



Academy Improvement Plan

2023/2024



Academy: Highfield Littleport Academy
Headteacher/Principal: Yvonne Skillern

Chronology of Inspection Findings and Current Evaluation and Priorities

Area of Improvement	OFSTED Inspection – Areas for Improvement 2022	Current Evaluation	Priorities 23/24
Leadership and Management	Good 2022	<p>Although attendance is above national average for SEN schools there are still some cases of persistent absence and holiday requests which could improve.</p> <p>Due to the distance that some of our students travel it can be difficult to engage parents in school life.</p> <p>In order for the governing body to continue to challenge the school there needs to be a regular cycle of governor visits and involvement.</p> <p>Staff are proud to work at the school. Leaders are considerate of staff workload and ensure it is manageable.</p>	<ol style="list-style-type: none"> 1. Consider each case of PA and whether there are ways to further improve attendance 2. To give parents an opportunity to engage with the school to be further involved in their students learning. 3. Increased effectiveness of the whole governing body demonstrated by increased school visits to further challenge leaders. 4. To further enhance staff wellbeing to ensure staff are happy, their workload is managed and staff absence is decreased
Quality of Education	<p>Good 2022</p> <p>Implementation and Impact – Leaders have created comprehensive sequencing and clear progression within key subject areas.</p> <p>In a few subjects, leaders are new to their role and so some subject areas are not as fully developed as the ‘pathways’. There is expertise in the school that other leaders can use to build on.</p> <p>Leaders should ensure that the intended curriculum is implemented effectively in all subjects, to provide pupils full access at all levels to their intended small step curriculum.</p>	<p>Teachers have a secure level of knowledge to deliver an engaging curriculum, however they do not have the technical expertise in DT and RE to deliver these programmes at a level to stretch students. Leaders should review progression in these subjects and ensure staff receive the professional development to build their subject knowledge and confidence to deliver to a higher level. Some middle leaders lack the confidence to articulate development within their subjects.</p> <p>Newer subject leaders have not yet developed the confidence to articulate progress in their subjects.</p> <p>There is a comprehensive approach to Preparing for Adulthood which is embedded within the curriculum, however this isn’t always made explicit to students.</p>	<ol style="list-style-type: none"> 5. To demonstrate progression in learning within the green pathway into Key Stage 4 and 6th Form 6. To ensure that preparing for adulthood themes are explicitly taught and referred to with students to identify their importance in preparation for the next stage 7. To ensure there is a comprehensive and tailored CPD offer to meet the diverse needs of our students particularly within subject knowledge of RE & DT 8. To review DT skills and knowledge to continue to demonstrate progression and learning is tailored to students needs and abilities 9. To continue to ensure that RE skills and knowledge demonstrate progression and students are exposed to a variety of cultures and beliefs 10. To ensure SRE themes are revisited on a yearly basis to ensure students are aware of changes and can keep themselves safe as they move into adult life
Behaviour and Attitudes	<p>Good 2022</p> <p>Pupils are well supported on the playground, to improve their personal and social skills.</p>	<p>Staff apply a therapeutic approach to behaviour through the STEPS approach. Staff, particularly those who are new to the school need to ensure that approaches are consistent and levels of RPI remain low. Social interaction on the playground</p>	<ol style="list-style-type: none"> 11. Continue to ensure there is consistency in therapeutic approaches across all members of staff including those new to the school

		was recognised as positive and staff need to ensure that this is consistent throughout all school environments.	<p>12. To further promote positive relationships between student groups through collaboration across ages and phases sharing common interests</p> <p>13. To ensure online safety strategies are regularly revisited to ensure students apply principles particularly out of school</p>
Personal Development	Good 2022 Leaders work on developing the characteristics of learning such as independent thinking skills, and resilience is yet to be implemented fully. Leaders intend for their approach to be incorporated into and across the school day, so that pupils develop personally. Leaders need to fully implement their plans and check that all pupils benefit from and build their personal knowledge and skills.	Staff and students are aware of the learning values and are beginning to apply them. This needs to be fully implemented and embedded within the Preparing for Adulthood Strategy so that learners apply these skills automatically and recognise why they are important. This needs to be applied in every environment.	<p>14. To develop further community experiences with a wide variety of different citizens and stakeholders linked to Preparing for Adulthood Outcomes</p> <p>15. Develop life skills provision and flat to give students the opportunity to learn day to day living skills incorporating learning values which help prepare students for adulthood</p>
Early Years	Not inspected due to low numbers of students in EYFS Pupils are well supported on the playground, to improve their personal and social skills.	Students have a wide curriculum with a variety of experiences tailored to their needs. Students need further opportunities to socialise but this has not been possible due to physical position of classes.	<p>16. To enhance the social and emotional skills and engagement with a variety of peers</p> <p>17. To promote enhanced communication skills through the use of a variety of Alternative Augmentative Communication (AAC)</p> <p>18. To ensure there is a robust curriculum and assessment system within the EYFS appropriate to the needs of our learners.</p>
Sixth Form	Not inspected due to no students accessing 6 th Form provision.	Staff need to work to ensure the progression of learning follows through all pathways through to sixth form. Experiences must continue to be tailored to the learner.	We do not currently have a separate sixth form but planning and progression outcomes within other areas will take the development needs into account

