

Objective 3 – Personal Development and Wellbeing



Intent:

To provide a wide range of opportunities for pupils to thrive as individuals, promoting their wellbeing, values, and readiness for adulthood.

Impact:

- Pupils access PSHE, enrichment, and therapeutic programmes that build resilience, confidence, and life skills.
- Engagement in sport, community activities, and school events fosters belonging and motivation.
- Equality, diversity, and British values are embedded across school life.
- Student voice is valued and regularly influences provision.

Areas for Development:

- Map personal development against national/local frameworks to ensure progression.
- Expand CPD to strengthen PSHE and SRE delivery.
- Increase links between the School Council and external organisations.
- Build resource banks for PSHE and SEMH.
- Extend community/employer partnerships to broaden pupils' experiences.
- Strengthen direct work with families to support pupils' personal growth.

Ofsted Report (Nov 23)

“ The school has designed an exceptionally enriching personal development programme. This programme supports each pupil to re-engage with education and to understand how school can contribute in a highly positive way to their lives. Pupils' individual talents and interests are developed and nurtured throughout each school day. The provision for each pupil is highly personalised to help them reach their full potential now and in the future. ”

Objective 3 – Personal Development and Wellbeing

Intent	Implementation	Timescales	Impact	Lead
3.1 Map personal development against national/local frameworks to ensure progression.	<ul style="list-style-type: none">- Review relevant national and local personal development frameworks.- Align curriculum and activities to these frameworks, ensuring clear progression.- Regularly track and document student development over time.	Ongoing	<ul style="list-style-type: none">- Clear, structured progression in students' personal development.- Students gain skills and knowledge aligned with recognised standards.- Improved outcomes in wellbeing, character, and life skills	Year Leads/TL/MC

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Intent	Implementation	Timescales	Impact	Lead
3.2 Expand CPD to strengthen PSHE and SRE delivery.	<ul style="list-style-type: none">- Provide targeted CPD for staff on PSHE (Personal, Social, Health Education) and SRE (Sex and Relationship Education).- Share best practices, resources, and lesson strategies to enhance delivery.- Encourage collaboration and reflection among staff to improve teaching approaches.	Ongoing	<ul style="list-style-type: none">- Staff deliver PSHE and SRE more confidently and effectively.- Students receive high-quality, engaging personal development lessons.- Improved understanding of health, relationships, and wellbeing among pupils.	JB/NH/MC

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Intent	Implementation	Timescales	Impact	Lead
3.3 Increase links between the School Council and external organisations.	<ul style="list-style-type: none">- Identify relevant external organisations that can support student initiatives.- Facilitate regular communication and collaboration between the School Council and these organisations.- Involve students in planning and participating in joint projects or events	Ongoing	<ul style="list-style-type: none">- Students gain real-world experience and broader perspectives.- School Council initiatives are more impactful and connected to the community.- Stronger partnerships enhance opportunities for personal and social development.	NS/CK/MC

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Intent	Implementation	Timescale	Impact	Lead
3.4 Build resource banks for PSHE and SEMH.	<ul style="list-style-type: none">- Collect and organise high-quality resources for PSHE and SEMH (Social, Emotional, and Mental Health).- Ensure resources are easily accessible to staff for lesson planning and interventions.- Regularly review and update materials to keep them relevant and effective.	Ongoing	<ul style="list-style-type: none">- Staff can deliver lessons and support more effectively.- Students benefit from consistent, high-quality materials.- Enhanced teaching of personal, social, and emotional development across the school.	JB/NH/MC

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Intent	Implementation	Timescales	Impact	Lead
3.5 Extend community/employer partnerships to broaden pupils' experiences.	<ul style="list-style-type: none">- Identify local businesses, organisations, and community groups for collaboration.- Continue to develop structured opportunities for students to engage, such as work placements, projects, or visits.- Maintain ongoing communication to ensure partnerships are meaningful and sustainable.	Ongoing	<ul style="list-style-type: none">- Students gain practical experience and insight into careers and community roles.- Increased motivation, skills development, and awareness of future opportunities.- Stronger links between the school, local community, and employers.	TL/MC

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Intent	Implementation	Timescales	Impact	Lead
3.6 Strengthen direct work with families to support pupils' personal growth.	<ul style="list-style-type: none">- Schedule regular meetings, workshops, or consultations with families.- Provide guidance and resources to help families support their child's personal development at home.- Establish clear communication channels for ongoing support and feedback.	Ongoing	<ul style="list-style-type: none">- Families are more involved and empowered in their child's growth.- Students receive consistent support both at school and home.- Enhanced personal, social, and emotional development outcomes for pupils.	JB/JW/ Year Leads

Objective 4 – Careers and Post-16 Provision



Intent:

To ensure pupils are fully prepared for adulthood through personalised careers education, vocational pathways, and life skills development.

