

**Report to Governors Autumn Term 2019**  
(updates on School development priorities since last report in June 2019)  
**Executive One Page Summary**

**Curriculum developments**

- Work with SIP continues
- Curriculum action plan tool completed
- TLR appointments made to lead key subject areas
- Reading policy written and shared with staff during training day
- Marking and Assessment policies have been updated

**Working with Regency High**

- Governing bodies of both schools have met to agree closer working and collaboration
- Meetings with Regency to formulate action plan to develop curriculum links and smoother transition process
- Met with AHT's from Regency to discuss plan and identify next steps (Autumn 2019 and Spring term 2020)
- Further actions planned for December and January

**Pupil Progress**

- The vast majority of learners are making at least expected progress across the curriculum and many are making accelerated progress in all subjects.
- Disadvantaged pupils and those who receive the PPG are progressing as well or in some case even better than their peers, which evidences the success of the planned interventions we put in place for these pupils utilising the grant.
- Some progress issues for pupils with Autism noticed in literacy and communication. Actions have been identified.

**Pupils attitudes to school and learning, their behaviours and respect for others**

- External reports from PBT and SIP note that this continues to be an area of strength for the school
- There has been a reduction in numbers of RPI in the bound book.
- School council have carried out a pupil safety survey, including e-safety.
- There have been no recorded incidents of bullying or prejudicial behaviour.

**Developments with School council**

- New school council has been elected
- In between these meetings they carry out whole school activities e.g. helping choose equipment for PE grant, carrying out surveys, organizing fund raising events such as Children in Need.
- School council contribute with a regular section in the school newspaper.
- Their school council lanyards mean that they are easily recognisable around school for pupils/parents/staff to talk to them/ask for help/make suggestions.

**How the school promotes diversity and allows pupils to engage with views and beliefs different from their o**

- RE policy has been written and shared with staff, Whole school RE hullabaloo week organised to celebrate Diwali including a wide range of activities to support the teaching of other religions and faiths. PSHE is now timetabled in all classes.

**Developments in schools safeguarding culture & keeping pupils safe**

- See separate Safeguarding report to governors

**Development of Pupil wellbeing and pastoral support**

- All children who have previously received either targeted or specialist provision have been highlighted to class teachers. New children have been added now that new class teams have got to know the children and circumstances have changed.
- Play therapist now employed for a full day to support four children across school.

**Continued management of school capacity issues**

- School has continued to work with the LA to support more pupils in their mainstream settings
- After negotiations with the LA about to appoint an LA funded nursery outreach worker to support pupils with additional needs in mainstream nursery therefore reducing the demand for our own nursery provision
- Governors have agreed some joint working and collaboration with Regency High school which is partly aims at addressing shared capacity issues

**Teachers Performance Management**

- All teachers performance management meetings have been completed
- Head teacher's recommendation for pay award increments has been made to governors

