

Highfield School 3 year Self Improvement Plan

Sept 2020 to July 2023



Context:

Highfield School is a special school for mixed pupils aged 11 to 19 with SLD. Pupils have a range of needs, with many having a diagnosis of SLD, ASC, ADHD, VI, HI and PD.

The last Ofsted inspection was May 2018 report where the school was judged to be good across all areas of the pre 2019 framework with outstanding for personal development and welfare.

Effectiveness of Leadership and Management	Good
Teaching, Learning & Assessment	Good
Personal Development, Behaviour and Welfare	Outstanding
Outcomes	Good
P16 Provision	Good

The identified areas for improvements at this inspection were (as outlined by Ofsted May 2018):

Improve the quality of leadership and management further by:

- Continuing to develop the curriculum to take greater account of the changing needs of pupils.
- Ensuring that assessment arrangements to check on pupil's progress are amended in the light of the curriculum changes.

Improve the quality of teaching, learning and assessment further by:

- Continuing to develop staff skills to identify consistently when pupils are ready to move on, amending activities so that pupils consolidate their skills and stretch their thinking.

This improvement plan is written under the areas of the new inspection framework Sept 2019

1. THE QUALITY OF EDUCATION

THE QUALITY OF EDUCATION							
Objective	Action	Who ?	Success Criteria/ Impact	By when	Progress on this Objective- Rag rating	Date	Resources
What are we trying to achieve?	What do we need to do to achieve it?		What will it look like when it's done?		Red – progress not evidenced Amber – partially completed Green Completed		What resources do we need to achieve it?
<p>1a. Establish curriculum teams for each of the six strands of the new curriculum and embed across school communicating a clear vision of curriculum intent, how it will be implemented and evidenced and monitor the impact upon students</p>	<p>Sampling of all staff, pupils, parents' stakeholders to ensure curriculum intent is understood by all</p> <p>Visit or work with similar schools to look at and compare curriculum intent</p> <p>Whole school monitoring and evaluation cycle and templates for reporting is focussed and reports specifically on the effectiveness of curriculum intent and implementation of the six strands -</p>	<p>GOVs SLT Middle leaders</p>	<p>Pupils make good or better progress against their outcomes with pupils achieving 75% or better in achieving their IEP targets</p> <p>Lesson Obs, learning walks and pupils' work reflects that all pupils can access the curriculum, make good progress and that the intent is reflected in the schools' delivery of its curriculum</p> <p>All staff pupils and wider school community can articulate and demonstrate understanding of the Curriculum intent</p>	<p>June 2021</p>	<p>Informed Curriculum intent statement agreed across all stakeholders</p> <p>Regular sampling of all stakeholders on understanding of curriculum intent</p> <p>Annual progress analysis reflecting all pupils making at least good progress and most outstanding progress year on year against their EHCP outcomes.</p> <p>Whole school monitoring and evaluation cycle and templates used reporting on effectiveness of school to deliver its curriculum intent effectively</p>		<p>Surveys created by leaders</p> <p>Funding and release for staff to undertake school visits</p> <p>Senior and middle leaders to undertake monitoring</p> <p>Governor committee visits</p> <p>SIP visits</p>

THE QUALITY OF EDUCATION

Objective	Action	Who ?	Success Criteria/ Impact	By when	Progress on this Objective- Rag rating	Date	Resources
1b. Ensure that the school has the evidence that the knowledge that pupils need is clearly and accurately identified and reflected across the curriculum pathways	Undertake surveys of staff, pupils' parents' stakeholders to agree accurate and robust Curriculum intent statement Whole school event to share curriculum intent	SLT SIP	There is a clear statement and understanding of the cultural capital that pupils need which has been informed by all stakeholders and this is reflected in the curriculum intent, content and implementation	Aut 2020	Surveys developed and available Surveys undertaken and feedback analysed and reported to SLT and Gov Appropriate actions agreed and implemented effectively	Aut 2020	Surveys created by leaders produced by admin Admin and SLT time to analyse and produce report on Curriculum
	Sampling of a; stakeholders to ensure curriculum intent is understood and agreed	GOVs	Cultural capital is embedded in curriculum maps and planning through the school core values		Whole school CPD event to include all stakeholders - leads to consensus on knowledge and cultural capital content for school	Aut 2020 Spring 2021	Time for Curriculum intent statement circulated by admin team where appropriate
	Internal Curriculum audit and mapping to ensure schools intent is reflected equitably across subjects and categories of Childrens needs	SLT SIP Middle leaders	Internal curriculum audit and mapping identifies and addresses gaps in Curriculum pathways		External curriculum review judge's curriculum pathways as good or better/relevant appropriate and fit for purpose	Spring/S ummer 2021	Staff meeting time /inset Time for relevant school leaders to undertake curriculum audits and report
1c Roll out Evidence for learning as and evidence, monitoring and assessment tool to capture learning and progress across the six strands	All classes to be set up on EFL and IEPS targets loads on Staff training/CPD- begin in Aut term to use as an evidence gathering tool - review Aut 2		There will be a range of evidence across the strands for each pupil Staff will be confident and competent in the use of Efl as a evidence gathering tool by the end of the Aut term			Aut 2020 Spring 2021 Summer 2021	



