



# SCHOOL IMPROVEMENT PLAN 2021-2024

## VISION AND AIMS

**At John Chilton School, we strive for the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships.**

We aim for our pupils to:

- leave the school with the skills, abilities, potential and confidence to meet the challenge of adult life in a fast changing world;
- increase their awareness of mental health and emotional well-being, to be in control of their lives and be able to self-regulate;
- gain independence skills including, travel, community and cooking skills wherever possible;
- understand their disability, cope with the emotional stresses often associated with disability and be empowered with the skills, knowledge and attitude to take responsibility for managing their disability into adult life;
- develop lively, enquiring minds;
- communicate effectively and confidently;
- use the Internet safely and with purpose;
- develop positive attitudes towards healthy lifestyles and diverse communities, promoting activity, creativity and competition through sport and leisure; develop an awareness and appreciation of art, music and the environment;
- be an active member of society either in work or by using community groups and facilities productively.



## The School Improvement Plan

The School Improvement Plan (SIP) states the priorities for the school and outlines key actions needed. It focuses on what we must do because they are necessary to raise standards and because they will have the most positive impact on outcomes for pupils. It outlines the actions we will take to achieve these targets.

The SIP is arranged into a three-year summary backed by more detailed action plans arranged into four areas, of: Effectiveness of Leadership and Management, including Premises and Environment; Quality of Education; Personal Development and Behaviour and Attitudes. These action plans include: targets; evaluation evidence; actions; school personnel involved; monitoring arrangements; budget and resources.

The SIP is essentially the Governing Board's strategic document and is prepared by the Headteacher with the school's Senior Leadership Team (SLT) and involving consultation with all school staff and stakeholders. The process of developing the priorities includes a thorough evaluation of the school's work; analysis of data; as well as taking into account issues such as the most recent Ofsted inspection; external reviews and changes in legislation. It is a critical component of the cycle of school evaluation.

The Headteacher formally reports on the progress towards meeting the priorities at Governors' Meetings. The SIP is communicated to and shared with all members of the school community including all staff and parents, and is available on the school's website.

The diagram below shows the cycle of school evaluation leading to the SIP with outcomes for pupils at the heart of the process.



# School Improvement Priorities 2021-2024

## 1. Quality of Education

- To increase pupil outcomes and improve the educational provision by developing teachers' planning to meet different needs, so that all pupils, including the most able, make consistently strong progress. (OFSTED)
- To ensure that any absence is not detrimental to pupils' achievement by establishing a clear blended learning approach that allows for consistency and continued input even remotely
- To increase pupil progress and achievement by developing the curriculum and improving staff confidence in devising educational activities for pupils with PMLD and using the engagement assessment system from DfE 2020

### Reason for priority

The school has been developing the curriculum for pupils over the last few years. By establishing aspirational curriculum intent and developing key ambitious developmental points along each pathway, it will be possible to offer a more coherently planned and sequenced learning programme that will lead to better outcomes for pupils when leaving.

There has been an increase in the number of pupils with very complex needs, including those with limited school experience and additional trauma and complications. There are three clear pathways through the school and curriculum and assessment developments have started. The Holistic assessment system for pupils on the Blue Engagement Pathway has been developed and used for a year. As the cohort becomes increasingly more PMLD in the Blue Pathway, observations and audits have demonstrated that staff are not yet fully confident in approaches for pupils at a very early level of development and that support staff need more assistance and time to become familiar with the engagement profile in order to confidently use the system as a team

- To improve pupil outcomes by using research findings and refining professional practice to improve reading skills across the school

### Reason for priority

Functional reading skills are important for all our pupils to be able to participate in their communities and make clear their choices to others. When pupils are confident in reading then they make more progress in other areas of learning, and have the opportunity to access functional life skills and nationally recognised qualifications.

There is a need to invest in individual ICT equipment and software to enable pupils to reach their potential in curriculum achievement and functional skills

## 2. Behaviour and Attitudes

- To re-engage positive social interactions and communication following a stressful and disjointed year, improving positive behaviour and relationships and reducing challenging incidents

### Reason for priority

The school has an outstanding nurturing approach that encourages diversity and develops respect and resilience. Zones of Regulation, SEMH work and a Learning Mentor actively



enable pupils to take responsibility for their own behaviour and to make positive contributions to the community, looking out for each other and reporting concerns to trusted adults.

Following a disjointed year with the pandemic, pupils being in highly anxious environments and being isolated from the school community for extended periods of times has refocused the school on promoting wellbeing, routines and recovery through a revised PSHE curriculum, new RSE curriculum and interventions.

### 3. Personal Development

- To improve opportunities and life chances post school for leavers, by embedding functional life, work and community opportunities and experiences for all Pathways within the curriculum across the school, in preparation for adulthood.

#### Reason for priority

The curriculum is being reviewed and refined within pathways and the focus of the Preparation for Adulthood initiative is inherent in the review. The destinations of pupils are developed by incorporating aspirations for the future in the phases through the school. The sixth form curriculum is completely devised in PfA areas. Many of the pupils have complex needs and progressive syndromes that will affect work possibilities and leisure opportunities in later life. In line with the Gatsby Benchmarks of Good Career Guidance, the skills, knowledge and opportunities that are needed to enable meaningful future prospects as an adult, will be embedded within the provision from an early stage.

The school has an excellent transition process that brings together the professionals involved and the equipment and resources needed, this feeds into the transition review and refining the EHCP with the relevant information. An identified focus is to encourage the receiving establishment to be involved earlier, so that relevant information to meet need can be passed on.

- To promote equality and improve inclusion by establishing a curriculum and environment that builds acceptance and resilience and promotes positive relationships within the community and wider society.

#### Reason for priority

Recognising the current situation in wider society in regard to challenges faced by minority groups and recognising the need to create true inclusion and acknowledging and celebrating diversity, the school has been conducting a review to ensure that the curriculum and environment are representative of the community and where any visitor will recognise themselves.

- To consolidate an effective transition process that will assist a smoother move to next appropriate placements as a leaver

#### Reason for priority

The transition process to next placement has been improved over the last few years. Recently the school also introduced a tutor time curriculum to support the pupils' knowledge and understanding of the process and to build up a personal profile of the young person within secondary to enable a better profile to be shared with families and next placements.

There also needs to be visits for pupils within the school time to see possible placements and for them to be involved in the transition system more fully.



<b>4. Leadership and Management</b>
<ul style="list-style-type: none"> <li>To promote awareness of mental health and improve wellbeing across the community</li> </ul>
<p><b>Reason for priority</b></p> <p>During the pandemic many people have experienced a mental health problem or seen someone close to them struggle. The world around us became isolated and fragmented, the usual support systems that we took for granted were not available. The school has always been proud of its nurturing and compassionate culture, and recognises that the wellbeing and welfare of pupils, staff and families need to be highlighted and actively supported over a substantial recovery period. The school has worked exceptionally hard to ensure that provision has remained constant for the community, through a highly anxious, stressful and exhausting time, while also being highly aware of the risks to personal safety. With a focus on a mentally healthy community we will be able to provide outstanding care for each other.</p>
<ul style="list-style-type: none"> <li>To strengthen safeguarding systems and vigilance to current and contextual concerns</li> </ul>
<p><b>Reason for priority</b></p> <p>The school has faced unprecedented challenges to support and safeguard our children and young people during the pandemic, and has been highly proactive in contacting families, being visual even during remote learning and highly attentive to concerns raised and elevated these to external agencies where necessary. The school has been attentive to the current national concerns regarding safeguarding especially the rape culture in schools and the escalation in domestic violence; and is aware of how the rise in the use of social media for interaction can lead to increased online safety risks. It now needs to evaluate the systems in place and the wider curriculum to ensure that it is focussing on eliminating risk for the pupils and their future safety.</p>
<ul style="list-style-type: none"> <li>To establish an excellent staffing structure across the school sites that meets the changing needs of the school population and the environmental challenges</li> </ul>
<p><b>Reason for priority</b></p> <p>As the school grows and the curriculum is developed there is a need to review the leadership structure and the responsibilities of staff teams. The changing cohorts of pupils impact on the roles needed to enable the school to offer the best provision.</p>
<ul style="list-style-type: none"> <li>To increase parental engagement by refining virtual and face to face events, meetings, sessions</li> </ul>
<p><b>Reason for priority</b></p> <p>During the pandemic with restrictions on visitors we have held meetings with parents virtually. There has been a major increase in attendance at annual reviews through phone/zoom and this could be a beneficial way of working in the future to engage more parents. There has also been an increase in communication with families through teachers phoning/emailing/zooming regularly when pupils were at home. The positive aspects of communication through the pandemic need to be built on and developed to counteract the barriers to engagement such as distance from school, travel challenges, other siblings to look after.</p>