Accountability Map

Individual/Group	Accountable for	Reporting to
Middle Leaders	Standards in areas of responsibility	Head of School
Head of School (HOS)	Standards and KPIs	LGB and CET
Local Governing Body (LGB)	Improvement	Trustees
Central Education Team (CET)	Standards and KPIs	Deputy Chief Executive Officer
Deputy Chief Executive Officer (DCEO)	Standards and KPIs	CEO
Chief Executive Officer (CEO)	Standards and KPIs	Trustees

Leadership and Management	Last revision date: 3 rd September 2023	Author: Senior Leadership Team
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Aim: To further develop community engagement (parents and governors) in order for them to positively engage with the academy in raising standards from an already good position.

Resourcing: Expansion of the leadership team to 3 department leaders, Family Support Worker time, Governor visit time.

Priority Area	Objective	Actions (Timing)	Success Criteria	Progress RAG Rating	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
1. Promoting good attendance	To consider each case of PA and whether there are ways to further improve attendance	<ul style="list-style-type: none"> - Add in first level soft warnings of attendance via class teacher then Family and Student Support worker - Regular attendance focussed information on school newsletter - Explore fining route for repeat offenders according to the Education Welfare Officer Attendance processes 	<ul style="list-style-type: none"> - Attendance is at 92% or more - Parents respond with 'love' reaction when attendance advice has been beneficial 		Ongoing Weekly early intervention Monthly attendance monitoring Termly Attendance monitoring	1.1 AHOS, Class Teacher and Family Worker 1.2 Head of School 1.3 AHOS and Attendance Officer	Oct 23 Attendance focus on newsletter, monthly attendance monitoring by AHOS/AO Dec 23 Trust attendance training, governor to challenge and support Jan 24 – termly attendance data shared with all parents
2. Improved engagement with Pupils, Parents and the Wider Community	To give parents an opportunity to engage with the school to be further involved in their students learning.	<ul style="list-style-type: none"> - Scheduled coffee mornings once per half term with named representatives linked to Class Dojo interest information (Half termly) - Termly parent open event for each department on rotation (Each term) - Evidence for Learning home access session to aid set up and introduce parents to the curriculum (September 23) - Class Dojo 'like' comment from parents if posts have been useful to them (monitor half termly) - Activities with parents invited and a focus 	<ul style="list-style-type: none"> - Average of 8 attendees to each coffee morning across the year - Parent open event attendance above 50% - Over 80% users signed up to Evidence for Learning, 10% of parents begin to post on Evidence for Learning - 10% increase of engagement of posts each half term 		Improved parental engagement identified by April 2024. Half termly evaluation of impact	2.1-Family worker 2.2-Class teachers organise open events 2.3-HoS E4L logon and curriculum info 2.4-HoS	Oct 23 Message on dojo to parents ref like feature. 10 parents attended 1 st ½ term coffee morning. Average of 8 likes per post. Dec 23 Open exploration station for Wrens and Owls, 70% parents attended. Christmas Fair Upper and Lower – 75% attendance.