SEF area (Taken from the Ofsted evaluation categories)	Area/ Initiative <i>(Nb most of these statements are taken from Ofsted outstanding/good grade descriptor criteria as seen in the SEF)</i>	Lead	SDP link	Positions appointed to lead key subject areas Updates since last report	Impact or expected impact on pupil progress and School development (how do we know?)
The Quality of education	Curriculum developments	JD	1.1	<ul style="list-style-type: none"> <li>Curriculum action plan tool completed identifying actions in each of the 3 areas: Intent, implementation and impact</li> <li>JD met with SIP to discuss current curriculum (report available) she identified all lessons she observed were of high quality, the pupil's books are also of high quality (implementation) and show progress over time. (Impact)</li> <li>Another day scheduled for 19/11/19 to discuss the ofsted phone call, deep dives and to meet new TLR teachers</li> <li>Curriculum audit templates created in preparation for new TLR roles</li> <li>Curriculum action plan templates created in preparation for new TLR roles</li> <li>3 Fort Royal teachers have been successful at interview for TLR positions in Communication, language and Literacy, Maths and interventions and PSHE and foundation subjects</li> <li>Reading policy written and shared with staff during training day</li> <li>Staff audits written and ready to give out once they have been shared with SIP</li> <li>All curriculum documents have been reviewed focussing on the ofsted criteria specifically the intent of our curriculum. (Actions identified in the action plan)</li> <li>Working parties identified to focus on key areas of the curriculum (See SDP)</li> <li>Research into pedagogical approaches and learning styles has started which will be incorporated into the new curriculum and teaching and learning policies.</li> <li>Marking policy updated</li> <li>Assessment policy updated</li> <li>Removal of P levels (P1-4 are still statutory this academic year) which have been renamed as layers of learning</li> </ul>	<ul style="list-style-type: none"> <li>Expected impact will be an outstanding grading for quality of education</li> <li>Curriculum action plan to be shared at FGB to show impact for each area</li> </ul>
	Work with Regency High to ensure pupils are ready for	JD	1.1	<ul style="list-style-type: none"> <li>Governing bodies of both schools have met to agree closer working and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Parent and pupil views show that transition is better organised</li> </ul>

the next phase of their learning			<ul style="list-style-type: none"> <li>Met with Headteacher from Regency to formulate action plan to develop curriculum links and smoother transition process</li> <li>Met with AHT's from Regency to discuss plan and identify next steps (Autumn 2019 and Spring term 2020)</li> <li>Meeting scheduled with AHTs December 2019 and Jan 2020 to discuss: <ul style="list-style-type: none"> <li>✓ Assessment: Ensuring that both our assessment packages are in line and therefore provide seamless transition between year 6 and year 7</li> <li>✓ Curriculum: Look at curriculum mapping and ensure that topics and texts are not repeating but that there are opportunities to build on what has previously been learnt and identify pedagogical approaches and order of concepts to allow learning to take place.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Parents understand the progress reported by schools following transition</li> <li>School staff are able to identify the impact on pupils learning</li> </ul>
<b>Developing reading</b> for all ability groups across the school	JD	1.1	<ul style="list-style-type: none"> <li>Reading follow up on whole staff training day on 4/11/19. Time then given to classes to organise resources for their ability groups for reading, phonics and action words, including sharing new reading policy and flow chart on stages of teaching reading.</li> <li>Cross grouping for phonics started in the Autumn term 2019 in UKS2 where pupils working at phase 4 and above are taught discretely to accelerate progress, this also allows children working at phase 1-3 to have more input in classrooms as staffing ratios have increased. Look at rolling this out to other phases in school</li> <li>Reading timetabled in all classes on a daily basis with a clear structure.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 plan to do Year 1 phonics screening for extension group where appropriate.</li> <li>APP data scores should increase for reading</li> <li>Pupils foster a love of reading and are able to talk about their own progress where appropriate</li> </ul>
<b>Quality of pupils' work</b> (pupils work across the curriculum is of a good quality. As evidence via school monitoring systems)	VS/JD	1.1	<ul style="list-style-type: none"> <li>Book scrutiny planned for end of Autumn term with newly appointed curriculum leads</li> <li>Snapshots scheduled for W/B 25/11/19 with a focus on classroom organisation and environment</li> <li>Parents used comments sheets during the last parents evening to comment on their children's work</li> </ul>	<ul style="list-style-type: none"> <li>Expected impact, pupils' books continue to be of high quality demonstrating clear threads of learning, building on what has already been learning and developing new concepts and knowledge over time</li> <li>Pink parent comments slips (Parents Eve Oct 19) in pupil books show that parents are happy with progress being made and wide range of learning opportunities.</li> </ul>
<b>Pupil progress</b> (pupils consistently achieve highly particularly the most disadvantaged pupils)	EF	1.1	<ul style="list-style-type: none"> <li>Headline progress data across all subjects demonstrates that the vast majority of learners are making at least expected progress across the curriculum and many are making accelerated progress in all subjects.</li> <li>Disadvantaged pupils and those who receive the Pupil Premium Grant (PPG) are progressing as well or in some case even better</li> </ul>	<ul style="list-style-type: none"> <li>Pupils progress is good and, in many cases, excellent</li> <li>Pupils whose progress does not meet our high expectations are identified for individual intervention</li> </ul>