<b>Premises and Environment</b>
<ul style="list-style-type: none"> <li>To expand and develop the school premises to cater for the needs of the growing and increasingly complex population</li> </ul>
<p><b>Reason for priority</b></p> <p>With the support of the Local Authority and the rise in numbers of pupils needing a special school placement, the school has grown over the last four years and the current building is unable to provide for the current population. At this time, three classes are being educated in a purpose-developed building at Wood End Academy grounds in Greenford. The school also borrows two classrooms from Alec Reed Academy to support the pupils based at the Bengarth</p>



Road site. In order to provide for the educational, therapeutic, leisure and personal needs of the pupils on roll it is necessary to look at a permanent bespoke expansion with the LA.

- To improve and increase the ICT resources, data storage infrastructure and management systems to minimise risk to continuity and improve the facilities for all

**Reason for priority**

The ICT storage systems are out of date and risk loss of important data and information if there is a critical incident affecting business continuity. Storage systems have improved and changed over recent years it has become prudent to move across to a more secure and sustainable system. The Network manager would benefit from technical consultancy services to support professional development as an isolated member of staff in this field. As the school is on two sites and more responsibility for monitoring and evaluating the provision is disseminated across the school, a system of sharing and ease of working together remotely is needed.

## Quality of Education 2021-2024

<b>Targets:</b> <ul style="list-style-type: none"> <li>To increase pupil outcomes and improve the educational provision by developing teachers' planning to meet different needs, so that all pupils, including the most able, make consistently strong progress. (OFSTED)</li> <li>To ensure that any absence is not detrimental to pupils' achievement by establishing a clear blended learning approach that allows for consistency and continued input even remotely</li> <li>To increase pupil progress and achievement by developing the curriculum and improving staff confidence in devising educational activities for pupils with PMLD and using the engagement assessment system from DfE 2020</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>More than 95% pupils in red groups achieve exceptional targets over time</li> <li>Teaching and learning across the school is outstanding with differentiation and challenge as key contributors, with appropriate activities for the PMLD and most able cohorts clearly evidenced</li> <li>Staff confidently use the engagement profile to record achievement of PMLD and</li> <li>Excellent planning and observations demonstrate evidence of differentiation being actively used for all pupil groups</li> <li>More than 95% of pupils achieve EHCP outcomes</li> <li>Deep dives evidence pupils on track to meet ambitious curriculum intent</li> <li>Pupils with extended absence from school still achieve as expected due to a robust remote and blended learning package established</li> </ul>
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Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Clear intent of curriculum pathways developed to demonstrate ambitious preparation for adulthood for all pupils <ol style="list-style-type: none"> <li>Share ideas and thoughts in pathways</li> <li>Devise end of phase statements in teams</li> <li>Collate a progressive pathway of opportunities and skills</li> </ol>	July 2022	PT	<ul style="list-style-type: none"> <li>Deep dives</li> <li>Peer and external reviews</li> <li>Learning walks and observations</li> <li>Work scrutinies</li> <li>Planning scrutinies</li> <li>O&amp;U data</li> <li>Pupil work</li> </ul>	CPD teacher time Leadership time to collate and streamline			Jan 2021	May 2022	October 2022
Curriculum overviews refined across all subjects	July 2022	PT		CPD time teachers/ subject leader time			Dec 2021	May 2022	October 2022



1. Collate previous overviews 2. Discuss revisions needed 3. Collate progressive spiral curriculum			<ul style="list-style-type: none"> <li>SLT minutes</li> <li>Pupil progress meetings</li> <li>Reports</li> <li>Staff audit</li> </ul>	Leadership time to collate			
Curriculum overviews linked to progression of outcomes- skills and concepts expected by the end of each phase	July 2022	PT		CPD time teachers/ subject leader time Leadership time to collate	March 2022	June 2022	October 2022
Staff development on PMLD, and within induction	January 2022	SJR		CPD from SJR	Jan 2022		
PMLD appropriate curriculum to be developed and suitable sensory approach implemented	July 2023	SJR		£500   £500	Feb 2022	Sept 2022	
Staff development on improving ambition for high ability pupils	October 2022	PT		CPD from AHTs	Feb 2022	October 2022	
High ability team teaching and class visits implemented	July 2023	PT		AHT time SLT time	Dec 2021	October 2022	
All teachers and HLTAs to be trained in Google classroom for planning and remote lessons	December 2021	GH		GH training	July 2021	Dec 2021	
Implement Google Classroom and Zoom education to enable remote learning	December 2021	GH		£1728   0.0   0.0	Dec 2021		
Online and remote learning monitored by SLT	July 2023	PT		SLT time	Dec 2021		
Class groups using the assessment statements in meetings every term	Termly	PT		CPD PT and SJR Class meeting time O&U £5000 4 year subscription expires 2024	Nov 2021	October 2022	January 2023





Analyse and compare pupil progress to assess impact on previous years' data and establish where pupils are:  <ul style="list-style-type: none"> <li>Cause for concern</li> <li>Working at expected</li> <li>Working higher than expected</li> </ul> Devise action plan	July 2023	PT		SLT time PT and TW meeting	May 2022	January 2023	
Staff questionnaire devised and analysed on confidence for teaching and learning	July 2023	PT		Admin time to devise and distribute	Oct 2022	March 2023	
Structured imagery CPD for all class staff to ensure firm foundations of maths concepts to build on  Implemented into maths lessons	February 2022  July 2022	PT/LJ		CPD time Peer observation cover	Jan 2022	October 2022	
Development of TA and SSSA skill in leading small groups and individual activity sessions	Dec 2023	AM/PT/ CB		CPD time	March 2022	Oct 2022	Jan 2023
Plan <b>schedule</b> for TA and SSSA training for delivering formal programmes such as:  <ul style="list-style-type: none"> <li>Colourful semantics (Summer 2023)</li> <li>communication environments (3.1.23)</li> <li>RWI + increased phonics input</li> </ul> (3.1.23 + refreshers))	July 2023	CB		AHT time	Oct 2022	Jan 23	
Establish Scale 6 staff leading RWI , Colourful Semantics interventions	July 2023	CB, ASW+ Dalia			March 2023		