Impact:

- Bespoke post-16 planning through personalised learning profiles.
- Access to work experience, volunteering, and college placements.
- Preparing for Adulthood outcomes embedded in curriculum and practice.
- Increasing collaboration with external agencies for careers guidance.

Areas for Development:

- Formalise a careers roadmap aligned with the Gatsby Benchmarks.
- Increase and diversify external work experience opportunities.
- Audit and expand resources for life skills and assisted living.
- Develop the post-16 environment to reflect the adulthood pathway.
- Strengthen tracking of post-16 destinations to inform future planning.
- Provide targeted CPD for staff delivering careers and life skills education.

Objective 4 – Careers and Post-16 Provision

Intent	Implementation	Timescales	Impact	Lead
4.1 Formalise a careers roadmap aligned with the Gatsby Benchmarks.	<ul style="list-style-type: none">- Map existing careers provision against the eight Gatsby Benchmarks.- Develop a clear, structured careers roadmap showing progression from year to year.- Communicate the roadmap to staff, students, and parents, ensuring clarity and accessibility.	2 Years	<ul style="list-style-type: none">- Students experience a coherent, well-planned careers programme.- Greater awareness of career options and pathways.- Improved preparedness for post-school choices and future success.	TL/MC

Objective 4 – Careers and Post-16 Provision

Intent	Implementation	Timescales	Impact	Lead
4.2 Increase and diversify external work experience opportunities.	<ul style="list-style-type: none">- Build partnerships with a wider range of employers and organisations.- Offer varied placements to suit different student interests and career goals.- Monitor and evaluate placements to ensure quality and relevance.	Ongoing	<ul style="list-style-type: none">- Students access broader, more meaningful work experiences.- Increased confidence, employability skills, and career readiness.- Stronger links between school, employers, and the wider community.	TL/MC

Objective 4 – Careers and Post-16 Provision

Intent	Implementation	Timescales	Impact	Lead
4.3 Audit and expand resources for life skills and assisted living.	<ul style="list-style-type: none">- Review current life skills and assisted living resources to identify gaps.- Acquire and integrate new materials, equipment, and learning tools.- Provide staff training to effectively deliver life skills and independence lessons.	2 Years	<ul style="list-style-type: none">- Students develop essential life and independence skills.- Greater confidence and preparedness for adult life.- Improved outcomes in personal growth and self-sufficiency.	JB/All

Objective 4 – Careers and Post-16 Provision

Intent	Implementation	Timescales	Impact	Lead
4.4 Develop the post-16 environment to reflect the adulthood pathway.	<ul style="list-style-type: none">- Adapt learning spaces and resources to promote independence and adult skills.- Introduce real-world contexts, such as budgeting, work routines, and community engagement.- Provide staff training to support post-16 students in transitioning to adulthood.	Ongoing	<ul style="list-style-type: none">- Students experience a realistic, supportive environment preparing them for adult life.- Enhanced independence, confidence, and practical skills.- Smoother transition to further education, training, or employment.	TL/MC/AK

Objective 4 – Careers and Post-16 Provision

Intent	Implementation	Timescales	Impact	Lead
4.5 Strengthen tracking of post-16 destinations to inform future planning.	<ul style="list-style-type: none">- Collect and maintain detailed records of student destinations after post-16 (college, employment, apprenticeships, etc.).- Analyse trends to identify areas for improvement in curriculum and support.- Share findings with staff and leadership to inform planning and intervention strategies.	2 Year	<ul style="list-style-type: none">- Clearer understanding of post-16 outcomes and progression trends.- Enhanced ability to tailor programs to meet student needs and aspirations.- Improved post-16 success rates and informed strategic decision-making.	TL/MC/ Admin

Objective 4 – Careers and Post-16 Provision

Intent	Implementation	Timescales	Impact	Lead
4.6 Provide targeted CPD for staff delivering careers and life skills education.	<ul style="list-style-type: none">- Organise training sessions focused on careers guidance, employability, and life skills delivery.- Share best practices, resources, and strategies for engaging students effectively.- Encourage collaboration and reflection among staff to improve teaching approaches.	Ongoing	<ul style="list-style-type: none">- Staff deliver careers and life skills education with greater confidence and effectiveness.- Students receive high-quality guidance and support for future pathways.- Enhanced student preparedness for adulthood, employment, and independent living.	JB/TL/MC

Objective 5 - Leadership and Governance



Intent:

To sustain strong, dynamic leadership that fosters collaboration, wellbeing, and continuous improvement in teaching and learning.

