

School improvement plan 2019-2021

Key Objectives (Summary of what we aim to achieve)	
Key Objective 1	The school's curriculum intent and implementation are embedded securely and consistently across the school. It is planned and sequenced to ensure pupils have sufficient knowledge and skills to succeed in their lives
Key Objective 2	Pupils are highly motivated and are resilient and persistent in the face of difficulties and make a tangible contribution to the school.
Key Objective 3	The school consistently promotes the extensive personal development of its pupils through coherently planned and varied experiences, provisions and individual interventions
Key Objective 4	All staff receive effective regular continued professional development to ensure intent of the curriculum is realized
Key Objective 5	Highly effective and meaningful engagement with staff is undertaken and when issues are identified they are dealt with effectively
Key Objective 6	Robust safeguarding arrangements are in place to identify pupils who may need early help, to reduce the risk of harm and to manage safe recruitment.

Key Objective	Actions	Links to school values and mission	Person responsible	Success criteria	Achieved by	Monitored by	cost
1. The school's curriculum intent and implementation are embedded securely and consistently across the school, including EYFS. It is planned and sequenced to ensure pupils have sufficient knowledge and skills to succeed in their lives	1.1 Complete curriculum audit and planning tool and utilise the deep dive criteria and use to create separate curriculum plan.	Values: <ul style="list-style-type: none"> Independence and autonomy The right learning environment Working together Mission: Play: creativity, investigation and exploration Learn: critical thinking, life skills, transfer to long skills to term memory and next phase of education Succeed: develop skills to full, ready as can be for next phase of education, developing resilient learners	JD with subject leads	<ul style="list-style-type: none"> The quality of education is exceptional The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what all staff do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Series of observed lessons across all parts of the school show that they contribute well to delivering the curriculum intent. The impact of the curriculum is clear in the pupil's development and is clearly evidenced. The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment All pupil groups achieve consistently well 	Dec 2019 July 2020 July 2020	SLT Governors SIP	Non-contact time for AHT & subject leads @ 50 days x £ 70 = £3,500 Supporting curriculum resources, reading scheme etc £4000 Temporary (18 months) TLR responsibility point for curriculum leads and their deputy £33,000

	<p>1.2 Set up a cross school working party to address actions identified by plan including:</p> <ul style="list-style-type: none"> Review of learning walk and monitoring criteria Meet the sensory and physical learning needs of EDS pupils Ensure that the learning environment is suitable for the delivery of the curriculum and meets individual needs 		<p>JD with working party</p> <p>SR with work/pty</p> <p>SR with work/Pty</p>	<ul style="list-style-type: none"> The working party have met at least once each half term Have made an active contribution to addressing the agreed actions of the curriculum, plan and the success criteria above 	<p>Dec 2019</p> <p>July 2020</p> <p>Dec 2019</p> <p>April 2020</p> <p>April 2020</p>	<p>SLT Govern ors SIP</p>	<p>curriculum working party @ 10 days x £ 70 = £700</p>
2. Pupils are highly motivated and are resilient and persistent in the face of difficulties and make a tangible contribution to the school.	<p>2.1 Next extension/ consistent use of marking policy and other strategies so pupils not afraid of and are able to make and learn from their mistakes including interventions for more able pupils.</p> <p>2.2 Develop and promote emotional reliance through Well-being curriculum and nurture provision (link to 6.2)</p> <ul style="list-style-type: none"> Devise a POS / programme and staff 	<p>Values:</p> <ul style="list-style-type: none"> All are valued Independence and autonomy Working together Developing relationships <p>Mission: Play: socially relate Laugh: engage and enjoy Succeed: confidence and independence become resilient learners</p>	<p>JD Subject leads for Literacy and Numeracy</p> <p>LC JD</p>	<ul style="list-style-type: none"> Pupil's attitude to their work is exceptional The vast majority of pupils working above P9 are able to demonstrate positive working attitudes showing commitment, persistence reliance in their work and learning. They are able to cope when things go wrong, when they initially do not understand or when they make mistakes, independently implementing appropriate strategies and supporting others with care and respect. Pupils behaviour and attitudes are exceptional They are highly motivated and persistent in the face of difficulties 	<p>Dec 2019</p> <p>Start sept 2019 work completed by July 2020</p>	<p>SLT Govern ors SIP</p> <p>SLT Govern ors SIP</p>	<p>Subject leader/ working party @ 4 days x £ 70 = £280</p> <p>Subject leader/ working party @ 10 days x £ 70 = £700</p>