THE QUALITY OF EDUCATION

Objective	Action	Who ?	Success Criteria/ Impact	By when	Progress on this Objective- Rag rating	Date	Resources
1d.Ensure there is an overall strategy for the teaching of reading and ensure that every pupil has an individual reading programme that is resulting in enjoyment of and progress in reading	Reading Policy and strategy in place – understood by all staff	SLT SIP AWh	External review of reading policy judges it to be appropriate and relevant	June 2021	Lead on reading agreed with clear job description and related PM targets Reading /phonics policy in place Pupils targets for reading and phonics Pupil progress reading data analysis Learning walks and Lesson obs focussed on teaching of reading		Time for assessment to be analysed and reported bi annually Additional time for reading policy lead to undertake work /actions Time or funding for policy review
	External review of reading policy Monitoring and reporting on effectiveness of implementation of reading policy reports Audit of reading resources and books CPD on phonics for staff (where appropriate for the cohort)		Pupils make good or better progress in reading in relation to their starting points The quality of teaching reading and progress in reading interventions are good or better Every pupil has an individual reading and target which aligns with their EHCP. Reading is taught and captured across the curriculum and this can be evidence across the six strands	Aut 2020	Analysis of Reading obs and Learning walks with Strengths and areas for development	Time for middle and senior leaders to undertake learning walks and lesson obs	

THE QUALITY OF EDUCATION

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<p>1e. Ensure that the delivery of the curriculum intent is informed and delivered through a cross disciplinary approach and is challenging and meeting the needs of pupils as reflected in their progress and outcomes and in pupils' and parents' feedback</p>	<p>CPD for all agencies to share curriculum intent and Linden Lodge's cross delivery curriculum policy which specifies approaches of how to teach across the six strands</p> <p>Monitoring of teaching and learning and progress reflects that school's approach is implemented effectively</p> <p>Curriculum pathway plans and teachers planning to identify 'cross 'approaches</p> <p>Reports to relevant curriculum committee have effectiveness of cross delivery as a specified heading for reporting</p>	<p>GOVs SLT Middle leaders</p>	<p>There is a programme of curriculum strand meetings scheduled throughout the year</p> <p>Protocols for cross disciplinary assessment and reporting are in place at key points in the pupil's journey for example Initial assessments and termly reviews</p>	<p>Aut 2020</p> <p>Spring 2021</p> <p>Summer 2021</p>	<p>Whole school inset</p> <p>Meeting schedule shared and agreed</p> <p>Meetings undertaken – minuted actions /decisions and delivery</p> <p>Protocols in place</p> <p>Assessment systems agreed across TD team</p> <p>And undertaken – progress reports /analysis</p> <p>Lesson obs and learning walks, planning and work scrutiny to report on effectiveness of TDC approach</p>		<p>Funding/Time for event and staff attendance</p> <p>Cover for relevant teachers for TD meetings if in school time</p> <p>Admin support for production and circulation of protocols</p> <p>Funding for development of Data system if not one in school</p> <p>Cover for leaders to monitor</p>