Impact:

- Leadership is clear, distributed, and effective in driving improvement.
- High expectations and well-structured systems support staff and pupils alike.
- Regular meetings and transparent processes ensure accountability and responsiveness.
- Stakeholder engagement and communication are strong.

Areas for Development:

- Strengthen documentation and tracking of strategic decisions.
- Expand distributed leadership opportunities for staff.
- Enhance leadership CPD and wellbeing support.
- Streamline communication systems for efficiency.
- Increase parental engagement through surveys, check-ins and events.
- Strengthen communication and consistency across departments through monthly meetings.

Ofsted Report (Nov 23)

“Staff feel valued and well cared for by school leaders. They are proud to work at Roselyn House. The school provides regular training which helps staff to know how best to meet pupils’ needs”

Objective 5 – Leadership and Governance

Intent	Implementation	Timescales	Impact	Lead
5.1 Strengthen documentation and tracking of strategic decisions.	<ul style="list-style-type: none">- Introduce a central system for recording all strategic decisions and related actions.- Assign clear responsibilities and timelines for each decision.- Regularly review and update records to ensure accuracy and accountability.	Ongoing	<ul style="list-style-type: none">- Leaders have a clear record of decisions and their rationale.- Improved accountability and transparency in school management.- More effective monitoring and evaluation of strategic initiatives.	SLT

Objective 5 – Leadership and Governance

Intent	Implementation	Timescales	Impact	Lead
5.2 Expand distributed leadership opportunities for staff.	<ul style="list-style-type: none">- Identify areas where staff can take on leadership responsibilities.- Provide training and support to develop leadership skills.- Encourage collaborative decision-making and accountability across departments.	Ongoing	<ul style="list-style-type: none">- Staff feel empowered and take ownership of school initiatives.- Leadership capacity across the school is strengthened.- Improved team collaboration and more effective school management.	SLT

Objective 5 – Leadership and Governance

Intent	Implementation	Timescales	Impact	Lead
5.3 Enhance leadership CPD and wellbeing support.	<ul style="list-style-type: none">- Provide targeted CPD for leaders on management, strategic planning, and staff development.- Offer wellbeing initiatives, mentoring, and peer support networks for leadership staff.- Regularly evaluate the effectiveness of CPD and wellbeing programs.	Ongoing	<ul style="list-style-type: none">- Leaders are more confident, skilled, and resilient.- Improved decision-making and staff support across the school.- Stronger overall school leadership and positive organisational culture.	SLT

Objective 5 – Leadership and Governance

Intent	Implementation	Timescales	Impact	Lead
5.4 Streamline communication systems for efficiency.	<ul style="list-style-type: none">- Review existing communication channels and identify inefficiencies.- Introduce a clear, centralised system for internal and external communication.- Train staff on using the system effectively and consistently.	Ongoing	<ul style="list-style-type: none">- Faster, clearer, and more consistent communication across the school.- Reduced misunderstandings and duplicated effort.- Improved collaboration and overall organisational efficiency.	SLT

Objective 5 – Leadership and Governance

Intent	Implementation	Timescales	Impact	Lead
5.5 Increase parental engagement through surveys, check-ins, and events.	<ul style="list-style-type: none">- Conduct regular surveys and check-ins to gather parent feedback.- Organise events and workshops to involve parents in school life.- Communicate outcomes and actions taken based on parental input.	Ongoing	<ul style="list-style-type: none">- Stronger partnership between school and families.- Parents feel informed, valued, and more engaged in their child's education.- Positive impact on student progress, wellbeing, and school community cohesion.	JB/Year Leads/ Admin

Objective 5 – Leadership and Governance

Intent	Implementation	Timescales	Impact	Lead
5.6 Strengthen communication and consistency across departments through monthly meetings.	<ul style="list-style-type: none">- Schedule regular monthly meetings for all departments to share updates and best practices.- Set clear agendas and follow-up actions to ensure productive discussions.- Encourage collaborative problem-solving and consistent approaches across teams.	Ongoing	<ul style="list-style-type: none">- Improved coordination and consistency in teaching, assessment, and school processes.- Enhanced collaboration and knowledge-sharing between departments.- More cohesive school culture and better outcomes for students.	JB