				<p>than their peers, which evidences the success of the planned interventions we put in place for these pupils utilising the grant.</p> <ul style="list-style-type: none"> <li>• This performance is consistent across all subjects</li> <li>• One noticeable cohort in school who are performing slightly less well than others has emerged this year. These are pupils with Autism in KS2 but this is only in literacy and communication strands. The school believes it understands the barriers and has plans to facilitate enhanced progress of this cohort.</li> </ul>	
Behaviour and attitudes	General description of pupils' <b>attitudes to school and learning, their behaviours and respect</b> for others and how we know this	VS	2	<ul style="list-style-type: none"> <li>• See most recent PBT report and SIP visit report on Behaviour.</li> <li>• Individual Behaviour Plans show progress over time and are updated at least termly.</li> <li>• There has been a reduction in numbers of RPI in the bound book. New tracking systems in use from 4/11/19 are being used to track incidents of 'red' on zone Board and can be used alongside IBPs to show any improvements in behaviour.</li> <li>• School council have carried out a pupil safety survey, including e-safety.</li> <li>• New tracking sheets for a small minority of pupils who are in 'red' on zone board show that nearly all pupils have an excellent attitude to learning.</li> <li>• There have been no recorded incidents of bullying or prejudicial behaviour.</li> <li>• Y6 pupils are keen to train to be able to push other pupils round school in their wheelchairs to support them.</li> </ul>	<ul style="list-style-type: none"> <li>• Classrooms and learning environments are settled and pupils support each other to work as independently as possible.</li> <li>• Pupils who are on mainstream inclusion placements find it easier to transition with positive attitudes to learning and behaviour.</li> </ul>
	Analysis of records relating to <b>instances of poor behaviour (RPI)</b> and any use of <b>internal isolation</b>	VS	2	<ul style="list-style-type: none"> <li>• <a href="#">see here</a></li> <li>• PBT are in to visit on 25/11/19 to discuss systems used and monitor/follow up from previous audit.</li> <li>• There is only one pupil across whole school using group room as emergency response when in crisis. There are individual records for this pupil alongside his IBP. SLT are informed each time the group room is used for this purpose when pupil in crisis with the door closed. This system has been used on 5 occasions this half term (no incidents of RPI recorded this half term, compared to 3 incidents of RPI for the same period last year).</li> <li>• Analysis of records show that there have been only 2 incidents of RPI across whole school this first half term, compared to 18 for the same period last year (3 incidents for one child who has now left, 1 incident for another child who has transferred to a residential school).</li> <li>• Incidents of RPI are signed off by Peter as TT Tutor, Vanessa or Ed as SLT.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of the group room when key pupil is in crisis means the pupil is quicker to self-regulate.</li> </ul>