THE QUALITY OF EDUCATION

Objective	Action	Who ?	Success Criteria/ Impact	By when	Progress on this Objective- Rag rating	Date	Resources
<p>1f.Embed monitoring systems that effectively raise the quality of education , including one to one coaching , work scrutiny, IEP monitoring, intervention monitoring and mapping, moderation, lesson observations informing CPD, TA and HLTS observations</p>	<p>Term 1 - AHTs to work with strand leads and teachers for moderation and identify CPD needs following lesson obs .Identify focus for learning walks</p> <p>Term 2 - Re visit class/ student after a given time frame. Re assess using the original template to see if any progress has been made. Assess impact of CPD or support given</p> <p>Term 3 - Scheduled lesson obs, work scrutiny , learning walks</p>	<p>SLT SENCO Middle leaders</p>	<p>Students would make meaningful and appropriate progress in relation to themselves</p> <p>All teaching will be good or better</p> <p>Pupil progress will good or better and whole progress will be multi faceted to include progress again EHCP outcomes monitored through IEPs, progress across subjects including PFA (preparation for adulthood) intervention mapping</p> <p>There is an effective provision MAPP in place</p>	<p>Dec 2020 March 2020 June 2020</p>			<p>Monitoring calendar</p>

BEHAVIOUR AND ATTITUDES

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Objective	Action	Who ?	Success Criteria/ Impact	By when	Progress on this Objective- Rag rating	Date	Resources
What are we trying to achieve?	What do we need to do to achieve it?		What will it look like when it's done?		<i>Red – progress not evidenced Amber – partially completed Green Completed</i>		What resources do we need to achieve it?
2a.Ensure the school has robust and effective systems for monitoring and improving behaviour and also supporting mental health in particular in light of the pandemic	<p>JH to implement the use of behaviour watch with the HUT staff in the first instance to identify areas of need and draw out data .</p> <p>CPD - training for the HUT staff in using behaviour watch</p> <p>Mental health first aiders for pupils and staff</p> <p>PSHE sessions to acknowledge response to pandemic and offer support and sign posting to services</p>	JH Hut team SLT	<p>Intervention has a positive impact on pupil outcomes and can be tracked through behaviour for learning</p> <p>school can provide evidence of robust action and impact where necessary and appropriate</p> <p>The school has a clear view of the main reasons for dis regulated behaviour and poor mental health and addresses the strategic issues where evident</p> <p>Roles and responsibilities of all staff in relation to Behaviour and mental health</p>		<p>Teachers have clear roles and responsibilities and understand them</p> <p>Whole school half termly attendance dataset agreed</p> <p>Termly data analyses by year. need, age, class as appropriate</p> <p>Actions agreed for staff to improve attendance following analysis</p> <p>Schedule of reporting shared with staff and implemented</p>		<p>Attendance dataset</p> <p>Reporting schedule</p> <p>Capacity for half termly Analysis of behaviours</p> <p>Mental first aiders to be available in the Hut team</p>

BEHAVIOUR AND ATTITUDES

Objective	Action	Who ?	Success Criteria/ Impact	By when	Progress on this Objective- Rag rating	Date	Resources
<p>2b. Ensuring all staff are up to date and appropriately trained in safeguarding, medical processes and procedures, therapies etc</p>	<p>CPD log monitored staff CPD and identifies gaps on safeguarding, medical and other relevant topics</p> <p>Staff CPD and skills audits</p> <p>Staff CPD programme reflects</p>	<p>HT DHT SLT Middle leaders</p>	<p>CPD LOG /Matrix reflects that all staff are up to date in relation to their training and development</p> <p>Staff CPD audits, Performance management and school self-evaluation and</p>		<p>Cpd matrix updated and Staff audits undertaken – gaps addressed</p> <p>Safeguarding CPD evidenced on single central record</p> <p>Collation of CPD from PM identifies key themes for development and individual needs</p> <p>Training and development programme 2020/2021</p>		<p>Lead for CPD across the school identified</p> <p>CPD matrix updated</p> <p>Staff CPD /skills audits</p> <p>Admin time</p>

BEHAVIOUR AND ATTITUDES

Objective	Action	Accountability Responsibility	Success Criteria/ Impact	By when	Progress on this Objective- Rating	Date	Resources
	training needs Staff feedback Gaps in training addressed and monitored		monitoring findings have identified generic areas for training and development, and these are reflected in the annual CPD programme Staff surveys reflect they feel they have mostly had their CPD needs identified and met effectively		with staff Staff surveys undertaken and analysed Findings reported to Govs		analysis and reporting Staff surveys developed and implemented Admin time for analyses and report

