

## **Report to Governors Summer Term 2019**

### **Executive One Page Summary**

#### **Capacity issues**

- Place prioritisation meeting with county held. In September the number of new entrants will match number leaving.
- Proposals to change nature of nursery submitted to the LA meeting now arranged with county to discuss nursery provision and possible outreach to reduce demand. SLT now preparing business case to present at meeting
- Governors have met to consider the strategic direction for the school taking cognisance of the challenges.

#### **Budget**

- further cost saving initiatives have been introduced to balance budget now costs have increased
- Balanced with modest in year surplus (many thanks to Teresa)
- Meeting with county to review top up levels largely not successful and any gains have been neutralised through implementation of the CAP.
- The extensive carry over continues and this has not gone unnoticed by county, but robust explanation has been provided.
- The headteacher will attend join a work shop organised by the DfE to look into national funding shortages in SEND.

#### **School improvement partner**

- Two visits now made. Is very complimentary re high quality of teaching and learning noting some exceptional practice.
- Advice and guidance on the new Ofsted framework and the curriculum for Senior staff, governors and class teachers
- Priorities for curriculum development and to further strengthen our safeguarding practices identified
- Returning in November to support subject leaders & headteachers performance management.

#### **Staffing updates**

- New maternity teacher cover started. Other temporary back fills and upgrades made to cover elsewhere
- HR meetings and been supported by Liberate and Union held for fitness to work and flexible working.
- All staff who were on long term sick have now returned. One TA has now gone onto long term sick from an injury at home,
- New business manager has now started ( see report in main section).
- Finance officer, following unsuccessful attempt to recruit an apprentice we are advertising externally for this position.
- IT manager is ending contract at the end of term, alternative provision is being sought through external contractor support.
- There have been 4 resignations for the end of term. Positions will be filled internally.

#### **Teacher workload and wellbeing**

- Analysis and suggested actions resulting from the survey have been shared with teachers & curriculum committee
- Actions will be added to the new SDP

#### **Developments with breakfast club**

- Is significantly subsidised from school funds. Will be paying for whole cost for PPG pupils from the separate PPG fund, After consultation will increasing prices for others but keep running times same as before.

#### **Pupil wellbeing**

- Well-being and nurture database established and been used for one cycle of intervention
- Play therapist in post for half a day working with two children. Plan for her to increase to a full day .

#### **Work of friends, fundraising and community profile**

- Over £20k donated towards new mini bus, sensory garden and other wish lists items
- Open space consultation day held in March to engage with the local community for our lottery funded project
- A further £7 raised via the charity Golf Day supported and Worcester Community Lottery
- Family discos are still popular with one taking place in March the next due in July.
- Margaret Jones our Grants Manager, fundraiser and chair of friends won the unsung hero category at the Worcestershire Education awards on 20<sup>th</sup> June.

## Report to Governors Summer term 2019 (updates on School development priorities since last report in Feb 2019)

SEF area	Area/ Initiative	Lead	SDP link	Updates since last report	Impact on pupil progress and School development (how do we know?)
Leadership and management	Continued management of school capacity issues	EF	4:3	<ul style="list-style-type: none"> <li>Initial meeting to prioritise places for September with SEND services held. There is confidence that number of new entrants will match number of those leaving.</li> <li>Proposals to change nature of nursery and also for new site for school have been submitted to the LA for the annual sufficiency report. County planning team have discussed issue of utilising other sites to free capital for school during period of extreme financial restraint</li> <li>Meeting now arranged with county to discuss nursery provision and possible outreach to reduce demand on nursery places and ultimately into main school. SLT now preparing business case to present at meeting</li> <li>One pupil has been integrated back to mainstream and inclusion places for other to begin the process are in places or in planning</li> <li>The refurbishment of the cabin adjacent to new sensory garden to provide additional regulation equipment and space for pupils with complex ASD is now near completion.</li> <li>The school governors have met to begin mapping out a strategic direction for the school taking cognisance of the challenges (see separate minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Progress data and monitoring records show that pupils progress continues to be consistently at or above expected levels thought period of rapid expansion of numbers. SIP and SIA visits conform this</li> <li>Anecdotally it is clear that some individual pupils, especially those with complex needs and ASD struggle at time but reviewed supportive strategies have generally been successful.</li> </ul>
	Budget issues/carry over	EF/AC	4:1/2	<ul style="list-style-type: none"> <li>In the light of extreme pressure places on the school budget by the implementation of the unsupported non-teaching staff pay award last year ( which effectively reduced our income by 7%) further cost saving initiatives have been introduced and others from last year extended to set the new budget ( see budget plan for details)</li> <li>Budget has now set and balanced with modest in year surplus (many thanks to Teresa)</li> <li>Meeting with county to review top up levels largely not successful and any gains have been neutralised through implementation of the CAP.</li> </ul>	<ul style="list-style-type: none"> <li>In the absence of a specialist TA for Sensory curriculum and activities some pupils are not getting as much focused and targeted time in sensory room as would be considered ideal on their plans, but any impact is not yet evident in progress data.</li> <li>Learning time has been lost when staff have been absent but uncovered. Pupils so far have been able to catch up as progress data is not affected.</li> <li>Physical TAs have sometimes needed to be used in the classroom, this will need to be restricted in the new academic year so that pupil's physical skills and stamina are not</li> </ul>