							School Christingle in community church. Jan 24 – tracking of posts, some increase likes up to 10 if information has been useful Feb 24 – develop questionnaire to establish how we can better design parent session
3. Increased effectiveness of the whole governing body / Trustees	To ensure that there are regular, focussed governor visits within different subjects and pathways so that governors know what needs to improve and how they can challenge staff to do this.	<ul style="list-style-type: none"> - Named governors for each subject on the governing body (by November) - Termly meetings according to a schedule linked to subject focus with reports completed (to commence no later than January 24) - Suggestions of challenge questions provided to governors for each subject area (November) - Governor specific CPD training offered via the National College (December) 	<ul style="list-style-type: none"> - Governors have named responsibility assigned by second govs meeting of the year - 75% of governor visits completed per term - Challenge questions help to demonstrate a secure knowledge of school priorities reflected within governor visit records - Training 100% completed by governors 		Review all subjects and knowledge of governors at the end of the academic year once visits have been completed Review at each half termly governors meeting	<ul style="list-style-type: none"> 3.1 COG & HoS 3.2 Govs 3.3 HoS 3.4 Clerk 	<p>Oct 23 Named governors allocated to subjects, governor training circulated on behalf of trust with mandatory attendance Dec 23 Safeguarding and PSHE visits sharing strategy, more supportive Dec 23 Governor prompt questions circulated to target governor questioning</p>
4. Staff workload and wellbeing	To further enhance staff wellbeing to ensure staff are happy, their workload is managed and staff absence is decreased	<ul style="list-style-type: none"> - Wellbeing team to organise half termly group events to engage staff socially and positively - Review of Trust policies within People Directorate to consider flexibility and wellbeing - If you run out box stocked in staff room - Staff supervision - MHST staff support access - Education Support Line circulated - Formally committed to undertaking the Wellbeing Award for Schools which has objectives focussing on staff wellbeing 	<ul style="list-style-type: none"> - Consistent 5% above key indicator in staff surveys for wellbeing - Reduced staff absence related to stress 		<p>Yearly Survey</p> <p>Half termly absence review</p>	<ul style="list-style-type: none"> 4.1 Wellbeing team 4.2 People Directorate 4.3 Head of School 4.4 Senior Leaders 4.5 Department Leader 	<p>Oct 23 Treats box added to staff room, information about Education Support Partnership circulated via email to all staff Dec 23 Teachers option for PPA from home, teachers more productive. Healthy minds network established to work on wellbeing award, establishing</p>

						4.6 School Business Manager	communication plans to stakeholders. Jan 24 – Supervision provided to some class teams with particularly challenging cohorts, Staff Bingo attended by over 30 staff, staff wellbeing strategy formulated, newsletter shared half termly with parents and staff, Gem of the week introduced to boost positive elements of practice. Feb 24 – staff wellbeing team to collaborate with overall Healthy Minds Network agenda.
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Quality of Education	Last revision date: 4 th September 2023	Author: Senior Leadership Team					
Aim: To ensure the curriculum continues to be progressive in skills and knowledge particularly in priority areas. Preparing for Adulthood objectives are embedded in order to ensure students are prepared for their next stage of education, work or life							
Resourcing: Finance line and petty cash provision to expose students to life skills, comprehensive long term plans reviewed for Green and Yellow pathway by Department Leaders, resources for life skills flat near hub							
Priority Area	Objective	Actions (Timing)	Success Criteria	Progress RAG Rating	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
5. Progression in learning within the green pathway into Key Stage 4 and 6th Form	To develop a curriculum for Green pathway learners in the current Key Stage 4 and a potential sixth form in 24/25-25/26. This is building upon	- Long term plan formulated for Green pathway learners in sixth form based upon Preparing for Adulthood outcomes which progresses from existing skills and knowledge	- Learners observed to be gaining AQA units in KS4 linked to Preparing for adulthood themes - Pupil progress meetings demonstrate students making		June 2024 – adjust and formulate curriculum accordingly	5.1 Green pathway leader 5.2 Senior Leadership Team	Dec 23 PfA themes through all pathways in curriculum with associated frameworks. PfA

	existing knowledge and skills within preparing for adulthood	<ul style="list-style-type: none"> - Review Key Stage 4 long term plans to ensure they meet the learners needs - Identification of gaps in learning to swiftly address with review of the curriculum - Ensure subject area development feeds into learning at Key Stage 4. Detail within subjects below. 	expected progress against their individual outcomes		Review each term at Pupil Progress meetings	5.3Green and Yellow Pathway leaders – subject leaders	outcomes now included within EHCP's. Jan 24 EHCP and Curriculum outcome summary information generated Life skills flat set up.
		Computing					
		<ul style="list-style-type: none"> - Identify CPD sessions required via staff survey - Tailor CPD sessions to emerging need - To research different resources commonly used to support the delivery of the Computing curriculum and share ideas with teaching teams - To set whole school challenges or look at existing whole school events and look to maximize use of ICT skills within everyday life - Review Green pathway curriculum 	<ul style="list-style-type: none"> - Clear priority areas identified from survey with CPD linked to this to address need - Students apply computing skills within every day life 		Autumn 1 Termly	Subject Leaders	Dec 23 Familiarisation observations in classes have taken place
					Ongoing		Dec 23 New subject leader attended SEND computing seminar. Mentor in place. Application submitted for microbit project
					Spring 1		Jan 24 Staff survey sent out to tailor CPD.
		Art					
		<ul style="list-style-type: none"> - To ensure CPD sessions are provided to match new curriculum content within rolling programme - To engage the local community through art projects (link to Leadership and Management objective) - To closely identify progression steps in skills and knowledge for different techniques 	<ul style="list-style-type: none"> - Monday meeting skill sessions so that staff feel equipped to deliver content - Nature Partnership collaborative sessions - Community exhibition - Art skills progression document 		Summer 2 Ongoing	Subject Leaders	Dec 23 Art project training completed with staff to take place in Spring term. Review of curriculum identified need for skills progression examples booklet
							Jan 24 Babylon Arts project has engaged all learners in the school planning for an exhibition, ongoing resources donated.
		English					
		<ul style="list-style-type: none"> - To develop whole school reading particularly through peer reading (link to Leadership and Management objective) 	<ul style="list-style-type: none"> - Shared reading sessions - Buddy reading - Students engage in reading for pleasure 		Termly Summer 2	Subject Leaders	Oct 23 4 shared reading sessions across school, 2 between upstairs and downstairs