BEHAVIOUR AND ATTITUDES

Objective	Action	Who ?	Success Criteria/ Impact	By when	Progress on this Objective- Rag rating	Date	Resources
<p>2c. Ensure feedback from pupils' parents' stakeholders etc and school documentation provides evidence of the schools' effectiveness in ensuring positive relationships, high expectations, behaviour management, bullying and discrimination is dealt with effectively and swiftly</p>	<p>Pupils surveys Parent surveys Stakeholder surveys</p> <p>Analysis and summary of audits to governors</p> <p>Actions identified, addressed and communicated to stakeholders</p>	<p>SLT</p>	<p>Feedback from surveys of all stakeholders reflect that relationships across the school between pupils and staff are outstanding, that expectations are high, and that the management of behaviour is outstanding with few /no incidents of bullying or discrimination (in the exceptional cases where these have been identified the school's management has been reported as excellent</p>		<p>Surveys developed</p> <p>Surveys implemented and analysed</p> <p>Findings from surveys reported to SLT and Gobs</p> <p>Actions identified and implemented</p> <p>Analysis of whole school data</p>		<p>Surveys of parents Pupils, stakeholders developed</p> <p>Analysis of surveys and all relevant whole school data and finding and time for report writing</p> <p>Time in SLT meeting specified for sharing findings /agreeing actions</p>

BEHAVIOUR AND ATTITUDES

Objective	Action	Who ?	Success Criteria/ Impact	By when	Progress on this Objective- Rag rating	Date	Resources
<p>2d. Ensure the school has a secure evidence base to demonstrate the pupils' behaviour and attitudes are outstanding</p>	<p>Lesson observation and learning walks record Quality of behaviour and attitudes and effectiveness of staff in managing behaviour</p> <p>Parents and pupils, stakeholder surveys that report that behaviour is well managed, and behaviour and attitudes are outstanding</p> <p>Monitoring and reporting of behaviour log to Governors termly</p> <p>Analysis of findings reported to Governors on termly basis</p>	<p>SLT Middle leaders</p>	<p>Lesson obs, learning walks, external consultants and advisor reports. stakeholder reports e.g. therapists, Ed Psych etc report that behaviour management is outstanding</p> <p>Parents and pupils' surveys report that behaviour is well managed, that bullying is addressed</p> <p>Behaviour log reflects that behaviour incidents are less serious and reducing</p> <p>HT report to governors demonstrated that the school's management of behaviour and pupil attitudes overall are outstanding</p>		<p>Focussed Lesson obs and learning walks undertaken, analysed and reported upon</p> <p>Parents and pupil surveys undertaken and reported upon</p> <p>Review and analysis of behaviour logs</p> <p>HT termly report Gove reports on evidence of behaviour and attitudes agreed actions- Actions implemented and progress reported in HT report to Gove</p>		<p>Time for leaders to undertake lesson obs and focussed learning walks, and report on findings</p> <p>Template for reporting</p> <p>Admin time for implementing and analysing parent and pupils' surveys and analysis of behaviour log</p> <p>Agenda item on Termly Full GB meeting to report on behaviour and attitudes, agree actions and follow up</p>

BEHAVIOUR AND ATTITUDES

Objective	Action	Who ?	Success Criteria/ Impact	By when	Progress on this Objective- Rag rating	Date	Resources
2e. Ensure pupils engagement and enjoyment of learning is maximised through high quality delivery of curriculum intent	<p>Lessons observations</p> <p>Learning Walks</p> <p>Work scrutiny</p> <p>Pupil progress analysis</p> <p>Survey of pupils a parent</p>	SLT Middle leaders	<p>Quality of teaching improves overall as evidenced in lesson observations learning walks and in scrutiny of pupils' work</p> <p>Pupils' engagement is judged as outstanding overall and never less than good</p> <p>Pupils make more progress across the curriculum</p> <p>Parents and pupils' surveys report that pupil's enjoyment and engagement in learning has improved</p>		<p>Focussed lesson obs and learning walks, work scrutiny undertaken, and progress data analysed</p> <p>Suveys of parents and pupils undertaken and analysed</p> <p>All Findings collated analysed and reported to Govs termly</p>		<p>Time for focussed lesson obs learning walks, work scrutiny</p> <p>Progress data analysed</p> <p>Time allocated for Surveys undertaken, findings analysed</p> <p>Agenda item on termly Full Governing Body meetings</p>