				<ul style="list-style-type: none"> <li>Governor with responsibility for safeguarding comes into school to monitor bound book regularly and meet to discuss impact on pupil, staff and class.</li> </ul>	
	Analysis (if any) of any <b>instances of exclusion, pupils being taken off roll sexual harassment or violence, bullying, any prejudiced behaviour</b>	VS/LC	2	None	<ul style="list-style-type: none"> <li></li> </ul>
	How staff have been supported in their <b>high expectations of pupil's behaviour</b> and that <b>consistency of approach</b> is ensured and that relationship remain positive	VS	2.3	<ul style="list-style-type: none"> <li>Whole school staff training day 2<sup>nd</sup> September 2019 focused on behaviour management, de-escalation techniques and consistent approach to use of zone Board.</li> <li>4th November follow up KS1 and KS2 staff training on amendments to Zone Board and use of positive language when using Zone Board.</li> <li>Classes to cascade information to all lunchtime staff.</li> <li>Letter sent home to parents 5/11/19 explaining the changes to Zone board. Vanessa to run workshop for any parents asking for help.</li> <li>All new staff have training for behaviour management and de-escalation techniques as part of induction programme.</li> <li>All IBPs are updated and reviewed at least termly and are shared with parents. IBPs clearly show any progress made since last review.</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviewing of IBPs ensure progress/concerns are identified and any interventions are in place.</li> </ul>
	<b>Developments with School council</b> and how they are making a tangible contribution to the school community	VS	2.4	<ul style="list-style-type: none"> <li>SA new school council has been elected and formally meet on a half termly basis. Minutes are taken and added to the School Council notice board.</li> <li>A school governor now joins these meeting along with Margaret (grants administrator). In between these meetings they carry out whole school activities e.g. helping choose equipment for PE grant, carrying out surveys, organising fund raising events such as Children in Need.</li> <li>School council contribute with a regular section in the school newspaper.</li> <li>Their school council lanyards mean that they are easily recognisable round school for pupils/parents/staff to talk to them/ask for help/make suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>School Council has higher profile across school and is involved with more decision making.</li> </ul>
	How we know pupils <b>feel safe</b>	VS/LC	2	<ul style="list-style-type: none"> <li>See results from parent safeguarding survey in Safeguarding Report</li> <li>All school council meetings finish with a safety and wellbeing check which can be viewed in meeting minutes. Pupils are asked about how safe they feel and if there any area of school that need looking at.</li> <li>See results from recent School Council pupil safety survey.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil safety is regularly reviewed through school council.</li> </ul>

Personal development	How the curriculum provides for the pupils broader development including <b>spiritual, moral, social and cultural development and</b> how this integrates with <b>British values</b>	JD	3	<ul style="list-style-type: none"> <li>SMSC values are shared every half term, this is integrated into lessons within the school day and links with our values tree</li> </ul>	Increase in pupil resilience
	How the school <b>promotes diversity and allows pupils to engage with views and beliefs different</b> from their own.	JD	1/3	<ul style="list-style-type: none"> <li>RE policy has been written and shared with staff, Whole school RE hullabaloo week organised to celebrate Diwali including a wide range of activities to support the teaching of other religions and faiths</li> <li>PSHE is now timetabled in all classes</li> <li>Values are shared every half term which are incorporated into PSHE lessons</li> <li>School council continue to meet every half term where they are involved in making decisions that affect all children in school</li> </ul>	<p>Pupils develop their tolerance of others</p> <p>PSHE assessment may show progress in this area (This is currently being monitored)</p> <p>Pupils are able to talk about and understand the feelings and needs of others</p>
	Developments in schools <b>safeguarding culture &amp; keeping pupils safe</b>	LC	6.1	See Safeguarding report	
	Development of <b>Pupil wellbeing and pastoral support</b>	LC	3.2/6.2	<ul style="list-style-type: none"> <li>All children who have previously received either targeted or specialist provision have been highlighted to class teachers. New children have been added now that new class teams have got to know the children and circumstances have changed.</li> <li>Play therapist now employed for a full day to support four children across school.</li> </ul>	Well-being needs of children being met
	Revisions to <b>EHCP Annual review framework</b>	EF	3.3	<ul style="list-style-type: none"> <li>A trial looking at utilizing the EQUALS MAPP assessment framework, which measures lateral progress was completed at the end of 2018. By July 2019 every child had completed at least one full annual cycle using these materials and the work was ready for analysis over this summer to see if the objective and success criteria had been achieved i.e. if these assessment measures could be used to calibrate judgements on learning and progress.</li> <li>This report has been shared with SLT this term and will be shared with class staff I in order to inform practice and stimulate a discussion about curriculum balance in November 2019.</li> <li>Governors have been kept informed of all these developments and the final assessment will be shared with them at the next curriculum committee in December.</li> </ul>	<ul style="list-style-type: none"> <li>It is clear that these materials can be used to improve assessment for learning and enable staff to adapt annual review targets to ensure the best possible progress (see analysis report) in relation to the outcomes set in their EHCPs.</li> </ul>