				<ul style="list-style-type: none"> <li>The extensive carry over continues and this has not gone unnoticed by county, but robust explanation has been provided. It has been agreed not to commit the carry over to operational/staffing costs as this would lead to future financial unsustainability but to continue with the original plan to utilise the funds to develop the school resources and accommodation to meet the needs of the growing and more complex pupil group.</li> <li>LA proposals to review the top up arrangements within the context of their own extreme financial restraint and significant deficit have been postponed</li> <li>The headteacher has accepted an invitation to join a work shop organised by the DfE to look into national funding shortages in special education. There is a growing expectation that this will be addressed in the forthcoming Government spending review.</li> </ul>	<p>affected. There has been no evidence to date of this occurring, but concerns have been expressed.</p> <ul style="list-style-type: none"> <li>The effect of the decision not to appoint to a vacant position in the leadership team has mainly impacted on the AHT for T&amp;L and CPD who has been required to run a classroom as well as maintain his previous responsibilities. Some support has been offered such as working from home, but it is clear that current arrangements are not sustainable. Alternative plans have been made for the new school year, but this will continue to be monitored.</li> <li>Some planned developments to develop staff skills and competences through mentoring and CPD activities and other supportive strategies have been lost but the general CPD strategy remains robust (see No5 below)</li> <li>We have needed to reduce the outreach provision we offer to other schools due to capacity issues as this is mainly undertaken by member of the leadership team and the HLTA for T7L who has needed to work extensively in class covering absence.</li> </ul>
	Visits by new <b>School improvement partner</b>			<ul style="list-style-type: none"> <li>Deirdre Fitzpatrick an experience Executive Special school headteacher, school improvement partner for 18 special schools and also Ofsted inspector has now made 2 visits to the school.</li> <li>She has commented on the high quality of teaching and learning noting some exceptional practice she has seen in school.</li> <li>Provided advice and guidance on the new Ofsted framework and the curriculum to Senior staff, governors and class teachers</li> <li>She has helped us to identify priorities for curriculum development and to further strengthen our safeguarding practices as we prepare for our next inspection</li> <li>Recommendation to put proposal to LA re the nursery assessment centre also now being implemented</li> <li>She is returning in November to support subject leaders with deep dive questions re their subject knowledge]. To facilitate the headteachers performance management and to perform further safeguarding checks.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be even safer in school with improved recruitment practice and monitoring.</li> <li>Curriculum delivery and subject knowledge of teaching staff will develop, a sharper understanding of process within the curriculum, especially in reading and the core subjects will lead to improved pupil outcomes.</li> </ul>
	<b>Staffing</b> updates	SLT	1:3	<ul style="list-style-type: none"> <li>New maternity cover for CW has now started. Temporary upgrading of TA2 to cover Grade 3 maternity leave. Grade 1s maternity leave have been covered with back fill.</li> </ul>	Smooth transition for children.