PERSONAL DEVELOPMENT

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What are we trying to achieve?	What do we need to do to achieve it?		What will it look like when it's done?		Red – progress not evidenced Amber – partially completed Green Completed		What resources do we need to achieve it?
3a. Curriculum pathways that address healthy life styles, British values tolerance respect equality and diversity SMSC effectively	<p>Map curriculum pathways to ensure knowledge and skills and content address healthy lifestyles/ living. British Values, tolerance, respect and equality and diversity SMSC etc</p> <p>Peer or external Curriculum review</p> <p>Lesson observations and learning walks to monitor delivery of curriculum Analysis and report to governors on effectiveness</p>	SLT Middle leaders	<p>Curriculum pathways mapped, and specified areas are highlighted in different colours to show coverage</p> <p>Curriculum delivery (learning walks, lesson observations and pupils' work) reflect that the curriculum and its shared values and beliefs are reflected in the curriculum delivery</p> <p>Pupils make at least good and most make outstanding progress in range of areas</p>		<p>Pathways mapped and highlighted</p> <p>Coverage agreed with SLT</p> <p>Focussed Lesson obs, learning walks report on effectiveness of curriculum intent and implementation</p> <p>Whole school review reports that schools' provision for British values, equality, SMSC etc is outstanding</p>		<p>Time for curriculum pathway leads to map provision and report</p> <p>Template for reporting coverage for consistency</p> <p>Time /cover for relevant staff to undertake lesson obs etc</p>

PERSONAL DEVELOPMENT

Objective	Action	Who ?	Success criteria / Impact	By When	Progress on this Objective- Rag rating	Date	Resources
<p>3b .School has formalised systems for gathering views of pupils' parents staff stakeholders around effectiveness of provision for personal development</p>	<p>Develop and implement formalised systems for gathering evidence from pupils' parents' stakeholders based on Ofsted descriptors of effective personal development e.g. British values, cultural capital and analyse evidence to judge effectiveness of school in relation to pupils' personal development</p>		<p>Views of pupils' parents' staff and stakeholder reflect that there is high satisfaction with the school provision for personal development (related to new Ofsted criteria)</p> <p>Personal development is judged as outstanding in whole school review</p>		<p>PD Surveys (based on new Ofsted framework criteria) of parents and pupils, developed undertaken and analysed</p> <p>All Findings collated analysed and reported to Gobs termly</p> <p>Whole school review undertaken</p>		<p>Funding for 2-day whole school review</p> <p>Time allocated for Survey development, implementation and findings analysed</p> <p>Agenda item on termly Full Governing Body meetings</p>

PERSONAL DEVELOPMENT

Objective	Action	Who ?	Success criteria / Impact	By When	Progress on this Objective- Rag rating	Date	Resources
3c. Ensure that school has a good baseline of pupil's interests and talents so that ambition and opportunities can be built into curriculum and extra curricula planning	Focused piece of work on identification of pupils' talents and interests and ensure the school plans opportunities that build on these to demonstrate ambition and 'stretch' pupils		School has an accurate baseline audit of pupils' talents interests and cultural experiences Curriculum is developed following analysis of audit to ensure it builds on current interests and that wider curriculum offer extends and stretches these to build ambition and aspirations		Audits of individual pupils' interests, hobbies etc undertaken across whole school Audits analysed Findings, gaps and aspirational goals identified and reflected in whole school curriculum and wider curriculum offer		Time for audits to be undertaken for each pupil Time for staff to analyse Funding to implement ambitious and aspirational opportunities

PERSONAL DEVELOPMENT

Objective	Action	Who ?	Success criteria / Impact	By When	Progress on this Objective- Rag rating	Date	Resources
			<p>External review of curriculum demonstrates that schools' provision is outstanding</p> <p>Further opportunities activities and experiences mapped into curriculum to ensure coverage and ambition</p> <p>Activities undertaken and monitored and reported for effectiveness Findings shared and used to further improve and develop curriculum</p>		<p>projects or activities to stretch pupils and identify and agree funding</p>		<p>Funding for whole school review of PD</p> <p>Funding for ambitious projects identified for individuals or groups as relevant</p>