Teacher and Scale 6 training ‘Language through Movement’ training	Feb 2024	CB, ASW + Dalia								
Establish Scale 6 staff leading Language through Movement interventions, alongside RWI + Colurful semantics	Oct 2024	CB, ASW + Dalia								
Establish clear medium term planning structures <ul style="list-style-type: none"><li>Set essentials for planning</li><li>CPD on elements of planning to intent</li><li></li></ul>	December 2022	PT		CPD time Monitoring time and cover			Dec 2021	October 2022	Dec 2022	
<ul style="list-style-type: none"><li>Sharing planning</li></ul>	May 2023						Dec 2022	April 2023		
<ul style="list-style-type: none"><li>Develop excellent planning in line with curriculum overviews</li></ul>	Sept 2023						Dec 2022	April 2023		
Establish clear excellent teaching and learning expectations <ul style="list-style-type: none"><li>Research from different pedagogical leaders</li><li>CPD on aspects of excellent lessons</li><li>Sharing of lesson planning</li><li>Implementation into progressive education</li></ul>	July 2023	PT		CPD time Monitoring time and cover			Dec 2021	March 2023		
Develop collaboration opportunities for planning between groups and pathways	Oct 2023	PT/CB		CPD time Teacher time			Oct 2022			
Establish use of assistive technology in every class to improve access to curriculum and recording	July 2023	AM		Costs of	£6625	CPD time and	March 2022	October 2022	April 2023	



<ul style="list-style-type: none"><li>Audit current equipment and identify need for new apps/software/ equipment in each class</li></ul>		<b>GH AAC Team</b>		equip ment		asses smen ts of pupils			
<ul style="list-style-type: none"><li>Purchase new equipment and implement training (ongoing)</li></ul>								Jan 23	April 2023
<ul style="list-style-type: none"><li>Enhance joint AAC/AT Therapy assessments of pupils' needs</li><li>Improve communication with AT/ AAC + therapists with regular meetings</li></ul>								Jan 23	April 2023
<ul style="list-style-type: none"><li>Identify additional training and ensure implementation of devices and interventions in each class</li></ul>								Jan 23	April 2023
<ul style="list-style-type: none"><li>Enhance AT/ AAC caseload/ intervention logs</li></ul>								Jan 23	April 2023
<p>Establish robust training plan for improving Assistive Technology skills in staff:</p> <ul style="list-style-type: none"><li>Create skills checklist via staff AAC questionnaire</li><li>Audit staff training needs in assistive technology</li><li>Establish training sheet for completion and skill level</li><li>Implement training plan</li></ul>	December 2023	<b>AM GH AAC Team</b>		CPD time AT team time		March 2022	October 2022		



Staff development through Functional Skills training and exam opportunities	June 2022	PT LJ		<b>YEAR 2-22-23</b> Cost of exams £18.40 per exam £368  Cost of admin time – 14 hours scale 6 £308	Dec 2021	March 2022	June 2022



## Quality of Education 2021-2024

### Targets:

- To improve pupil outcomes by using research findings and refining professional practice to improve reading skills across the school

### Success criteria

- Quality of provision is graded as outstanding by SLT and external reviewers
- Staff voice demonstrates that large majority of teachers and support staff are confident in planning for reading
- Pupil outcomes improved to more than 90% of pupils achieving exceptional targets in reading from their starting point
- 95% pupils achieve EHCP outcomes
- Pupil engagement in reading is improved through observation and pupil voice
- Multisensory approach to early literacy evident through observations leading to improved engagement and success in reading and writing
- All pupils needing it have access to software to support reading and writing skills
- Observation demonstrates that pupils enjoy sharing texts and literature
- Staff share and use research findings to improve practice
- Audit evidences a communication rich environment that meets the needs of all reading abilities
- Audit evidences a cross curricular and diverse literature rich environment
- All leavers have functional literacy skills at the appropriate level for their ability

Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Class staff undertake research in improving reading 1. Discuss specific challenges in reading 2. Find appropriate research related to needs	April 2024	CB	<ul style="list-style-type: none"> <li>CPD schedule</li> <li>Deep dives</li> <li>Planning scrutinies</li> </ul>	CPD time			April 2021	July 2022	



3. Discuss finding and how they can be used to support pupils needs 4. Establish regular CPD focus in reading			<ul style="list-style-type: none"> <li>Lesson observations and learning walks</li> <li>Reading checks with pupils</li> <li>O&amp;U data</li> <li>Academic reports</li> <li>Environmental audits</li> <li>Staff and pupil voice</li> </ul>					
Parent support through training, resources, support within pathways- home learning packs  1. Inviting parents in to observe an English lesson, giving them a better understanding of what is happening in the classroom. 2. Organise training session for parents 3. Share online resources that can support pupils learning at home – RWI/Oxford Owl 4. Sentence packs for home reading activities 5. Devise homework pack that support the English topic for the term	September 2022  (yearly event)	CB		Twinkl £1298  Twinkl £1298 40 Grid Licences one off £11666		Sept 2022  Ongoing	Nov 2022	Feb 2023  (yearly event)
Review and audit reading and resources across the school and identify next steps:  1. Environment <ul style="list-style-type: none"> <li>Demonstrate language rich environment through displays and reading material accessibly</li> </ul> 2. Curriculum <ul style="list-style-type: none"> <li>Regular review of long-term planning</li> <li>Review of interventions in place and monitoring of impact</li> </ul> 3. Literature available <ul style="list-style-type: none"> <li>Audit books and resources available</li> <li>Ensure books and texts meet needs of all cohorts and age suitability</li> <li>Buy resources to 'fill the gaps'</li> </ul>	November 2022	CB		CPD time  Teacher time  3.05-3.36 time  23-24 £200 (books to match long-term planning)		April 2022	July 2022	April 2023



4. Engagement <ul style="list-style-type: none"><li>Learning words (team comprising of staff and pupils) to evaluate and monitor pupil engage during lessons</li></ul>	April 2023								
5. Staff understanding <ul style="list-style-type: none"><li>Establish regular CPD sessions focusing on reading</li></ul>									
Review the library and book displays <ul style="list-style-type: none"><li>1. Revise the use of the library and how it's going to be implemented in the new building (s)</li><li>2. Discuss the use of reading materials in the classroom</li><li>3. Set up a designated display area to promote reading</li><li>4. Establish reading corners/mini-libraries in each classroom.</li></ul>	October 2022	CB							
	April 2023	CB+English leads							
	Feb 2024 – new building								
Train, research and develop the PMLD/complex – early/pre-reading curriculum: <ul style="list-style-type: none"><li>Training staff in early reading and literacy</li><li>Establish early sound, music and sensory cues in PMLD/SLD groups</li><li>Establish routines and cues for activities and rooms – object of reference, photos and symbols, packs to be in all Blue classrooms</li><li>Curriculum development – structured hierarchy or reading packages developed</li></ul>	Sept 2023	SJR, PT & Eng leads							
	Dec 2022								
	April 2023								



<ul style="list-style-type: none"> <li>Resources consistent through the school</li> </ul>									
Establish specialist systems for supporting reading development: <ul style="list-style-type: none"> <li>Makaton               <ol style="list-style-type: none"> <li>Training and refreshers for all staff</li> <li>Establish interventions</li> <li>Monitor and assess progress</li> </ol> </li> <li>Colourful semantics               <ol style="list-style-type: none"> <li>Training and refreshers for all staff</li> <li>Establish interventions</li> <li>Monitor and assess progress</li> </ol> </li> <li>Language through movement               <ol style="list-style-type: none"> <li>Training and refreshers for all staff</li> <li>Establish interventions</li> <li>Monitor and assess progress</li> </ol> </li> </ul>	April 2024	CB		6 hours per year £210	6 hours per year £210	6 hours per year £210	Dec 2021	Sept 2022	Feb 2023
				CPD for scale 6/7 HLTAs and Teachers  S&LT funding for Assure (NJ) packages					
Regular reading session implemented with peers and staff <ol style="list-style-type: none"> <li>Devise a timetable of termly peer and staff reading sessions</li> </ol>	December 2022	CB/AS W/HC		Lesson time  23-24 - £150 (World Book Day)			March 2022	Sept 2022	Dec 2023
Use of software and equipment for all pupils needing AT- Reading	April 2024	GH/AAC team			scan market		June 2022	September 2022	





