

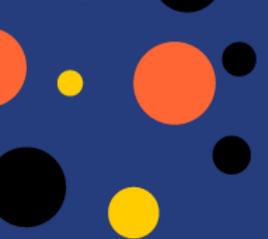


ROSELYN HOUSE SCHOOL

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*



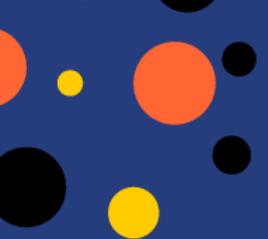


Our Vision

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

Objective 1 - Curriculum and Teaching

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

Objective 1 - Curriculum and Teaching

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

Objective 1 - Curriculum and Teaching

Intent	Implementation	Timescales	Impact	Lead
1.6 Integrate sustainability into all aspects of school life.	<ul style="list-style-type: none">- Embed sustainability themes into the curriculum and enrichment activities.- Promote eco-friendly practices across the school (e.g., recycling, energy saving).- Partner with external organisations to support sustainability projects.	2 Years	<ul style="list-style-type: none">- Increased awareness and responsibility for the environment among students.- School community adopts more sustainable habits.- Long-term contribution to global sustainability goals.	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
2.1 Embed consistency in behaviour strategy implementation across all classrooms.	<ul style="list-style-type: none">- Ensure all staff are trained in the school's behaviour policy and strategies.- Use consistent language, routines, and rewards/sanctions in every classroom.- Monitor and review behaviour data regularly to identify patterns and adjust approaches.	1 Year	<ul style="list-style-type: none">- Clear and predictable expectations for all students.- Reduced behavioural incidents and improved classroom climate.- Greater focus on learning and teaching across the school.	JB/All

Objective 2 – Attendance and Behaviour

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

Objective 2 – Attendance and Behaviour

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

Objective 2 – Attendance and Behaviour

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

Objective 2 – Attendance and Behaviour

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

Objective 2 – Attendance and Behaviour

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

Objective 2 – Attendance and Behaviour

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

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

Objective 3 – Personal Development and Wellbeing

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

Objective 3 – Personal Development and Wellbeing

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

Objective 3 – Personal Development and Wellbeing

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

Objective 3 – Personal Development and Wellbeing

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

Objective 3 – Personal Development and Wellbeing

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