PERSONAL DEVELOPMENT							
Objective	Action	Who ?	Success criteria / Impact	By When	Progress on this Objective- Rag rating	Date	Resources
3d. Transition	<p><u>Autumn Term</u></p> <p>Year 14 application status update - Information for parents/families – application guidance – attend EHCP reviews where appropriate for IAG</p> <p>Parental survey and list of provisions to aid facilitate choice</p> <p>Organising the Transition fair – post 19 and external agencies – parental invite Year 10 & above - event booked for 14th November 2019</p>		<p><u>Autumn Term</u></p> <p>By the end of the term all year 14 students and families to have an information regarding future placement options post LL</p> <p>Parental support and guidance on options available and assistance with application process</p> <p>Successful transition event for students and parents from year 10 upwards to raise awareness of options available and to meet</p>				

PERSONAL DEVELOPMENT

Objective	Action	Who ?	Success criteria / Impact	By When	Progress on this Objective- Rag rating	Date	Resources
	<p>Alumni survey and ongoing transitional support for past leavers (July 19)</p> <p><u>Spring Term</u></p> <p>Year 14 application status update</p> <p>Year 13 application status update</p>		<p>with providers</p> <p>Where appropriate continued contact with parents and/or providers re transition/placement/ equipment for past leavers</p> <p>To check appropriateness and sustainability of provisions for past leavers through alumni</p> <p><u>Spring Term</u></p> <p>To ensure years 14 & 13 students and families have explored options post LL and started application process</p>				

PERSONAL DEVELOPMENT

Objective	Action	Who ?	Success criteria / Impact	By When	Progress on this Objective- Rag rating	Date	Resources
	<p>Information for parents – application guidance – attend EHCP reviews where appropriate for IAG</p> <p>Facilitate college assessments and information sharing to secure placements</p> <p>Liaising with LA's regarding funding status and in securing provisions for Year 14 leavers</p> <p>Explore/contact/visit post 19 providers offering parental support</p>		<p>Collaborative working with pupil services and in liaising with LA's, families and provisions to ensure successful funding applications for placement</p> <p>Visiting educational providers will improve transition planning and will ensure sustainability and appropriate placement for students long term progression</p>				

PERSONAL DEVELOPMENT

Objective	Action	Who ?	Success criteria / Impact	By When	Progress on this Objective- Rag rating	Date	Resources
	<p><u>Summer Term</u> Year 14 application status update Year 13 application status update Year 12 application status update</p> <p>Information for parents – application guidance – attend EHCP reviews where appropriate for IAG</p> <p>Liaising with LA's regarding funding status and in securing provisions for Year 14 leavers</p>		<p><u>Summer Term</u></p> <p>Raising awareness for families of future transition options – preparation and planning</p> <p>Collaborative working with pupil services and in liaising with LA's, families and provisions to ensure successful funding applications for</p>				

PERSONAL DEVELOPMENT

Objective	Action	Who ?	Success criteria / Impact	By When	Progress on this Objective- Rag rating	Date	Resources
	<p>Set up transition links for students to new provisions – individual packages depending on providers.</p> <p>Organise Leaver's graduation event</p> <p>Raising awareness for families of future transition options – preparation and planning</p> <p>Collaborative working with pupil services and in liaising with LA's, families and provisions to ensure successful funding</p>		<p>placement</p> <p>Individualized transition packages, college links for students – preparation for leaving LL</p> <p>Leavers graduation to celebrate achievements, raise self-esteem and mark the end of school for year 14's</p>				

PERSONAL DEVELOPMENT

Objective	Action	Who ?	Success criteria / Impact	By When	Progress on this Objective- Rag rating	Date	Resources
	<p>applications for placement</p> <p>Individualised transition packages, college links for students – preparation for leaving LL</p> <p>Leavers graduation to celebrate achievements, raise self-esteem and mark the end of school for year 14's</p>						