	<p>guidance including strategies i.e. visual support/role play etc.?</p> <ul style="list-style-type: none"> • Devise way to capture evidence of progress, • A project for 2 subject leads and working party 			<ul style="list-style-type: none"> • Pupils consistently show positive attitude to others and to their learning • They are able to implement appropriate strategies to help them when begin to feel dysregulation or angry with themselves or others 			
	<p>2.3 Develop greater consistency in staff approaches to behaviour management focusing on pupil's ability to self-regulate/manage</p> <ul style="list-style-type: none"> • Develop a bespoke CPD programme utilising such things as IRIS good practice guides and guidance in use of visual support and other appropriate strategies to support pupils to self-manage-/regulate e.g. get out cards, consequences flow charts, prompt scripts ie or staff and pupils working party • Review and support in creation and review of behaviour plans and class support for individual pupils 		VS with working party	<ul style="list-style-type: none"> • Pupils behave consistently well and with high levels of self-control & respect and support for others • They are highly motivated and persistent in the face of difficulties • There is a positive environment in school in which any instances of dysregulation, aggression and discrimination are dealt with quickly and effectively. 	Start Sept 2019- work completed by Nov 2019	SLT Governors SIP	working party @ 4 days x £70 = £280

	<p>2.4 Develop strategies to facilitate pupil voice and staff review of behaviour incidents,</p> <ul style="list-style-type: none"> i.e. think sheets etc. but for all ability learners and attach to log book Debrief system for staff after behaviour incidents Analysis of pupil and parent survey on behaviour and safety in school 		VS	<ul style="list-style-type: none"> Pupils behave consistently well and with high levels of self-control & respect and support for others Pupils are able, at a level suitable to each individual to review instances where they have dysregulated in order to understand or begin to understand their own triggers, the consequences of their own action and how similar event could be managed differently in the future. They are highly motivated and persistent in the face of difficulties All staff have an opportunity for a comprehensive debrief and supportive discussion with a line manager promptly after every significant incident 	Start Oct 2019 By Nov 2019	SLT Governors SIP	AHT time
	<p>2.5 Further develop the role of the Pupil voice across all school activities, especially through the work of the student council including survey on safeguarding and how safe pupils feel in school - working party</p> <ul style="list-style-type: none"> Development of pupil's contribution to their EHCP Annual review process (link to 3.3)- working party 		<p>ET supported by VS and working party</p> <p>SR with Work/pty</p>	<ul style="list-style-type: none"> The pupils play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. Pupils developed skills to become responsible, respectful and active citizens who are able to play their part Pupils make a highly positive, tangible 	<p>Jan 2020</p> <p>Jan 2020</p> <p>Nov 2019</p>	SLT Governors SIP	<p>ET and Working party time @ 6 days x £ 70 = £420</p>

				contribution to their own education and to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.			
3. The school consistently promotes the extensive personal development of its pupils through coherently planned and varied experiences, provisions and individual interventions	3.1 Extend offer and increase consistency of lunch time clubs <ul style="list-style-type: none"> Pupils to have access to wide range of experience to develop their interests and talents etc including ways to measure impact 	Values: <ul style="list-style-type: none"> All are valued and celebrated Independence and autonomy Mission: Play: socially relate and work with others Learn: transferring skills, critical thinking Laugh: competent communicators, engage and enjoy Succeed: Confidence, independence, healthy life style a reliant learner	VS	<ul style="list-style-type: none"> The personal development of pupils is extensively promoted. All pupils have access to a wide, rich set of high-quality experiences and opportunities to develop their talents and interests 	Start Oct 2019-July 2020	SLT Governors SIP	AHT time,
	3.2 Development and extension of Sensory approaches, nurture, interventions, family liaison for disadvantaged and vulnerable pupils <ul style="list-style-type: none"> Encompass Early help/pastoral and disadvantaged/PPG offer into one structure (maybe "Individual interventions and provision for vulnerable and disadvantaged pupils"?) Create a rationale statement /policy and guidance document, what is provided, (based on deep dive criteria, intent implication etc. e.g why, to whom and what criteria is used and how is monitored) share with staff, 		LC & SR with Working party	<ul style="list-style-type: none"> The personal development of all pupils is extensively promoted through the curriculum and also through individual bespoke provision and individual provision maps as and when required. All identified pupils have access to a wide, rich set of high-quality experiences and opportunities to develop their skills, welfare, confidence and concomitances. The school offers these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. The way the school goes about developing pupils' personal development and 	Start November 2019-july 2020	SLT Governors SIP	AHT time additional AHT Non-contact time @ 4 days x £ 70 = £280 working party @ 10 days x £ 70 = £700