<ul style="list-style-type: none"><li>AAC Resources to enable all pupils with AAC needs to have access to their own device instead of a shared device alongside appropriate communication aids which will include: iPad, Switch Toys, Grid Licences for the interactive white board -<ol style="list-style-type: none"><li><b>Identify pupils that require AAC resources to access reading.</b></li><li>Research apps/technology/software to support non-verbal pupils with reading.</li><li>Order resources-</li><li>Train staff on reading resources</li><li>Monitor and assess progress</li></ol></li></ul>		CB ASW			pen - £225  reading Pen- £265				
<p>Specialist books and audio books</p> <ul style="list-style-type: none"><li>Pablo (Penguin books) – ASD readers<ol style="list-style-type: none"><li>Research – ASD readers and the use of appropriate reading materials</li><li>Buy resources</li><li>Implement in classrooms</li><li>Monitor impact and progress of pupils</li></ol></li><li>Books without words – Beyond words<ol style="list-style-type: none"><li>Research – Pupils not making expected progress and the use of appropriate reading materials</li><li>Buy resources</li><li>Implement in classrooms</li><li>Monitor impact and progress of pupils</li></ol></li><li>Audio books</li></ul>	June 2023   								



1. Research – Pupils not making expected progress and the use of appropriate reading materials 2. Develop resources 3. Implement in classrooms 4. Monitor impact and progress of pupils	January 2024								
Read write Inc 1. Research packages for training and support 2. Training for necessary staff 3. Purchases of the necessary resources from OUP 4. Implement RWI in the classroom 5. Monitoring of implementation 6. Monitor pupil progress 7. Continued training to incorporate reading alongside phonics programme	November 2021  March 22 + November 22  May 22  September 22 start	<b>CB</b>  <b>CB</b>  <b>CB</b>  <b>CB</b>			£20,160	£1500 + subscription	February 2022	May 2022	Sept 2022
Core vocabulary 1. Develop a core vocabulary for each topic across all curriculum subjects. 2. Evidenced in long-term/ medium term plans 3. Core vocabulary evidence on display boards or word mats using symbols, pictures and/or words	July 2023 July 2023 July 2023	<b>PT</b>		Subject leader time			September 2022	October 2022	



## Behaviour and Attitudes 2021-2024

### Targets:

- To re-engage positive social interactions and communication following stressful and disjointed years, improving positive behaviour and relationships and reducing challenging incidents

### Success criteria

- Excellent PSHE and RSE teaching and learning evident across the school
- MyConcern evidences a reduction in peer on peer incidents
- MyConcern evidences reduction in dangerous behaviours
- Data evidences a reduction in playground incidents
- Over 95% of pupils achieving EHCP outcomes
- Staff, pupil and family audit praises behaviour and attitudes in the school
- External and peer reviews commend behaviour and attitude
- Behaviour is understood by staff and appropriate interventions put in place to support

Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Develop play and leisure times <ul style="list-style-type: none"> <li>Audit current SMSA skills</li> <li>Schedule of monitoring playtimes implemented</li> <li>Lead termly safeguarding SMSA meeting linked to enhanced input at break and lunchtimes</li> <li>Refresher playtime training for TAs + SMSA with Marlena/ Jane/ Gaynor</li> <li>Arrange regular meetings to recap expectations for playtime</li> <li>Gaynor to be with SLT member once a term for observations and overview of playtimes</li> <li>Arrange for time given for TAS to generate ideas for improved playtimes</li> </ul>	Autumn 2022	GE MD AM	<ul style="list-style-type: none"> <li>Deep dives</li> <li>Learning walks</li> <li>Staff, pupil and family audit</li> <li>Peer and external monitoring reviews</li> <li>MyConcern data reports</li> <li>Intervention report analysis</li> <li>Spot checks and playtime</li> </ul>	hi-viz jackets £138		CPD schedule	January 2022	June 2022	Oct 2022



<ul style="list-style-type: none"> <li>Monitor staff in zones at playtimes and purchase high-viz jackets for consistency</li> </ul>			monitoring to observe current playtime situation <ul style="list-style-type: none"> <li>Motional data</li> </ul>						
<ul style="list-style-type: none"> <li>Arrange pupil voice meeting with school council about playtimes ideas and opinions</li> </ul>	Spring 2022	<b>AM PT CB</b>		school council time			Oct 2022	Jan 2022	<b>April 2023</b>
Adapt Ealing Health Related Questionnaire for different pathways in a very simple visual and simplified version to have evidence of pupil voice.	July 2024	<b>MD LC</b>		Admin time to make forms and collate					
<ul style="list-style-type: none"> <li>Audit play resources and purchase additional ones to enhance playtimes activities led by SMSAs</li> </ul>	Dec 2022	<b>MD GE</b>		0.0	£250	£200	Oct 2022	Jan 2023	<b>March 2023</b>
<ul style="list-style-type: none"> <li>Retrain staff on playground activities to engage pupils and monitor safety</li> </ul>	Autumn 2023			Training in staff time and induction					
Staff Play leaders in the playground	September 2022	<b>AM</b>		Training in staff time and induction				Oct 2022	
Review PSE/RSHE curriculum In line with updates, ensuring links that encourage tolerance and promote differences, celebrating individuals and diversity. Review how this is taught and assessed. <ul style="list-style-type: none"> <li>Audit staff PSE confidence</li> <li>Collate current/ historic PSE and use establish new PSE LTP</li> <li>Scrutinise Medium Term PSHE Plans for appropriate content</li> <li>Review plans are relevant and amend accordingly</li> </ul>	June 2023	<b>AM LC GH/MD</b>			Time LC		April 2022	<b>OCT 2022 LTP</b>	<b>April 2023</b>





Enhance Zones of Regulation across the school. Staff training from Bernie + Dalia + Marlena.  Refresh displays  Focus pupils with specific behaviour targeted for input  Visuals for individual pupils ZOR  Parent involvement  Learning walk for Zones  Individual tabletop box screens to create safe table space- x1 per identified room <b>or</b> office dividers to create safe spaces <b>or</b> exam tables + table top box screen ('online reality' website/ 'Sensory Direct' website)	Sept /Oct 2023	<b>AM</b>			£400	£400	Sept 2022	April 2023	
					up to date ZOR guide	screens + tables in secondary for xxx			
					screens + small tables in secondary for xxx classes	(remaining) classes			
Increase number of parent therapy workshops for  Sensory , self care, communication, physio	Sept 23- July 24	<b>AM</b>						Feb 23	
Refresher training/ more enhanced training on sensory diets and training	Sept 2023	<b>AM</b>						April 2023	
Deliver Teacher meeting to support PSHE + RSE Curriculum	Autumn 2023	<b>LC AM PT</b>			CPD schedule		October 2022	Jan 2023	
Embed use of Intervention behaviour tool 'Motional' for behaviour data, proof of impact of SEMH interventions.  Analyse and report on data	Autumn 2022	<b>MD</b>			software £478 Subscription	£478 Subscription	May 2022	Oct 2022	Jan 2023
					SEMH meeting time				



Use MyConcern to log behaviour incidents and chronologies  Discuss pupils being monitored at weekly class/phase meetings  Use My Concern in more detail for more in-depth analysis of behaviour data and trends-especially Peer on Peer, considering locations and timing of incidents	Summer term 2022  Ongoing	<b>AM MD</b>		£466	£466	£466	October 2021	April 2022	June 2022
Evaluate My Concern data and report to SLT and governors each term	Ongoing	<b>AM MD SLT</b>		AHT time			April 2022	June – Oct 2022	Jan 2023
Improve SLT understanding of CAMHS, referral process and tracking referrals, CPD	Spring 2023	<b>AM SLT</b>		SLT meeting			Oct 2022	March 2023	
Review recording + monitoring +feeding back of information of pupils involved with counsellor, external agencies, Music therapy, Draw and talk, SEMH interventions, Ed psych	Oct 2022	<b>AM MD</b>		DSL meeting			Dec 2021	June 2022	Oct 2022
Implement cycle of healthy workshops for pupils	Summer 2023/ Autumn 2023	<b>AM</b>		SEMH/PSRSHE lead time			Oct 2022 MD + LC researching	March 2023 Bloom	
Refresh AAC Vision for all pupils to use clicker/ software rather than hand over hand/ copying	Autumn 23	<b>AM</b>					April 2023		
Refresh Communication Environments  Use of visuals, consistency across school	Autumn 23	<b>AM DR</b>					April 2023		