4. LEADERSHIP AND MANAGEMENT

Objective	Action	Who ?	Success Criteria/ Impact	By When	Progress on this Objective- Rag rating	Date	Resources
<p>4a. Ensure Curriculum intent is reflected in quality of resources, teaching and learning and assessment and is leading to outstanding outcome and progress for pupils</p>	<p>Whole school event to share and agree Curriculum intent</p> <p>Regularly sample staff and stakeholders to ensure understanding is embedded</p> <p>Audit of resources</p> <p>Renew and redress gaps in resources</p> <p>Lesson observation and learning walks focused on implementation of Curriculum intent</p>	<p>SLT Middle leaders Govs SIP</p>	<p>All staff can articulate the curriculum intent when sampled</p> <p>Audit of resources identifies gaps and appropriate ness of resources and which need refresh</p> <p>Lesson Obs learning walks and pupils work reflects the curriculum intent is being delivered and appropriate resources are being used</p> <p>Parent stakeholder feedback reflects that the curriculum intent is delivered</p>		<p>Whole school event to share Curriculum intent</p> <p>Resource audit undertaken and analysis of gaps</p> <p>New resources prioritised and purchased</p> <p>Progress data, lesson obs and learning walks show outstanding progress for most pupils</p> <p>Parents and pupils' surveys undertaken, and analyses findings reported to GB termly</p> <p>External review undertaken and report provided for SLT and Govs</p>		<p>Time and funding for event and staff attendance</p> <p>Time for leaders to undertake Learning walks and lesson obs etc</p> <p>Budget identified for refresh of resources as identified in audit</p> <p>Funding identified for external review</p> <p>Time for leaders to undertake monitoring or provision</p>

Objective	Action	Who ?		Success Criteria/ Impact	By When	Progress on this Objective- Rag rating	Date	Resources
				<p>Pupils make outstanding progress overall Pupils attendance and punctuality improves where appropriate and possible</p> <p>External review judges that the school's intent is effectively delivered and is outstanding</p>				<p>Admin support for survey implementation and analysis</p> <p>Finding for external review</p>
<p>4b. Ensure that staff workload is well managed</p>	<p>Audit staff perceptions re workload and generally September 2020</p> <p>Identify actions needed</p> <p>Address and communication actions taken</p> <p>Re survey staff July 2020</p>			<p>Staff report that they are not spending excessive amounts of time on planning and that workloads are manageable</p> <p>Staff report that leaders have managed and supported their workload and pressures well</p>		<p>Audit of staff perception undertaken and analysed</p> <p>A for D identified and addressed Actions taken communicated to all staff</p> <p>Staff feedback on effectiveness of action and impact on workload reported to Full GB termly meeting</p>		<p>Admin time for audit</p> <p>Identify budget line for addressing issues raised where appropriate</p> <p>Admin time to run staff surveys and analyse and</p>

Objective	Action	Who ?	Success Criteria/ Impact	By When	Progress on this Objective- Rag rating	Date	Resources
							provide report on findings
4c. Ensure that there is effective implementation of the monitoring and evaluation systems and activities and that findings are reported termly to SLT and governors termly	<p>Annual and termly monitoring and evaluation cycle in place which inform all staff and governors of what is to be monitored and when</p> <p>Clear templates and expectations re: reporting agreed and implemented effectively</p> <p>Termly Headteachers report to governors of findings including staff perception of workload and other main concerns</p>	SLT Middle leaders	<p>School monitoring and evaluation is increasingly reporting that all practice and performance is secure and consistent across the school</p> <p>Governors/MAT receive high quality information to enable them to support and challenge the school to deliver secure and consistent quality pf provision and performance</p>		<p>Monitoring and evaluation cycle for year and term shared with staff and governor</p> <p>Findings reported to SLT and in Termly reports to governors</p>		Time for leaders to undertake monitoring and evaluation