	<b>Pupils educated offsite</b>	LC	6.1	<ul style="list-style-type: none"> <li>• There are five children in school on part time contracts, nine children on inclusion placements within mainstream and one child on a split placement with a mainstream school.</li> <li>• The children who are on inclusion placements with mainstream school are still on our school role when they go, therefore as out duty of care we check that they have arrived at their mainstream school each day that they are there.</li> <li>• Children on part time contracts is mainly due to them attending an alternative provision such as Megan Baker House. All parents have signed a contract to explain why their child attends the other provision and also takes full responsibility for them while they are there. Again the school office rings to check that they are at the alternative provision when they are not in school. Vanessa has visited Megan Baker house to liaise with staff, monitor safeguarding procedures and provision.</li> <li>• FRS staff have arranged to visit some alternative provisions to forge better links with them and share good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• While attending a mainstream school children are experiencing socialising with a different peer group and developing their social skills in a different context.</li> <li>• It is also giving them the opportunity to see if they can transfer the skills that they have learnt at FRS into a mainstream setting and work alongside a different set of peers.</li> <li>• While attending alternative provision children are given intensive therapies that benefit them in all aspects of their development.</li> </ul>
	<b>E safety</b> developments	LC	1/6	See Safeguarding report	
	Use of <b>specialist TAs</b> and Interventions for vulnerable <b>pupils and those who receive PPG</b>	SR	3.2	<ul style="list-style-type: none"> <li>• An email has been received from the advanced paediatric physio “identifying the great support and example of joint working between the specialist physical management TAs and the current school physio allowing her programmes to be passed over and developed in the best interests of the children.”</li> <li>• All specialist TAs have been required to cover in classes; this has impacted on the level of support they have been able to offer, in particular the communication TA.</li> <li>• A new sensory TA has been appointed – see section below</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with physical needs are receiving greater support than previously, at a more targeted level.</li> <li>• Recent interviews have taken place and TAs appointed to provide cover.</li> <li>• This will enable specialist TAs to fulfil their role.</li> </ul>
	Development and extension of <b>Sensory learning</b> and <b>Sensory regulation initiatives</b> in school	SR	3.2	<ul style="list-style-type: none"> <li>• Role of independent OT continues to develop; sensory ladders have been updated and use a consistent proforma across school</li> <li>• Focus is currently on younger pupils and those presenting challenging behaviours currently</li> <li>• 22 pupils are supported by AD and date has been set to look at impact of sensory ladders – focusing on the transition to new classes in September</li> <li>• Sensory Cabin – structural work has been completed and equipment in the process of being ordered. This will provide another area where pupils who are in need of a sensory break or who are struggling to regulate can access.</li> <li>• Sensory TA appointed to start in the new year, the sensory room was not being used so effectively and the purpose of observed sessions was not</li> </ul>	<ul style="list-style-type: none"> <li>• It is clear in each class which pupil has a sensory ladder</li> <li>• Strategies are put in place earlier to support pupils; this early intervention ensures key pupils are identified and strategies established to support their transition through school. This in turn supports their readiness to learn.</li> </ul>