Re-train staff in best practice for play activities and behaviour Monitor staff engaging appropriately with pupils at lunchtimes	Summer 2023- Autumn 2023	<b>MD GF AM</b>		£ 160 Trauma/ ACE course x 2 staff	£ 160 friendship improved play course x 2 staff		April 2023		
Audit staff training needs and provision for different strands of SEMH- Draw and talk, bereavement, Trauma, attachment, running specific interventions	Autumn 2023	<b>AM MD</b>					April 2023		
SEMH Team training – Refresh on Trauma./ Aces/ friendship groups -train any new SEMH Team	Spring 2024	<b>AM MD</b>					April 2023		





## Personal Development 2021-2024

### Targets:

- To improve opportunities and post school life chances of leavers by embedding Preparation for Adulthood outcomes within the curriculum across the school, and developing work opportunities and experiences for all Pathways

### Success criteria

- Pupils move smoothly to next placements
- Pupils move to courses that are relevant, with the appropriate skills to access these
- Pupils leave school with functional, community—based skills that they need to be independent and access their environments and attend to their own needs
- Pupils understand different jobs suitable to their own skills and can make choices about their futures
- Pupils know what it means to be an adult and the responsibilities that this requires
- Pupils understand that gardening, art, socialising, accessing social networking are ways to spend free time as adults and how to access these activities safely and responsibly

Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Establish gardening curriculum as key part of Life skills and work experience provision at Phase 4 + 5 Functional Skills Audit curriculum for gardening opportunities and cross-curricular links <ul style="list-style-type: none"> <li>Audit resources needed</li> <li>Audit staff confidence and knowledge on gardening curriculum</li> <li>Implement CPD</li> <li>Purchase new resources to enhance gardening curriculum</li> </ul>	Sept 2021-ongoing	AM DM LJ	<ul style="list-style-type: none"> <li>Deep dives</li> <li>Learning walks</li> <li>Staff, pupil and family audit</li> <li>Peer and external monitoring reviews</li> </ul>	Wage £40942	Wage £40942 Tools etc £4000	Wage £10,235	April 2022	Jan 2023	Feb 23



Establish art curriculum as key part of Life skills and work experience provision at Phase 4 + 5 Functional Skills <ul style="list-style-type: none"><li>Audit curriculum for art opportunities and cross-curricular links</li><li>Audit resources needed</li><li>Audit P4+5 staff confidence and knowledge on art curriculum</li><li>Implement CPD</li><li>Purchase new resources to enhance art curriculum</li></ul>	Spring 2021-Spring 2022	AM DM LJ	Annual review paperwork	Art consultant £9394  £300 resources	Art consultant £9394  £300 resources		Sept 2022	Jan 2023	Feb 23
Audit functional skills/ community linked provision for spiralling curriculum opportunities across the school (P3P Purple Spice, baking, P4B café, etc)	Dec 2022 (end of Autumn term)	PT LJ DM Teachers			£2000		April 2022	Oct 2022	Feb 23- now part of careers planning and posters
Establish more robust, regular and relevant work experience and career-day opportunities from Phase 2-5- working with BEE	July 2023			Funded by John Lyons	April 2022	Oct 2022	Feb 2023		
Improve careers Provision in primary and Phase 3 <ul style="list-style-type: none"><li>Audit current careers curriculum and resources</li><li>Arrange teacher CPD-Gatsby Competencies+ planning time</li><li>Implement improved careers opportunities and lessons</li><li>Devise pathway progression through Careers curriculum</li></ul>	Start Sept 2022-Summer 2023	CPD time  Teacher meeting time		Oct 2022	Jan 2023	Feb 23			





## Personal Development 2021-2024

### Targets:

- To promote equality and improve inclusion by establishing a curriculum and environment that builds acceptance and resilience and promotes positive relationships within the community and wider society.

### Success criteria

- All staff understand the importance of planning for diversity
- PSHE curriculum and School calendar reflects opportunities for celebrating diversity
- Behaviour data reveals fewer incidents of peer on peer incidents that are deemed to be linked to bullying due to racism
- School environment is welcoming and reflects multi nationalities, cultures, diversity of gender and sexuality
- School website is welcoming and reflects multi nationalities, cultures, diversity of gender and sexuality
- School curriculum is representative of the community it serves and portrays a realistic representation of events and people

Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Audit + Review PSHE curriculum for diversity, inclusion across Pathways	Spring 2023	AM PT MD LC	<ul style="list-style-type: none"> <li>Deep dives</li> <li>Learning walks</li> <li>Staff, pupil and family audit</li> <li>Peer and external monitoring reviews</li> <li>Environmental walks</li> <li>Pupil and parent voice</li> </ul>	Cover for Lidia to audit and plan Marlena, PT, AM			June 2022	Jan 2023	Feb 23
Audit CPD opportunities for diversity	Spring 2023			Teacher time			March 2022	Jan 23	April 2023
Training sessions from Karen Brookes – review of curriculum and planning  Arrange teacher CPD and continued exploration of curriculum with Karen Brooks to decolonise curriculum –many key issues to be explored through PSHE LTPs	Autumn 2022-23				£1800		January 2022	Oct 2022	Jan 2023



Embed Karen Brooks De-colonising the Curriculum input	Autumn 2022 Autumn 2023	SLT		CPD sessions	January 2022	Oct 2022	Jan 2023
Review environment at both sites to reflect diversity Develop appropriate displays	Summer 2023			PPA time 3.05-3.35 time	June 2022	March 2023	
Deliver CPD on resilience, building learning power, learning skills	Autumn 2023			CPD sessions			
Teachers share recent good practice, ideas, recent CPD	Summer 2023			Teacher session	October 2022	Jan 23	
Research project on teaching resilience, links to previous lesson study, foci of observations	Spring 2024			Staff meetings			
Review website is welcoming and accessible for different language/ reflects different nationalities	Summer 2023			AHT times			
Enhance and embed input from Diversity Role models	Autumn 2022 Spring 2023			Audit time	May 2022	Oct 2022	Jan 2023
Audit and enhance Tutor –time curriculum, include ‘This is me’ input for Annual Reviews (PT overseeing)	Start Summer 2022 Autumn 2022			Teacher time	June 2022	October 2022	Jan 2023



Rebrand some awards/ rewards to focus on resilience and acceptance	Autumn 2023	PT		AHT and SEMH time					
Refresh assemblies to focus on resilience , acceptance, diversity	Autumn 2023			Teacher time			Oct 2022		
Interventions from SEMH to focus on resilience and independence	Summer 2023			SEMH time			April 2023		
Refresher RSE training teachers equipment, plans, expectations, good practice, statutory elements	Sept 2022 Spring 2023	MD AM		Teacher time			Oct 2022	Jan 2023	
Arrange RSE/ PSE Surgeries and drop –ins for support- to establish what RSE has been taught this year.	Spring term 2023	MD AM		Assembly time			Oct 2022	Jan 2023	Feb 23
Arrange high profile and quality whole school events such as Jubilee, International day, that celebrate diversity	Ongoing	SLT			£700	£700	May 2022	Sept 2022	Jan 2023
Audits held to challenge stereotypes in planning and activities	Autumn 2023	AM/PT		Pupil voice time			October 2022		
Audit and improve resources and people/events studied to ensure diversity and promotion of different groups				Parent survey time			October 2022		
Establish list of positive visits to promote diversity					£50		October 2022		
Empower pupils and promote Inclusivity through play by purchasing range of inclusive dolls plus CPD	Autumn 2023	PT/ HC/MD		£500	+ CPD		Oct 2022	March 2023	



