff to guide families in accessing the right support at the right time.</li></ul>	1 Year	<ul style="list-style-type: none"><li>- Families and pupils understand and access available support more easily.</li><li>- Early intervention reduces barriers to learning and wellbeing.</li><li>- Stronger partnerships between school, families, and external agencies.</li></ul>	JB/ST/HD/ KB

# Objective 2 – Attendance and Behaviour

Intent	Implementation	Timescales	Impact	Lead
<b>2.3 Develop behaviour assessment and concise data collection methods.</b>	<ul style="list-style-type: none"><li>- Enhance consistency for recording behaviour incidents and patterns.</li><li>- Train staff to use the system efficiently and accurately.</li><li>- Regularly analyse data to identify trends and inform interventions.</li></ul>	1 Year	<ul style="list-style-type: none"><li>- Clear understanding of behaviour patterns across the school.</li><li>- Targeted interventions support students more effectively.</li><li>- Improved overall behaviour and learning environment.</li></ul>	JB/Year Leads

# Objective 2 – Attendance and Behaviour

Intent	Implementation	Timescales	Impact	Lead
<b>2.4 Enhance staff induction to reinforce policy and practice.</b>	<ul style="list-style-type: none"><li>- Include comprehensive behaviour policy training in induction for all new staff.</li><li>- Provide clear guidance on classroom routines, expectations, and school values.</li><li>- Pair new staff with mentors for ongoing support and guidance.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- New staff quickly understand and apply school policies consistently.</li><li>- Fewer behaviour management issues due to clear expectations from the start.</li><li>- Stronger, more confident teaching team supporting positive school culture.</li></ul>	SLT

# Objective 2 – Attendance and Behaviour

Intent	Implementation	Timescales	Impact	Lead
<b>2.5 Use student council feedback to strengthen positive behaviour reinforcement.</b>	<ul style="list-style-type: none"><li>- Regularly gather input from the student council on behaviour policies and rewards.</li><li>- Involve students in designing recognition schemes and initiatives.</li><li>- Share outcomes and improvements with the wider student body to encourage participation.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Students feel their voice is valued in shaping behaviour culture.</li><li>- Positive behaviour is recognised and reinforced more effectively.</li><li>- Increased student engagement and ownership of school expectations.</li></ul>	NS/CK/MC

# Objective 2 – Attendance and Behaviour

Intent	Implementation	Timescales	Impact	Lead
<b>2.6 Create a new school code of conduct supported by student voice.</b>	<ul style="list-style-type: none"><li>- Engage students, staff, and parents in reviewing and shaping the code of conduct.</li><li>- Clearly communicate the updated code to the whole school community.</li><li>- Provide training and resources to ensure consistent understanding and application.</li></ul>	1 Year	<ul style="list-style-type: none"><li>- A shared understanding of expected behaviour across the school.</li><li>- Stronger buy-in from students, leading to higher compliance.</li><li>- Positive school culture reinforced through collective responsibility.</li></ul>	JB/All

# Objective 2 – Attendance and Behaviour

Intent	Implementation	Timescales	Impact	Lead
<b>2.7 Equip and utilise the sensory areas within the school for pupil use.</b>	<ul style="list-style-type: none"><li>- Ensure sensory areas are well-resourced with appropriate tools and equipment.</li><li>- Train staff on how and when to support pupils using these areas.</li><li>- Establish clear routines for access and safe use by students.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>- Pupils have access to a calming space to regulate emotions and behaviour.</li><li>- Reduced behavioural incidents and improved focus in classrooms.</li><li>- Enhanced wellbeing and inclusion for all students.</li></ul>	JB/External CPD