				always clear. In addition, equipment was being damaged on a regular basis and it was becoming difficult to maintain	
	<b>Liaison with NHS professionals and SALTS</b>	SR JD/LC	3:2	<ul style="list-style-type: none"> <li>School was joined by new physiotherapist who met with AHT with responsibility for this area. Concerns were expressed with the level of provision, lack of support for specialist school TA's, out of date programmes and lack of input into EHCP's. New physio has worked hard to rectify all of the above; physio is much more visible in school, specialist TA's have input into their sessions, pupils have been reviewed and plans updated and EHCP reports are written</li> <li>OT's visit school regularly to review pupil seating</li> <li>Regular liaison and meetings with CAMHS, these also include team around the child meetings and EHCP reviews.</li> <li>Sadly, our school nurse resigned due to feeling she could not fulfil her role in the hours available. This is the second nurse we have lost for this reason. We are being supported by Orchard Nurses until new school nurse starts (<i>now in post</i>)</li> <li>We are in continuing discussions with health re the support needed for one of our pupils. They have requested that school staff provide chest percussion and deep suctioning. As a senior leadership team, we feel strongly that this is beyond the role of our staff and have sought advice from other health professionals who have guided us towards supportive literature. We feel his needs should be met by a health professional who will receive the training and supervision required to fulfil this role. Discussions have taken place with the parents who are understanding of and support our decision. An alternative care plan is in place however, we recognise the need to move this forward as the winter approaches.</li> </ul> <p>Communication standards folders have been distributed to all key stages.</p>	<ul style="list-style-type: none"> <li>Physical needs of pupils are better supported</li> <li>Information for EHCP's is current and available to both staff and parents</li> <li>Pupils are seated comfortably, supporting their readiness to learn</li> <li>We have lost a valued colleague with whom we had a good working relationship</li> <li>Parents and pupils are supported by a consistent approach from all professionals</li> <li>School have a good understanding of the difficulties faced</li> </ul>
<b>Leadership and management</b>	<b>Continued management of school capacity issues</b>	EF	-	<ul style="list-style-type: none"> <li>Updates on the capacity issues and financial issues have been provided with each terms head teacher's report to governors for further discussion at each FGB and Premises and finance committee meetings.</li> <li>This has included sharing of financial bench marking analysis and details and analysis of meetings and correspondence with the local MPs, the portfolio holder for education and various LA officials regarding finances, capacity issues, the Higher needs fund deficit, top ups and the implications of the LAs SEND strategy on the school.</li> <li>School has continued to work with the LA to support more pupils in their mainstream settings</li> </ul>	<ul style="list-style-type: none"> <li>The school has now managed to maintain pupils' number at the same level for the second year running despite the continued demand, thereby preserving the quality of provision for its existing pupils.</li> </ul>