Whole school training in Unconscious Bias	Sept 2023						October 2022		
Audit SMSC opportunities across the school	Summer 2023	AM MD LC		Subject leader time			Oct 22	Feb 22	
Record in manageable document evidence of how we capture SMSC	Summer 2023	AM MD LC		Subject leader time			Jan 23		
Audit therapy times across the school to ensure that numeracy and literacy are not being missed	Summer 2023	AM CB HC LJ		SLT time			Jan 2023		
Implement interventions or strategies to ensure any missed learning for therapies is caught up for maths and English	Summer 2023	AM CB HC LJ		Subject leader time					
Observe therapies across the school to ensure pupils are engaging while standing/ stretching on bed (sensory, social, cognitive)	Summer 2023	AM CB HC LJ		SLT time					
Arrange CPD for engaging pupils in therapies- especially standing, walking, stretches on bed	Summer 2023	AM CB HC LJ		CPD days 3.05-3.35					
Observe and monitor improved engagement in therapies and opportunities for support any missed learning	Autumn 2023	AM CB HC LJ		School day- SLT time					
Arrange learning walk around school- communication, use of visuals	Autumn 2022	AM SLT SP+L		School day- SLT time					Jan 2023



CPD for staff use of visuals and software	Spring 2023	AM SLT SP+L		CPD days 3.05-3.35	Jan 2023	Feb 23	
CPD for staff to enhance speech and language focus	Spring 2023	AM SLT SP+L		CPD days 3.05-3.35	Jan 2023	Feb 23	
Monitor and embed visuals across the school	Autumn 2023	AM SLT SP+L		SLT time			
Research opportunities to enhance therapy engagement and functional contexts for this: eg. <b>Move Programme</b>  x 4 staff to attend live-time virtual training to become champions to embed practices. AM/ CG/ MZ/Popi  + Bhuvana and/ Atiya arrange themselves, paid by NHS  x2 manuals to be shared by staff  annual membership	Summer 2023  Autumn 23  Full programme in place Spring 24	AM MDT			£1000 £120 £199	Jan 2023	
CPD on enhanced functional therapy opportunities	Autumn 2023	AM MDT		CPD days 3.05-3.35			
Enhance HI input at both sites- CPD from HI team	Autumn 2023	AM		AHT time			





Audit current provision									
Improve resources for speech and language interventions at both sites	Spring 2023	AM			£1000	£300	March 2023		
Lead audit, discussion, school focus on Makaton/ BSL provision	Spring 2023- Autumn 23	CB		Staff time			April 2023		
Tutor time curriculum and My Achievements- Implement 'Tom Ravenscroft, Skills Builder Skills Builder' to ensure common understanding of essential skills for employability essential skills:  Start subscription September 2023- July 2024	Sept 2023	PT, LJ, DM							
Training for staff in core skills and expectations	Sept 2023								
Identify Key focus area for each half term	Sept 2023								
Terminology consistent across the school	July 2024								



## Personal Development 2021-2024

### Targets:

- To consolidate an effective transition process that will assist a smoother move to next appropriate placements as a leaver

### Success criteria

- Each leaver at Post 16 has clear plan for next stage in education and handover
- Every pupil leaving post 16 has a place in appropriate establishment and on suitable course
- Each leaver has clear list of equipment and resources and funding is established where needed
- Full record of achievement against Preparation for Adulthood/ Functional skills is taken with the pupil

Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Enhance our communication systems for documenting leavers so we can evidence and track effective handover, equipment, named link at new setting, funding, dates of meetings + visits, handover of behaviours, communication, AAC/AT handover, including therapists.	Start Sept 2022- Spring 2023  (ready for July leavers 2023)	AM DM LJ	<ul style="list-style-type: none"> <li>Deep dives</li> <li>Learning walks</li> <li>Staff, pupil and family audit</li> <li>Peer and external monitoring reviews</li> <li>Annual review paperwork</li> </ul>	CPD time			June 2022	Oct 2022	Feb 23
Enhance Leaver's Transition meetings with all staff and therapists to be more streamlined and effective for sharing information and refer specifically to therapy hours and EHCPs, funding				Transition meetings			June 2022	Oct 2022	Feb 23
Ensure PSE, Tutor time Curriculum across pathways embeds transition to college work		Sec teacher s		Teacher time			June 2022	Oct 2022	



Establish a planned programme of increased and regular visits to college and documentation and evidence for this, building into Phase 4/5 curriculum		LJ DM		Teacher time				Oct 2022	Jan 2023
Establish enhanced and refreshed JCS Records of Achievement for leavers, JCS 'graduation'		LJ DM			£100		June 2022	Oct 2022	Feb 23

Effectiveness of Leadership and Management 2021-2024									
<b>Targets:</b> <ul style="list-style-type: none"> <li>To promote awareness of mental health and improve wellbeing across the community</li> </ul>			<b>Success criteria</b> <ul style="list-style-type: none"> <li>Staff survey evidences positive attitude about work and supportive environment</li> <li>Work absence due to stress decreased</li> <li>Target dates are met for work</li> <li>Staff able to offer time to support and mentor others</li> <li>Parent survey and annual review comments demonstrate positive attitude to school</li> <li>Parental complaints reduced</li> <li>Parents attend supportive sessions</li> <li>Pupil voice is positive</li> <li>Reduction in anxiety and challenging incidents by pupils</li> </ul>						
Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Implement SLT supervision (with elements of coaching) for wellbeing support re. safeguarding, wellbeing, workload, difficult conversations+ decisions,	Autumn 2022	SJR	<ul style="list-style-type: none"> <li>Surveys</li> <li>Audits and voice gathering</li> </ul>	Half termly meeting			June 2022	Sept 2022	Jan 2023



CPD for wellbeing for staff and pupils (5/4/3/2/1 strategies) and research other staff and pupil-focused wellbeing tips and support	Autumn 2023	<b>SJR, DF, AHTs</b>	<ul style="list-style-type: none"> <li>Community walks</li> <li>Data analysis</li> <li>Attendance at events</li> </ul>	CPD sessions	<b>Jan 2023</b>	<b>April 2023</b>	
Refresh open door policy for SLT	Autumn 2023	<b>SLT</b>		Meeting time	Sept 2022	Jan 2023	March 2023
Collate evidence on website for wellbeing links. Wellbeing working party established	Autumn 2023	<b>SLT</b>		Meeting time	April 2022	<b>July 2022</b>	
Wellbeing events for parents (linked to international events)	Autumn 2023	<b>SLT</b>		£700   £700   £700	May 2022	<b>Sept 2022</b>	<b>Jan 2023</b>
Collate evidence (on website) of all JC positive feedback + activities linked to our values	Summer 2022	<b>AM</b>		AHT time	June 2022		
Staff wellbeing awards developed	Summer 2022	<b>MD CK</b>		£30   £30   £30	May 2022		
Develop tutor time curriculum with health and wellbeing activities	Summer 2023	<b>PT</b>		AHT time	October 2022	<b>March 2023</b>	
Develop family drop ins and coffee mornings to support families	Summer 2023	<b>AB</b>		£50   £50   £50	May 2022	<b>Oct 2022</b>	
Workplace Options for staff counselling	April 2022	<b>DF</b>			£411   £411	April 2022	
Wellbeing days for staff	Autumn 2022	<b>SJR</b>		Internal cover	June 2022	<b>Sept 2022</b>	