				<ul style="list-style-type: none"> <li>• RE, KP and TA have all had HR meetings and been supported by Liberata and Union where necessary. RE – fitness to work and flexible working. KP – fitness to work. TA – flexible working.</li> <li>• All staff who were on long term sick have now returned. One TA has now gone onto long term sick from an injury at home, pls we are working with OH and HR with a lunchtime supervisor.</li> <li>• New business manager has now started.</li> <li>• Finance officer, following unsuccessful attempt to recruit an apprentice we are advertising externally for this position.</li> <li>• IT manager is ending their one day a week contract with us at the end of term, alternative provision is being sought through external contractor support.</li> <li>• There have been 4 resignations for the end of term. Positions will be filled internally, appointment made.</li> <li>• Three flexible working requests all agreed.</li> </ul>	Teaching and Learning continues to be good despite staffing levels.
	<b>New SBM and finance officer updates</b>	AC		<ul style="list-style-type: none"> <li>• The newly appointed SBM has now taken up her position</li> <li>• Completed and continue with training including; safeguarding, systems HR etc plus building external SBM network.</li> <li>• Review of some audit documents, including amongst others; finance, fire, health and safety to inform of and drive priorities, resulting in action plan for fire audit and clearance of areas outside.</li> <li>• Significant demand on time in support of financial aspects due to vacancy.</li> <li>• Communication with those long- and short-term sick and relevant HR, OH teams and administration of personnel matters current and outstanding.</li> <li>• Identification of opportunities and areas to develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Things gradually getting back on track ie back to work staffing issues managed etc</li> </ul>
	<b>Staff training and CPD</b>	VS	1:1/4	<ul style="list-style-type: none"> <li>• TA2 Qualification (year long course) completed July 2019. All 6 TAs have passed.</li> <li>• Peter has continued to keep up to date with Team Teacch Tutor work by supporting PBT on some of their training days.</li> <li>• Alison has attended courses re new business manager position.</li> <li>• All school staff have completed online fire safety.</li> <li>• Full time staff have completed two sessions of safeguarding training linked to safer working practices and female genital mutilation.</li> <li>• Two AHTs attended SWALSS two day conference in Torquay.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Whatever we can say about impact i.e. staff report greater confidence when supporting pupil with attachment issues</i></li> <li>• <i>More on impact of not having so much time with VS and LH</i></li> <li>• <i>Evaluation on attachment difficulties – staff reported a better understanding and will consider pupils behaviour/ASD in line with training given.</i></li> <li>• <i>No TA3 training may lead to no internal candidates able to apply for new posts as they arise.</i></li> <li>• <i>Signing in classroom observations is a strength.</i></li> </ul>

				<ul style="list-style-type: none"> <li>• Headteacher attended 2 day Heads SWALSS conference</li> <li>• All classroom staff are now sign along trained. The last session for new staff to be Monday 14<sup>th</sup> July!</li> <li>• Unfortunately, 'Worcester Learning and Libraries' are not able to facilitate the TA3 qualification course as hoped. All TAs wanting to achieve this qualification will now need to find own courses in own time.</li> <li>• One TA3 approached SLT re HLTA status. The school have supported her application and she has now achieved HLTA status.</li> <li>• ½ day whole school training on attachment difficulties delivered by CAMHS. Post training Evaluations show that staff would like further information in this area.</li> <li>• No summer training day as this has been clawed back through twilight training sessions previously on Outdoor Areas.</li> <li>• Whole school manual handling refresher completed July 2019.</li> <li>• Mikiella attended sensory music training – this will be used along with new soundbeam equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>SLT are kept up to date with new initiatives by attending conferences.</i></li> <li>• </li> </ul>
	Plan actions after analysis of survey on <b>Teacher workload and wellbeing</b>	VS	1:1	<ul style="list-style-type: none"> <li>• Analysis and suggested actions resulting from the survey have been shared with teachers</li> <li>• This analysis has also been shared with the curriculum committee</li> <li>• Actions will be added to the new SDP with a focus on providing additional covered non-contact time for staff to complete activities, including routine assessment completion and preparing for annual reviews.</li> <li>• Action Plans based on two surveys will be shared at teachers mtg before end of term.</li> <li>• Teacher mtg planned in July and invited Teacher pensions company to discuss options for teachers with possibility of phased retirement.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have time to perform quality assessments to inform and plan the best provision possible learning opportunities for their pupils</li> <li>• Teachers wellbeing ensures continued enthusiasm for learning in the classroom.</li> <li>• </li> </ul>
	Continue to develop scrutiny <b>/monitoring role of governors</b>	JD/SLT	new	<ul style="list-style-type: none"> <li>• PPG governor has been to look at budget and review intervention and impact sheets</li> <li>• New LKS2 governor has made 2 visits and has planned a visit for October</li> <li>• EYFS Governor has visited and reviewed EYFS use of IRIS and looked at moderation materials</li> </ul>	Please see governor file