				<ul style="list-style-type: none"><li>After negotiations with the LA about to appoint an LA funded nursery outreach worker to support pupils with additional needs in mainstream nursery therefore reducing the demand for our own nursery provision</li><li>Governors have agreed some joint working and. collaboration with Regency High school which is partly aims at addressing shared capacity issues</li></ul>	
New pupils	Phase leader s	6	<ul style="list-style-type: none"><li>All pupils who moved into reception class from nursery have transitioned well</li><li>AD – pupil who has started in LKS2. Transitions visits took place in Summer 2. Meeting has taken place with mum to address behaviour concerns and set targets for coming year. Meeting with SLT to put Selective Mutism programme in place.</li></ul>	<ul style="list-style-type: none"><li>Mum is supportive of school in managing behaviour and is implementing strategies at home. She has commented at parent’s evening how clear the learning is laid out in pupil books</li></ul>	
<b>Budget</b> issues/carry over	AC	-	<ul style="list-style-type: none"><li>Please see the see minutes of last finance committee meeting 7<sup>th</sup> Oct 2019. In summary-</li><li>We have been working to ensure the correct money and bills are in the correct headings, this is still a work in progress in some cases. Agreement to make requested virements was made.</li><li>The additional staffing proposals were worked into the costings plus with an overview of our carry over position and other funds, these were all agreed.</li><li>Rob Phillips has explained that the latest funding per pupil documents will be with us in November for us to review for accuracy in advance of changes he will make in December. The process this and in future years is that the SEN team have these to check for accuracy from their side prior to our review and then being handed to finance. He is forwarding the last up to date information he has to us wc 4.11.19.</li></ul>	<ul style="list-style-type: none"><li>Financial resources of school are utilised to ensure that the needs of pupils continue to be met</li></ul>	
<b>Revisit of school Aims, Values and Vison – so is ambitious for a high-quality education for all pupils</b>	EF	1	<ul style="list-style-type: none"><li>The School vison and aims were revisited at the training day at the start of the year.</li><li>links between the School Values, Mission and Vision statements and the curriculum intention and aims were made clear to staff at a revisioning event at the start of the Autumn term. This was also shared with governors</li><li>This provides a shared frame of reference and shared purpose and its links to the provision and our curriculum is emerging</li></ul>	<ul style="list-style-type: none"><li>The school’s overall expectations in these areas are now clear</li><li>This will enable us to more accurately identify strengths and areas of weakness and</li><li>Focus our development, monitoring and the support we offer staff.</li></ul>	
<b>Teachers Performance Management</b>	EF	5.1	<ul style="list-style-type: none"><li>Have these all been completed, and an extremely high rate of objective completion is evident</li><li>Recommendation for teacher pay progression have been made to governors</li></ul>	<ul style="list-style-type: none"><li>Teacher are held to account to teachers' standards and school expectations</li><li>Teachers' objectives are match to school priorities</li></ul>	

Staffing updates (resignations and new appointments)		-	<ul style="list-style-type: none"> <li>Leavers- 4 in total, one TA retirement, our outdoor specialist seconded to Newbridge has taken a permanent position, plus a further TA1 and a TA3.</li> <li>Joiners- finance officer.</li> <li>HR issues; we are working with Liberata to support us with 5 staff who have health conditions affecting them.</li> </ul>	<ul style="list-style-type: none"> <li>School work force remains fit for purpose and adequate for requirements</li> </ul>
SBM and admin/Site team updates (including GDPR)	AC	-	<ul style="list-style-type: none"> <li>We are going to restructure the admin team; our office manager will retain their title but step away from the majority of their duties to provide support to the SLT team and business manager. Thus, enabling them to focus and drive developments and progress elsewhere. An additional role will be created to take on the admin tasks, at present the job is about to be submitted for job level evaluation with County prior to advertising.</li> <li>In light of our IT technician's role changing significantly following the departure of our IT manager we have had their job evaluated and added further weeks working in the holidays better reflecting their position.</li> <li>Our health and safety officer has declared their intention to retire at Easter, we are considering how best to cover this and other elements of their role.</li> </ul>	
Planned actions after analysis of survey on <b>Teacher workload and wellbeing</b>	VS	5.1	<p>As part of survey, teachers have been consulted in how they want monitoring activities to be spread through year. They have chosen to have snap-shots this term, followed by observations next term.</p> <ul style="list-style-type: none"> <li>As part of survey, teachers have been consulted over major changes eg TLRs and have nominated spokesperson to attend SLT meetings to discuss and give feedback.</li> <li>Half termly teacher 'drop-ins' have started this half term. However, there was no take up of these by teachers, perhaps due to fact that performance management meetings have taken place this half term.</li> <li>Simplification of EHCP paperwork to include colour coding of progress instead of writing up has been agreed by SLT. This needs to be cascaded to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher work/life balance improved.</li> <li>Teachers feel their opinions are valued and have say in more whole school decisions.</li> <li>Teacher Survey action plan is RAG rated by teachers on termly basis, so SLT are kept informed of impact.</li> </ul>
Continued development of <b>school website</b>	SR	6.3	<ul style="list-style-type: none"> <li>Website is updated on a regular basis</li> <li>Policies are being transferred onto policy proforma</li> <li>Statutory policies and other policies are available on website</li> <li>Policy renewal timetable being developed to ensure all policies are current</li> <li>Primary Site App being rolled out to staff from December and to parents from January that enables them to access website, calendar information and receive messages from school. This service will replace the current text system which is expensive to maintain.</li> </ul>	<ul style="list-style-type: none"> <li>Information is current and easily accessible to parents and visitors to the school</li> <li>App will support communication with parents</li> </ul>