## Effectiveness of Leadership and Management 2021-2024

Targets:		Success criteria							
• To strengthen safeguarding systems and vigilance to current and contextual concerns		• Pupils at risk monitored regularly • Phase leaders and DSLs have clear knowledge of contextual risk • Clear lines of escalation through social care • Safeguarding audit evidences clear strategy and knowledge • Safeguarding monitoring from external partner evidences sound practice							
Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Create overview of where Science, ICT, Pupil Progress, Holistic Curriculum overlap with national agenda for Prevent, Everyone’s invited, Black Lives matter	Oct 2022	teachers	• MyConcern monitoring system • Safeguarding meetings checklists • DSL meetings • Safeguarding committee • External review	Teacher time			June 2022		
Enhance provision within PSE Curriculum relating to Prevent	Summer 2023	LC MD AM		Subject leader time			April 2023		
Establish lessons using role play on safety in community and online	Summer 2024	AHTs		Teacher time					
Actively police the environment and online sessions in school	Summer 2023	teachers MD		SLT time			Sept 2022	April 2023	
Training on Prevent for all staff Prevent policy and risk assessment to be written	Summer 2022	AM		CPD sessions			May 2022	June 2022	
Training on FGM for teachers, office staff and pupils	Summer 2022	MD		Free input from LA			Spring 2022	Summer 2022	



DSLs to attend regular briefings and networks	ongoing	<b>DSLs</b>		Free	Summer 2022		
Safeguarding audit to be completed by Safeguarding Committee Audit actions to be worked on	ongoing	<b>SJR</b>		Committee time	Feb 2022	June 2022	
Safeguarding review to be undertaken by external consultant	Autumn 2023	<b>SJR</b>			£350	June 2022	
Maps of outside spaces for secondary drawn up and termly review by pupils of safe spaces	Summer 2022 and ongoing	<b>DSLs</b>		Tutor time- minimal stationery costs	June 2022		
Pupil voice survey collated and implemented	Summer 2022	<b>DSLs</b>		Tutor time	June 2022		
Revise CPD days to allow for more Safeguarding training annually	September 2022	<b>SJR &amp; FGB</b>		CPD time	June 2022	Sept 2022	
Safeguarding context to be written and published on website	Summer 2022	<b>SJR</b>		Head time	May 2022		
Regular monitoring of concerns in classes: <ul style="list-style-type: none"> <li>Devise weekly checklist for class/phase review of monitored pupils and new concerns</li> <li>Develop DSL/phase meetings to review weekly check-ins- half termly</li> <li>DSL meetings termly to discuss concerns</li> <li>Safeguarding committee aware</li> </ul>	Autumn 2022	<b>SJR and DSLs</b>		3.05-3.35 time	Feb 2022	June 2022	Sept 2022
Develop new DSL lead – member of SLT <ul style="list-style-type: none"> <li>Social worker or AHT</li> <li>Link with Family Worker</li> </ul>	Autumn 2023	<b>SJR and DF</b>	GB monitoring termly Improved safeguarding audit	Head and SBM time	July 2022	Sept 2022	



<ul style="list-style-type: none"> <li>Develop JD and PS</li> <li>Consult and agree</li> <li>Advertise and recruit</li> </ul>			Improved links with outside agencies			

Effectiveness of Leadership and Management 2021-2024									
Targets:				Success criteria					
<ul style="list-style-type: none"><li>To establish an excellent staffing structure across the school sites that meets the changing needs of the school population and the environmental challenges</li></ul>				<ul style="list-style-type: none"><li>Structure approved by consultation with staff and FGB</li><li>Training programme in line with JDs implemented</li><li>Local Offer agreed with SENAS and published by LA</li><li>Leadership structure in place and approved by external review</li><li>Positive Ofsted report</li></ul>					
Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Discussion with SLT about cohorts and our criteria for admissions and designation in context of changes to sites, budget (accommodate PMLD, etc?)  Review local offer and liaise with SENAS accordingly	April 2023	SJR DF	<ul style="list-style-type: none"><li>SLT meetings</li><li>Appraisal of staff</li><li>Subject reviews</li><li>Learning walks</li><li>Deep dives</li><li>External review from consultant</li><li>Ofsted inspections</li><li>LA peer reviews</li></ul>	<ul style="list-style-type: none"><li>SLT time</li></ul>			May 2022	Sept 2022	March 2023
Formalise and review current satellite site staffing structure	September 2022	SJR DF					<ul style="list-style-type: none"><li>SLT time</li></ul>	April 2022	June 2022
SLT meeting early in Spring term each year to review staffing needs in light of cohorts and budget setting	February 2023	SJR DF		<ul style="list-style-type: none"><li>SLT time</li></ul>	March 2023				



Reviewing 3 year budget in light of recent staffing changes and satellite site needs	February 2023	SJR DF		<ul style="list-style-type: none"><li>SLT time</li></ul>	April 2022	June 2022	Feb 2023
Review staff structure, including middle leadership and both sites.	December 2022	SJR DF		<ul style="list-style-type: none"><li>SLT time</li></ul>	Jan 2022	April 2022	Dec 2022
Review subject monitoring and curriculum against the intent- developing teams for accountability of implementation. Engage consultant to review and support improvement	December 2022	PT		<ul style="list-style-type: none"><li>SLT time</li><li>Teacher time</li><li>Subject leader time</li></ul>	May 2022	Oct 2022	Dec 2022
				£350	£350		
Audit and review pupil cohorts and adapt staffing accordingly, with 3-year budget- (more PMLD pupils, more blue pupils, review structure and curriculum accordingly), looking at projected pupils' lists to analyse cohorts and impact of school structure  If cohorts change, review staffing and specialists needed	April 2023	SJR DF		<ul style="list-style-type: none"><li>AHT/HT/ SBM time</li></ul>	May 2022	Sept 2022	March 2023
Review 6 <sup>th</sup> form provision for 2 classes in line with needs and working towards adulthood	April 2023	SJR DM		<ul style="list-style-type: none"><li>SLT time</li></ul>	June 2022	Sept 2022	March 2023
Vacancies to be reviewed at SLT meetings to discuss scope and need for improvement	July 2022	SJR DF		<ul style="list-style-type: none"><li>SLT time</li></ul>	June 2022		
Develop matrices of skills and knowledge needed for different staff roles	Sept 2023	SJR DF			£350	Jan 2023	
Undertake staff audit against skill matrix and implement training as needed	December 2023	SLT		<ul style="list-style-type: none"><li>CPD time</li></ul>			
Develop training programme for staff including induction and ongoing development based on the skills needed.	December 2023	SLT		<ul style="list-style-type: none"><li>SLT time</li></ul>	Jan 2023		
Audit any SEMH interventions (Music therapy, counselling), plan for rise in pupil numbers (resources, budget, staffing)	Summer 2023  Ongoing	AM	<ul style="list-style-type: none"><li>AHT time</li></ul>	Feb 23	April 2024		





Audit all commissioned therapy plan for rise in pupil numbers (resources, budget, staffing)	Summer 2023  Ongoing	AM SJR		• AHT time	Sept 2022	Jan 2023	
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Effectiveness of Leadership and Management 2021-2024							
<b>Targets:</b>		<b>Success criteria</b>					
<ul style="list-style-type: none"> <li>To increase parental engagement by refining virtual and face to face events, meetings, sessions</li> </ul>		<ul style="list-style-type: none"> <li>Positive parent voice in surveys</li> <li>Good attendance at meetings and events</li> <li>Positive parental comments following events throughout the year</li> </ul>					
Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress
				21-22	22-23	23-24	
Establish virtual meeting systems through T2P	December 2021	SJR DF	<ul style="list-style-type: none"> <li>SLT meetings</li> <li>Learning walks</li> <li>External review from consultant</li> </ul>	<ul style="list-style-type: none"> <li>SLT time</li> <li>TW time</li> </ul> £399	£399	£399	Oct 2021 Nov 2021
Offer face to face and/or virtual meetings for progress meetings	September 2022	SJR DF	<ul style="list-style-type: none"> <li>Ofsted inspections</li> <li>LA peer reviews</li> </ul>	<ul style="list-style-type: none"> <li>Teacher time</li> <li>TW time</li> </ul>			July 2022
Offer face to face and virtual meetings for annual reviews	October 2022	AHTs TW	<ul style="list-style-type: none"> <li>Parental voice surveys and input into annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>Teacher time</li> <li>TW time</li> </ul>			Sept 2022
Re-establish coffee mornings half termly with a theme	February 2023	AB		<ul style="list-style-type: none"> <li>AB time</li> </ul>			May 2022 Sept 2022