Continued development of <b>school website</b>	SR		<ul style="list-style-type: none"> <li>Parent Feedback page added to website</li> <li>SIA complimented school on the new website during her visit</li> <li>More information for parents on the school early help offer and how to get support from outside agencies</li> <li>Safeguarding section updated regularly with information for parents related to e-safety</li> </ul>	<ul style="list-style-type: none"> <li>Parents can access questionnaires etc electronically, IT technician will monitor uptake of parental engagement</li> <li>Positive feedback recently received from new director of education and our early help offer used as an exemplar for DSL's across the county</li> <li>Parents have more up to date knowledge of e-safety and are able to keep the children safer at home</li> </ul>
<b>ICT infrastructure</b> and hardware application upgrades	SR	4:2	<ul style="list-style-type: none"> <li>New eyegaze system in place</li> <li>New ethernet ports installed downstairs in new IT hub and in hall to enable chef to have access to school systems</li> <li>Three computers updated, 1 in class and 2 in school reception office</li> <li>IT development completed</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have more reliable access to eye gaze to support their access to learning</li> </ul>
Increase <b>attendance</b> of pupils who receive the PPG so is on par with peers (1.3% difference 2017-18)	EF		<ul style="list-style-type: none"> <li>Attendance is good and above the national and is gradually rising since the implementation of revised attendance policy</li> <li>Our pupils attendance is above average for other similar schools nationally 7.5% to 10.2 % for similar special schools and persistent absence is 26% compared to 29.6 % other special school nationally</li> </ul>	<ul style="list-style-type: none"> <li>Marginal improvement in attendance from this group now noted but progress of PPG groups had continued to be consistent with peer group.</li> </ul>
Further develop <b>outreach provision</b> to support pupils in mainstream	SLT	4:3	<ul style="list-style-type: none"> <li>NB we have needed to reduce this this term due to capacity issues</li> </ul>	<ul style="list-style-type: none"> <li>Will need added to a phase two of business case proposals to present to LA</li> </ul>
<b>Continuous development of T&amp;L</b> via: Peer observations monitoring of books, planning and lessons to ensure high standards are maintained	VS/JD	New	<ul style="list-style-type: none"> <li>Book scrutiny has taken place by SLT and looked at by SIP. Books show consistency across school and clear threads of learning and progress which can be seen in the pupils work and in the APP in the front of books.</li> <li>Lesson observations of all classes show high standards of teaching and learning, where areas for development were noted support has been given by SLT and T&amp;L HLTA (this will need to be monitored)</li> <li>Whole school Reading snapshots carried out to monitor and assess the impact of staff training</li> <li>Whole school Numicon snapshots carried out to ensure consistent use across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff clear on expectations/what the pupils are learning</li> <li>Pupils, where appropriate understand what they are learning and the next steps (also noted by SIP)</li> <li>SIP noted during visit and lesson observations that T&amp;L is of a high quality which in turn enables pupils to make progress</li> <li>Improvements in the teaching of reading seen including more appropriate resources and most staff skilled at teaching reading concepts</li> </ul>
<b>Develop reading</b> for all ability	JD	New	<ul style="list-style-type: none"> <li>Reading timetabled daily</li> <li>Teaching of reading improved, seen through learning snapshots</li> </ul>	