	<b>ICT infrastructure and hardware application upgrades</b>	SR	1	<ul style="list-style-type: none"> <li>• All class computers to be replaced as have slowed considerably and disc drives failing</li> <li>• This will enable all classes to have pupil use computers</li> <li>• Lap top trolley to be purchased</li> <li>• Some office/support staff have had laptops replaced</li> <li>• SLT have had laptop upgrade</li> <li>• New wi fi boosters being tested at key points around school</li> <li>• IT manager to have remote access to computers to speed problem solving technical/issues</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will have faster access to network to support their workload</li> <li>• Pupils will have increased access to IT to support their learning</li> <li>• Office/support staff will be able to have better access to system both at school and home if needed</li> <li>• All areas of school will have consistent WIFI access</li> <li>• IT issues will be able to be dealt with promptly by remote access</li> </ul>
	<b>Pupil attendance</b>	EF	6	<ul style="list-style-type: none"> <li>• The attendance of pupils at FRS has been consistently higher than the national average for special schools by 2-3% points over several years.</li> <li>• Attendance of pupils in special schools generally is below the national average as a greater proportion of pupils with a disability will have underlying health issues which will affect school attendance.</li> <li>• Attendance analysis for the first half of this term has indicated a rise in attendance in all groups ( see attendance report)</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to pupils' progress due to their absence is minimised</li> </ul>
	<b>Staff training and CPD</b>	VS	4.1	<ul style="list-style-type: none"> <li>• Whole school behaviour management training – in house Peter and Vanessa, to ensure all staff are following policy and procedures.</li> <li>• Whole school MSI training – Babcock (Claire Manford), to support staff with children with more complex needs.</li> <li>• Ongoing in-house emergency meds and meds awareness and manual handling as part of mandatory training.</li> <li>• Some teachers have undertaken individual training as part of their UPS responsibilities e.g. Mikiella – sensory music, Sylwia arts award.</li> <li>• Vanessa and Lara have attended safeguarding training regarding dealing with allegations against staff.</li> <li>• Alison has attended various training sessions for her new role as business manager.</li> <li>• Sean HLTA &amp; Unison Rep has attended 5 day Unison health and safety training course.</li> <li>• See training request file for all training undertaken and any training not granted. All training must link to new SDP priorities or have been identified as part of Performance Management.</li> <li>• All staff need to be reminded about training requests so that there is up to date record – Vanessa to liaise with Osmay to ensure relevant paperwork is submitted.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of evaluations at each training session feed into next phase of in-house training and inset days.</li> <li>• There is consistency of policy, procedures and new teaching and learning initiatives across school.</li> </ul>

				<ul style="list-style-type: none"> <li>External training courses have been identified by Vanessa and Jodee for new TLRs in the core areas and linked to new curriculum and potential OFSTEd 'deep dives'.</li> </ul>	
	<b>Outreach provision</b> to support pupils in mainstream	LC/VS /JD	6.4	<ul style="list-style-type: none"> <li>Outreach referrals from schools not in Worcester City or south Worcestershire are increasing identifying refusal of placement requests at special schools due to capacity and LA SEND policy</li> <li>The LA funded Nursery TA Outreach role is currently being advertised.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils with SEND are supported to maintain their mainstream placement</li> </ul>
Other	Work of friends, <b>fundraising and community profile</b> etc	MJ	-	<ul style="list-style-type: none"> <li><i>This section will be added later, unfortunately MJ has suffered a significant illness just as this report was being compiled.</i></li> </ul>	