	<p>parents and governors and ensure is implemented?</p> <ul style="list-style-type: none"> • Appointment of specialist TA for Sensory curriculum • Consideration of addition Music therapy to offer • Further extension of family liaison/Support including parent training in communication & behaviour strategies • Extension of play therapy and nurture provision - working party • Further integration of the work of specialist TAs (communication and physical) into school /class practice and therapeutic offer include ways to measure impact -working party 			welfare is exemplary and is worthy of being shared with others			
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	3.3 Further integrate A/Rev IPMs in to practice, <ul style="list-style-type: none"> • Clear guidance for staff to ensure a common understanding, with intent, structure lay out, sequence of learning time scales, how pupils expected to retain info how is monitored etc. examples and expectations • Clearly integrate with / link to PSHE/wellbeing curriculum • Develop use of: achievement trees, ROA and QR codes before and after assessment and evidence collection • Development tracking impact and gaging expectations via MAPP assessment. • Provide a clear timetable through the year of additional cover time for teachers to prepare for A/R, preview and edit QR evidence etc. and prepare and assess IPMs etc. 		SR & JD with another teacher		Start January 2019-july 2020	SLT Governors SIP	Non-contact time for SR (in addition for AHT time) @ 4 days x £ 70 = £280 Non-contact time for teacher in who will support SR @ 4 days x £ 70 = £280 Additional 3 days non-contact time for all teachers @ 60 days x £ 70 = £4,200
4. All staff receive effective continued professional development to ensure intent	4.1 Costed and timed CPD plan with activities for whole school (training days and twilights) and individual level (derived from appraisal and self-	Values:	VS and LH With working party	<ul style="list-style-type: none"> • All staff have received focused and highly effective professional development. • Staff subject, pedagogical and pedagogical content knowledge has consistently 	Start November -july 2020	SLT Governors SIP	AHT time working party @ 4 days x £ 70 = £280

of the curriculum is realized	<p>assessment) –Working party</p> <ul style="list-style-type: none"> Based on priorities identified in this plan with focus on development of curriculum knowledge and pedagogy (NB add CDP column to improvement plan) - Working party To include time for peer observation to share best practice and Use of IRS to capture bank of and share best practice, for personal reflection and sharing at staff meetings, training, inductions etc. 	<ul style="list-style-type: none"> All are valued and celebrated Working together The right learning environment <p>Mission: learn: developing the right pedagogy to transfer skills into daily lives Succeed: Develop pupils to their full potential</p>		<p>built and developed over time.</p> <ul style="list-style-type: none"> This has consistently translated into improvements in the teaching of the curriculum. 			
	<p>4.2 Set up a comprehensive system of moderation (in house and cross school) of assessment judgments to support judgments of impact of:</p> <ul style="list-style-type: none"> Consistency of level judgments esp. EYFS – KS1 and KS1-2 Curriculum activities All interventions on pupil progress and development ie individual intervention plans, work of specialist TAs and therapists (3.2) To include Iris video banks for evidence 		<p>JD with subject leads</p> <p>LC/SR</p>		September 2019 - July 2020		<p>AHT time</p> <p>Subject leader/ @ 4 days x £70 = £280</p> <p>AHT time</p>
5. Highly effective and meaningful	5.1 Completion of separate plan which has been	Values:	VS	<ul style="list-style-type: none"> Highly effective and meaningful engagement 	Start September	SLT	AHT time

engagement with staff is undertaken and when issues are identified they are dealt with effectively	devised to addressing issues which were identified in teacher workload and wellbeing surveys in summer term 2019 and earlier TA post restructuring survey in 2018	<ul style="list-style-type: none"> All are valued Working together <p>Mission: Play: Working with others Laugh: Communication and interaction, engagement and enjoy</p>		<ul style="list-style-type: none"> takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues. 	r 2019-july 2020	Governors SIP	
	5.2 Monitor and review these actions at staff meeting through the year and with working party and then repeat staff consultation exercise in summer term 2020 to identify ongoing and any new issues- Working party		VS with working party				working party @ 4 days x £70 = £280
6. Robust safeguarding arrangements are in place to identify pupils who may need early help, to reduce the risk of harm and to manage safe recruitment	6.1 Implement contract for part time pupils so roles responsibilities and processes are clear <ul style="list-style-type: none"> Review practice completion of the SCR, ensuring all necessary information is present and recorded correctly and correctly monitored so that parents and governors can have confidence in appropriate vetting of all school staff. Be clear and robust in the quality of references for new staff that are received and take necessary action where they are not sufficient. 	<p>Values:</p> <ul style="list-style-type: none"> Independence and autonomy Developing relationships The right environment to learn Working together <p>Mission: Play: Socially relate Succeed: Safely develop to their full potential</p>	LC	<ul style="list-style-type: none"> The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. 	Start September 2019- by Jan 2019	SLT Governors SIP	AHT time