	groups across the school			<ul style="list-style-type: none"> <li>Areas for development identified on curriculum monitoring form</li> <li>Training for phonics to take place Sept 2019</li> <li>Clear structure for teaching reading identified from training</li> </ul>	<ul style="list-style-type: none"> <li>Analyse end of year data for reading. Identify progress across school, across departments, across starting points to establish the impact.</li> </ul>
	<b>Continued integration of IRIS</b>	VS/SL T	1:4/5	<ul style="list-style-type: none"> <li>HLTA continues to develop use of Iris for training purposes and to share good practice across whole school.</li> <li>Iris planned to be used in teachers mtgs to share good practice (sensory morning routines) by teachers.</li> <li>Iris is now feature of nearly all in-house training sessions. Also, Iris used to record training sessions for those who may have missed initial training</li> <li>HLTA and AHT to attend future 'film clubs' to identify any new features of Iris.</li> </ul>	<ul style="list-style-type: none"> <li>Training is more meaningful when staff can see how it could be used in their own classrooms.</li> <li>Evaluations from training always identifies Iris as a strength of the training.</li> <li>New staff can get up to speed and see how generic classrooms work by watching existing iris clips.</li> </ul>
<b>Personal development and wellbeing</b>	Development of <b>wellbeing and independence curriculum and APP</b>	JD	2:1	<ul style="list-style-type: none"> <li>Independence curriculum put on hold to establish purpose, looking into alternatives that would provide teachers with more relevant information</li> <li>Wellbeing taught across school</li> <li>Data being analysed to establish a baseline</li> </ul>	<ul style="list-style-type: none"> <li>Impact will be clearer after another academic year where there will have been a full cycle following to baseline to identify progress.</li> </ul>
	Developments with <b>breakfast club</b>	VS	3:2	<ul style="list-style-type: none"> <li>Is significantly subsidised from school funds Will be paying for whole cost for PPG pupils from the separate PPG fund, increasing costs and possibly reducing hours to reduce this</li> <li>Govs and parents surveyed about changes to times and prices.</li> <li>Letters going out to new parents of reception children. New numbers not known yet.</li> </ul>	<ul style="list-style-type: none"> <li>Impact of this not known as yet but will send out questionnaire to parents next term?</li> </ul>
	Integration of <b>values themes and SMSC</b>	JD	3:2	<ul style="list-style-type: none"> <li>SMSC policy written which clearly outlines the links between SMSC and the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Staff to have a clearer knowledge of the links between SMSC and the curriculum and be able to articulate this to external auditors/OFSTED</li> </ul>
	<b>Liaison with NHS professionals and SALTS</b>	SR /JD	3:2	<ul style="list-style-type: none"> <li>Reduced SALT hours to now include the standard package from September 2019 (The extra hours were not being used effectively)</li> <li>SALT now use emails to communicate with teachers</li> <li>School audit undertaken to identify outstanding communication resources</li> <li>Regular review of class seating by OT</li> <li>Appointment of new physio to cover maternity leave</li> </ul>	<ul style="list-style-type: none"> <li>Impact not yet known although initial thoughts are there will be no detrimental impact</li> <li>Teachers report communication with SALT has improved</li> <li>List of communication resources required passed to SALT to ensure they are ready for September</li> <li>Pupils are seated correctly in order to access learning more effectively</li> <li>Reports now provided for EHCP's, if no report available she has attended meeting. Most recent information and provision requirements available to update EHCP's.</li> </ul>