Establish schedule of Makaton accreditation sessions for parents  ASW overtime 2 days	June 2023	ASW	<ul style="list-style-type: none"><li>Attendance data at events and meetings</li></ul>		ASW Overtime	ASW Overtime	May 2022		
Establish termly family events to celebrate community	July 2023	SLT		<ul style="list-style-type: none"><li>SLT time</li><li>3.05-3.35 time</li></ul>			May 2022	Jan 2023	
Establish termly learning sessions for parents <ul style="list-style-type: none"><li>RWI – phonics</li><li>Maths- structured imagery</li><li>OT</li></ul>	July 2023	SJR PT CB AM		<ul style="list-style-type: none"><li>AHT/HT time</li></ul>			Sept 2022	Jan 2023	March 2023
Organise home visits by family team	July 2023	SA AB		School day			Dec 2022	Jan 2023	March 2023

Effectiveness of Leadership and Management 2021-2024 Premises and Environment									
<b>Targets:</b> <ul style="list-style-type: none"> <li>To expand and develop the school premises to cater for the needs of the growing and increasingly complex population</li> </ul>			<b>Success criteria</b> <ul style="list-style-type: none"> <li>Time line established for works</li> <li>Plans for permanent expansion meet need on both sites</li> <li>Time line established for move of classes and teams</li> </ul>						
Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
<ul style="list-style-type: none"> <li>Continue meetings with LA expansion team</li> </ul>	April 2021>	SJR DF	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Emails from LA</li> <li>Plans from LA</li> </ul>	<ul style="list-style-type: none"> <li>HT/SBM time</li> </ul>			June 2021	Sept 2021	June 2022
<ul style="list-style-type: none"> <li>Clarify and identify the scope of the options (split site/ whole school site)</li> </ul>	July 2022	SJR DF		<ul style="list-style-type: none"> <li>SLT time</li> </ul>			Aug 2021	April 2022	June 2022



<ul style="list-style-type: none"><li>Finalise options/ models of expansion based on consultation with community and school staff, unions, stakeholders all involved</li></ul>	July 2022	<b>SJR DF</b>	<ul style="list-style-type: none"><li>Surveys from staff</li></ul>	<ul style="list-style-type: none"><li>SLT time</li><li>3.05-3.35 time</li></ul>	April 2022	June 2022	
<ul style="list-style-type: none"><li>SLT meeting based on school needs for different site models</li></ul>	September 2022	<b>SJR DF</b>		<ul style="list-style-type: none"><li>SLT time</li></ul>	April 2022	June 2022	Sept 2022
<ul style="list-style-type: none"><li>Share vision with staff</li></ul>	September 2022	<b>SJR</b>		<ul style="list-style-type: none"><li>3.05-3.35 time</li></ul>	February 2022	June 2022	Oct 2022
<ul style="list-style-type: none"><li>Audit needs for all classes on either site/ based on finalised model, staffing structure, resources, costings</li></ul>	October 2022	<b>SJR DF</b>		<ul style="list-style-type: none"><li>SLT time</li></ul>	Sept 2021	June 2022	Sept 2022
<ul style="list-style-type: none"><li>With LA teams finalise plans and time frames for project</li></ul>	October 2022	<b>SJR DF</b>		<ul style="list-style-type: none"><li>HT/SBM time</li></ul>	April 2022	June 2022	Oct 2022
<ul style="list-style-type: none"><li>Create a project team to develop and implement plans for the expansion</li></ul>	October 2022	<b>SJR DF</b>		<ul style="list-style-type: none"><li>SLT time</li></ul>	March 2022	June 2022	Jan 2023
<ul style="list-style-type: none"><li>Regular meetings scheduled at each level for information sharing and planning, listening to each group and ensuring ideas valued</li></ul>	October 2022	<b>SJR DF</b>		<ul style="list-style-type: none"><li>CPD time</li></ul>	February 2022	June 2022	Oct 2022



## Effectiveness of Leadership and Management 2021-2024 Premises and Environment

<b>Targets:</b> <ul style="list-style-type: none"><li>To improve and increase the ICT resources, data storage infrastructure and management systems to minimise risk to continuity and improve the facilities for all<ul style="list-style-type: none"><li>To improve the ICT and data storage systems</li><li>To enable business continuity in data and information in case of critical incident, or absence of key personnel</li><li>To improve shared working, leadership and accountability systems</li></ul></li></ul>	<b>Success criteria</b> <p>Bolstered our existing IT services with additional resource with a view to</p> <ul style="list-style-type: none"><li>Replacing Servers</li><li>Increasing technical capability around the servers and network systems on which the school's teaching and administration functions rely. (EG Source out management of this)</li><li>Streamlining proactive maintenance functions on servers and network equipment to reduce the risk of downtime and security incidents.</li><li>Having access to additional on-site IT Resource should it be required.</li><li>Give the IT Manager access to technical consultancy services to assist with IT strategy, planning and budgeting.</li><li>Improve access to SIMS and FMS remotely, the performance of the application is restrictive and affects productivity.</li><li>Functioning server and network</li><li>Shared working on documents</li><li>Business continuity processes in place</li><li>Improved confidence of network manager</li><li>Satisfaction of staff</li></ul>								
Action	Target Dates	Lead Person	Method of Monitoring	Resources/ Finance/CPD			Progress		
				21-22	22-23	23-24			
Phase 1 <ul style="list-style-type: none"><li>Implement Managed Services and backup</li><li>Deploy new host servers, migrate, and upgrade the current VMs to the new hosts.</li><li>Decommission old Host Servers.</li><li>Setup a virtual remote App server for SIMs and FMS</li></ul>	December 2021	DF	<ul style="list-style-type: none"><li>Purchase order</li><li>Implementation of system</li><li>Ongoing management</li><li>Regular input and reporting</li></ul>	<ul style="list-style-type: none"><li>680.00 monthly</li><li>12,677.00</li></ul>			Sept 2021	Nov 2021	June 2022



Phase 2 <ul style="list-style-type: none"><li>Consolidate Domains</li><li>Microsoft 365 Service</li></ul>	June 2022		from the consultancy firm	10,000 (2022)			
Migration to Office 365 (Sharepoint)	May 2022	DF		£6975 (2022)	April 2022	May 2022	
Remove and update old resources that are currently stored on the system	May 2022	SJR DF		<ul style="list-style-type: none"><li>Staff time</li></ul>	Feb 2022	May 2022	
Train staff in using Microsoft 365	June 2022	DF GH		<ul style="list-style-type: none"><li>GH time</li><li>3.05-3.35 time</li></ul>	April 2022	May 2022	Jan 2023
Induction training for new staff developed	April 2023	DF SJR		3.05-3.35 time	Dec 2022	March 2023	
Research and consider moving to Microsoft 365 or latest app	July 2023	DF GH		Subject leader time/TLR time	Oct 2022	Jan 2023	
Develop coordinator and link role to ensure that best use of Azteq and staff in place	Sept 2023	DF SJR		Leadership time			