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4d. Develop the effectiveness and accountability of Middle Leadership group	<p>Middle leaders have clear roles and Job descriptions and measurable PM objectives related to outcomes inc attendance where appropriate</p> <p>Middle leaders skills audit with gaps identified</p> <p>CPD programme (whole school) and individuals to address individual and group training needs</p> <p>Middle leaders to report termly to senior leaders on specified template on effectiveness of their department or subject</p> <p>Feedback and actions agreed by SLT for middle leaders on MLs termly</p>	<p>DHT</p> <p>SLT</p> <p>Top TLR</p>	<p>Review and delegated responsibilities accountabilities to Middle leaders as appropriate</p> <p>Middle leaders receive identified training and development to be effective in their roles</p> <p>Internal monitoring and external reviews reflect middle leaders are effective and provision for which they are responsible and accountable are making good progress towards or are outstanding</p>		<p>Clear JD for middle leaders and Measurable PM targets related to improving outcomes</p> <p>Middle leaders skills audit undertaken</p> <p>CPD programme for ML identifies for group and individuals</p> <p>ML monitoring and reporting templates and schedules</p> <p>ML monitor and provide report on effectiveness of provision</p> <p>Report to Full GB meeting termly on effectiveness of MLs</p>		<p>Time and resource to review and refresh JD for MLs</p> <p>Budget identified to address gaps in ML skills and to fund CPD programme needed</p> <p>Time for MLs to undertake CPD</p> <p>Time for MLs to undertake monitoring and evaluation</p>

Objective	Action	Who ?	Success Criteria/ Impact	By When	Progress on this Objective- Rag rating	Date	Resources
	reports						
4e. Undertake a range of activities to moderate and validate the findings of the SEF across school and P16	<p>Internal moderations and monitoring activities undertaken- findings reported to governors</p> <p>Peer reviews with similar schools scheduled in to CPD and monitoring program</p> <p>External consultants and LI reports and reviews of specific areas</p> <p>Whole school 2-day review</p>		<p>Schedule of internal reviews of Departments by New Acting Deputy head teacher and AHTs and curriculum leads validate findings of SEF and /or challenge current judgments to ensure they are accurate – priority areas addressed where necessary</p> <p>Link inspector monitoring visits report schools' provision is highly effective /outstanding</p> <p>External reviews (peer or Link Inspector or consultants) of Early years and Sixth form</p>		<p>Schedule of reviews agreed across all staff</p> <p>Reviews undertaken and validation reports provided to HT and GB</p> <p>Priority areas addressed through department actions plans</p> <p>Schedule of peer reviews agreed esp. early years and 6th form</p> <p>Two-day whole school review</p>		<p>Time for staff to undertake reviews</p> <p>Resources identified in action plans to address A for D</p> <p>Peer reviews – time or funding to implement or cover staff</p> <p>Finding for two-day</p>

Objective	Action	Who ?	Success Criteria/ Impact	By When	Progress on this Objective- Rag rating	Date	Resources
			reflect that provision is outstanding and validate SEF judgments and /or identify areas for development				whole school review
4f. Ensure governors are effective in holding the school to account and involved in the strategic planning of the school	<p>Governance to be clarified and shared understanding across all staff of how this works effectively</p> <p>Sub committee to be established under the new 6 strand frame work</p>	<p>CoG</p> <p>GOvs</p> <p>HT</p>	<p>Roles and responsibilities of Governors are clarified and agreed</p> <p>GB minutes reflect appropriate level of challenge and support</p> <p>Notes of visits</p> <p>Sub committee meetings</p>	Dec 2020			<p>Funding and provider for GB review allocated</p> <p>Time for governors to meet reviewers</p>

Objective	Action	Acco-unt-ability	Res-pons-ibility	Success Criteria/ Impact	By When	Progress on this Objective- Rag rating	Date	Resources
4g. Ensure the use of Staff, pupils parent stakeholder surveys inform practice and development /improvement	See SDP	DR	CG SN RP	Staff, parent, pupil and stakeholder feedback informs all planning and identifies key priorities		Surveys developed Surveys implemented and analysed Findings from surveys reported to SLT and Gobs Actions identified and implemented		Administrative time
4h. Ensure Safeguarding is highly effective	Commission external review of safeguarding October 2019 Review undertaken Safeguarding leads plan for CPD safeguarding	DR	SN RW	External review of safeguarding reports that safeguarding is outstanding across the whole school Staff CPD needs identified as whole school training needs and individuals		External review commissioned /undertaken Audit of staff CPD needs CPD programme with clear evidence that its addressing needs of whole staff and individuals		Funding for external safeguarding review Audits of staff skills and CPD needs Admin time to analyses and collate Funding identified for CPD programme