				<ul style="list-style-type: none"> <li>Physical management TA's now being supported, and groupings and targets set for new academic year</li> <li>Pupils now being reviewed by physio and plans updated</li> <li>CAMHS providing support for a number of pupils and families, including attending TAC meetings</li> <li>School nurse has carried out training on medical competencies for all staff</li> <li>School nurse can now support those nursery pupils with medical needs not known to the Orchard Service and provide training to staff</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are following updated targets and plans and receiving appropriate provision to meet their physical needs</li> <li>Pupils and families are supported, and consistent approaches being followed which has had impact on access to learning for some pupils</li> <li>Staff competent to administer medications, including emergency drugs as required</li> <li>Staff will be trained, and care plans will be current</li> </ul>
	<b>Behaviour support</b>	VS	3:2	<ul style="list-style-type: none"> <li>Behaviour governor met with VS to monitor bound book and discuss levels of RPI and staff well-being linked to this.</li> <li>Bound book monitored by new SIP and recommendations that the 'pupil voice' usually filled in only by pupils P9+ is to be completed for all pupils with staff acting as advocate for pupils working at lower level.</li> <li>Only one pupil in whole school currently using group room as an emergency measure.</li> <li>One pupil currently on part time placement as part of pastoral support plan to build back up to full time.</li> <li>Half day Zone board and de-escalation technique training planned for September. Delivered by Peter and Vanessa.</li> <li>Use of well-being post RPI sheets not being used by staff – we will use behaviour training session to ask staff how else we could do this?</li> <li>Individual Behaviour Plans are updated at least termly, and progress is now routinely added to the plans. All pupils who have had the use of RPI on more than one occasion have an IBP.</li> <li>IBPs now routinely shared with parents at parents' evenings.</li> <li>Recent SIP visit commented on calmness, routines and positive behaviour in school, which she recognises only happens when positive behaviour management is embedded.</li> <li>A couple of parents have asked about Team Teach at home. I am exploring how we may be able to support this through PBT.</li> </ul>	<ul style="list-style-type: none"> <li>Gov monitoring allows AHT to discuss potential issues and current practice</li> <li>Whole school training will ensure consistency across the school.</li> <li>Updated IBPs ensure all new staff are informed of any changes. Also ensures consistency for pupils as they move through school.</li> </ul>
	Development and extension of <b>Sensory regulation initiatives</b> in school	SR	3:2	<ul style="list-style-type: none"> <li>OT student on placement worked with independent OT employed by school to update all sensory ladders and ensure they are all on correct proforma</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' regulation supported through review of ladders and ensuring equipment needs have been met, thereby supporting readiness for learning</li> </ul>



				<ul style="list-style-type: none"><li>OT student worked with AHT responsible for sensory regulation to plan refurbishment of sensory cabin to provide additional regulation space</li><li>Funds now raised to resource cabin</li><li>Links with university continue to be fostered, 30 Year 2 OT students spent the day in school</li></ul>	<ul style="list-style-type: none"><li>Pupils will have access to additional regulation space, supporting readiness for learning</li><li>Future OT therapists will have an insight into the needs of pupils in special schools</li></ul>
Use of <b>specialist TAs</b> and Interventions for vulnerable <b>pupils and those who receive PPG</b>	SR/EF	3:2	<ul style="list-style-type: none"><li>The two physical TAs were needed to support in classrooms, distracting from their key role in the early part of this period</li><li>The specialist TA for outdoor learning has been seconded to the Newbridge PRU</li><li>The lack of the sensory TA (position was not filled when previous occupant left due to budgetary reasons) is affecting the quality of provision and expertise we are able to offer, especially in the sensory room. This will need to be reconsidered once new budget position is clearer</li><li>Full range of interventions continue to be offered to support vulnerable learners in school and this has been reviewed by PPG governor</li></ul>	<ul style="list-style-type: none"><li>Pupils physical needs were less well met</li><li>Other staff in school have supported this area of learning</li><li>Pupils sensory needs are less well met – provision is in place to provide additional training to all staff in September</li><li>There is more damage to equipment in the sensory room</li><li>Vulnerable pupils are being supported</li></ul>	
Development of <b>Pupil wellbeing and links</b> /systems of pastoral leader with DSL	LC	3:2	<ul style="list-style-type: none"><li>Well-being and nurture database established and been used for one cycle of intervention for those children receiving interventions at a targeted and specialist level across school</li><li>Play therapist in post for half a day working with two children. Plan for her to increase to a full day next academic year so that she can work with more children at a specialist level of intervention</li></ul>	<ul style="list-style-type: none"><li>Database shows that majority of children have made progress due to the interventions or has highlighted that a new intervention is needed e.g. play therapy or another more specialist approach</li><li>More consistent approach across school with one person having an overall picture ensures that all children are getting equitable interventions</li></ul>	
Development on <b>keeping pupils safe</b> and safeguarding practice	LC	3:1	<ul style="list-style-type: none"><li>See separate safeguarding report</li></ul>		
30. <b>E safety</b> developments	LC	3:3	<ul style="list-style-type: none"><li>See separate safeguarding report</li><li>Monthly online safety drop in sessions for parents to start in July</li></ul>	<ul style="list-style-type: none"><li>Unknown as first session 17<sup>th</sup> July</li></ul>	
Further development of the work of the <b>family support/liaison officer</b>	LC	3:2	<ul style="list-style-type: none"><li>This remains a valued provision by parents and is becoming more integral to our offer.</li><li>Have agreed to extend contract</li><li>77 families have been since during the academic year , 54 have been discharged and 18 are on the waiting list currently.</li><li>Helen visits between 7-12 families a week</li></ul>	<ul style="list-style-type: none"><li>Positive feedback from families and other professionals who have worked with Helen.</li><li>Parents who have received support from the Food Bank have asked for support again and said how helpful it is to be able to just talk to someone they know at school</li></ul>	