	6.2 Continued development of the early intervention and nurture model now established in school (see 3.2)- Working party		See 3.2 above				
	6.3 Further develop engaging and communication with parents (review of consistency of home school diary, school website review, social media engaging), respond to feed back at EHCP reviews and surveys etc.		VS SR LC	<ul style="list-style-type: none"> There is effective engagement and partnership with parents which impacts positively on the pupils welfare development and wellbeing. 	Start October 2019	SLT Governors SIP	AHT time
	6.4 Support the LA to provide a meaningful curriculum and pedagogy for pupils in mainstream schools who are working below the level of the test via and extension of the our outreach work, starting with the nursery phase		LC, VS,JD.	<ul style="list-style-type: none"> The needs of identified pupils in mainstream school are effectively supported through our outreach work 	Start September 2019	Mainstream leadership LA SLT	AHT time

Working Parties

Key Objective		Action ref	WP	lead	Activity	Success criteria	Start /end date
1	Curriculum	1.2	1	JD with subject leads	to address actions identified by curriculum action plan including: <ul style="list-style-type: none"> Review of learning walk and monitoring criteria Meet the sensory and physical learning needs of EDS pupils Ensure that the learning environment is suitable for the delivery of the curriculum and meets individual needs 	<ul style="list-style-type: none"> The quality of education is exceptional The school's curriculum intent and implementation are embedded securely and consistently across the school. 	Sept-July
2	Pupil resilience	2.1	2	JD with subject leads	Next extension/ consistent use of marking policy and other strategies so pupils not afraid of and are able to make and learn from their mistakes	<ul style="list-style-type: none"> The vast majority of pupils working above P9 are able to demonstrate positive working attitudes showing commitment, persistence reliance in their work and learning. 	
		2.2	3	LC with PSHE subject lead	Develop and promote emotional reliance through PSHE programme	<ul style="list-style-type: none"> Pupils behave consistently well and with high levels of self-control & respect and support for others They are highly motivated and persistent in the face of difficulties There is a positive environment in school in which any instances of dysregulation, aggression and discrimination are dealt with quickly and effectively. 	
		2.3	4	VS	Develop a bespoke CDP programme for staff utilizing such things as IRS, good practice guides and guidance in use of visual support and other appropriate strategies to support pupils to self-mange-/regulate e.g. get out cards, consequences flow charts, prompt scripts ie or staff and pupils		

		2.5	5	ET & VS	Further develop the role of the Pupil voice through School council	<ul style="list-style-type: none"> The pupils play a highly positive role in creating a school environment Pupils developed skills to become responsible, respectful and active citizens Pupils make a highly positive, tangible contribution to their own education and to the life of the school 	
			6	SR	Further develop the role of the Pupil voice through Annual Review meetings		
3	Personal development	3.2	7	LC	Extension of early intervention nurture programme	<ul style="list-style-type: none"> The personal development of pupils is extensively promoted. All pupils have access to a wide, rich set of high-quality experiences and opportunities to develop their talents and interests 	
			8	SR	Further integration of the work of specialist TAs		
4	professional development	4.1	9	VS/LH	Creation of CDP plan for next 18 months	<ul style="list-style-type: none"> All staff have received focused and highly effective professional development. Staff subject, pedagogical and pedagogical content knowledge has consistently built and developed over time. This has consistently translated into improvements in the teaching of the curriculum. 	
			10	VS/LH	Developing curriculum knowledge and curriculum pedagogical approaches		
5	engagement with staff	5.2	11	VS	Monitor and review identified actions to reduce workload and improve wellbeing	<ul style="list-style-type: none"> Highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues. 	
6	Effective safeguarding	6.2	-	LC	See 3.2 above	See 3.2 above	