				<ul style="list-style-type: none"> <li>• 2 Signalong courses for parents have been delivered over the year</li> <li>• Three sleep courses for parents have been delivered over the year</li> <li>• Support with form filling and signposting to services</li> <li>• Sleep support 1-1</li> <li>• Behaviour support 1-1</li> <li>• As a school we are now working with the Food Bank to support families and hold vouchers in school</li> </ul>	<ul style="list-style-type: none"> <li>• Parents able to communicate more effectively with their children once completed Signalong course</li> </ul>
Pupil outcomes	Actions related to analysis of <b>pupil progress</b> data	EF	Annual	<ul style="list-style-type: none"> <li>• All pupil progress data submitted to DfE within deadlines</li> <li>• End of year analysis of progress with be available for governor scrutiny in September</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm analysis shows that progress is on par with previous years in all areas and catalogues.</li> <li>• Impact on targeted areas?</li> </ul>
	Revisions to <b>EHCP Annual review framework</b>	EF	2:2	<ul style="list-style-type: none"> <li>• Teacher work load and wellbeing survey has revealed that staff have found the assessment and baselining of pupils in the new style EHCP targets and other elements of EHCP paper work time consuming.</li> <li>• However, the SIP had recently stressed the importance of this work for special schools within the new Ofsted framework so further work and revision will still be required as we rebalance our priorities and curriculum within school. ( this will form part of the new SDP)</li> <li>• The head and curriculum lead will consult with staff in the new year about this and consider providing additional non-contact time for EHCP assessments and paper work</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils EHCP targets remain at forefront and integral to work of school therefore maximising focus on this work and pupil's attainment within their individual identified outcomes.</li> </ul>
	Achievement tree & record of achievement	JD	2:2	<ul style="list-style-type: none"> <li>• Consistent throughout school, seen in learning walks and SIP visit</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils EHCP targets remain at forefront and integral to work of school therefore maximising focus on this work and pupil's attainment within their individual identified outcomes.</li> <li>• Staff and children (where appropriate) able to discuss EHCP targets</li> <li>• Records of achievement will show progress over time linked to EHCP outcomes</li> </ul>
Other	Work of friends, <b>fundraising and</b>	MJ		<ul style="list-style-type: none"> <li>• <i>Through my work with the Friends of Fort Royal (reg charity) we have donated £28,850 to the school since Sept 2018.</i></li> </ul>	

	community profile etc			<ul style="list-style-type: none"> <li>• £17,000 has been used to secure the second of our Mini buses, <i>(delivered to school at the end of June)</i> £4,500 to the new sensory garden ,£4,500 earmarked from the <i>Golf Fundraising day to equip the new sensory cabin and the rest, items from the “wish list”</i>.</li> <li>• The open space consultation day held on 27<sup>th</sup> March to engage with the local community for our Time to be Seen lottery funded project took place, with 23 delegates from a wide variety of organisations. We have now had a chance to evaluate the day and look at all the ideas and opportunities discussed to help plan for our first term’s topic.</li> <li>• The charity Golf Day supported by NAL Ltd was a huge success at Ombersley Golf club raising in excess of £5,000.</li> <li>• Family discos are still popular with one taking place in March the next due in July.</li> <li>• We have signed up to the new Worcester Community Lottery and our supporters have so far helped us raise £1,653 over the year. Tickets are £1.00 each with 60p coming back to the school (see page on their website)</li> <li>• <i>I was delighted and honoured to have been nominated and subsequently won the Unsung Hero award at the Worcestershire Education Awards.</i></li> </ul>	
--	-----------------------	--	--	---	--