		<ul style="list-style-type: none"> - To develop staff understanding of guided reading and strategies 	<ul style="list-style-type: none"> - Lesson observations and constructive feedback - Structured training and follow up observations 				<p>Dec 23 8 classes engaged in peer reading, prompt sheet developed for students as a guide. Jan 24 Marked increase in confidence in buddy reading, strong links to PFA.</p>
		Food Technology					
		<ul style="list-style-type: none"> - Application of new food technology framework to inform planning of students next steps - Link meals to skills required and related to skills needed for adulthood (boiling, toasting etc) 	<ul style="list-style-type: none"> - Students engage in activities appropriate to age and stage 		Summer 2 review Termly	Subject Leaders	<p>Oct 23 Food technology framework installed and staff completed baseline assessments. Dec 23 Embedded, subject leader now needs to check for impact – 1 lesson observation completed so far Jan 24 Marked increase in confidence in learners in certain classes, now disseminating to others.</p>
		Geography & Outdoor Learning					
		<ul style="list-style-type: none"> - Audit of resources to ensure this is equipped to deliver the curriculum - Organise a residential trip opportunity on a yearly basis to apply preparing for adulthood skills (link to objective 6 below) 	<ul style="list-style-type: none"> - Review resources and purchase identified gaps - Students apply independent and team work skills in different settings 		Spring 1 Spring 2	Subject leaders	<p>Oct 23 Staff not available for residential opportunities – explore alternatives. Jan 24 Shared Longtown residential with HEA, NCS residential project.</p>
		History					
		<ul style="list-style-type: none"> - Actively seek outside agencies and visitors to enhance History provision (link to Leadership and Management objective) 	<ul style="list-style-type: none"> - Bank of trips and visitor ideas made for teachers 		Spring 1	Subject leaders	
		Maths					
		<ul style="list-style-type: none"> - Embed functional skills maths exams at KS4 	<ul style="list-style-type: none"> - Functional maths skills taught and assessed to prepare students for real life problems 		Summer 2	Subject leaders	<p>Oct 23 Initial Functional Skills exams delivered to Y11 to gain baseline</p>

		<ul style="list-style-type: none"> - Link maths in the classroom to real life situations giving opportunities to apply skills 	<ul style="list-style-type: none"> - Trip to the shops weekly, role play opportunities, KS3 tuck shop 				<p>Dec 23 Maths mastery CPD attended and evaluating curriculum, weekly shopping visits in place. Jan 24 Understanding of functional maths INSET delivered to staff Feb 24 – students apply skills at the shop weekly to resource staff lunches each Monday at the supermarket</p>
		MFL					
		<ul style="list-style-type: none"> - Students awareness of diversity and different cultures is widened so they are prepared for life in the adult world 	<ul style="list-style-type: none"> - Exposure to different cultures through language and cross curricular approach to learning 		Summer 2 Ongoing	Subject Leaders Teachers	<p>Dec 23 Identified International Languages Day to be planned Jan 24 Duo Lingo registration and shared with KS3 staff for trial Feb 24 – café will be regularly French themed</p>
		Music					
		<ul style="list-style-type: none"> - Understanding of why music is good for mental health - Whole school performance engaging community 	<ul style="list-style-type: none"> - Confident individuals able to engage with society in a variety of different ways through the arts 		Termly Summer 1	Subject Leaders	<p>Dec 23 Whole school musical production video shared at open event Feb 24 Staff wellbeing music session organised</p>
		PE					
		<ul style="list-style-type: none"> - Develop links with other special schools for intersport fixtures - Increase sports club opportunities at social times 	<ul style="list-style-type: none"> - Widened social interaction and sports skill development - Students actively using fitness suite - TA skills utilised in creating opportunities 		Termly Summer 2	Subject Leaders	<p>Oct 23 Gym training delivered to all staff in KS3 and above. Dec 23 Shared football sessions between HLA & HEA (continuing into Jan 24)</p>

							Feb 24 – weekly use of fitness suite, staff appropriately trained.
6. Preparing for Adulthood	To ensure that preparing for adulthood themes are explicitly taught and referred to with students to identify their importance in preparation for the next stage	<ul style="list-style-type: none"> - All students have a preparing for adulthood related EHCP outcome - Explicit reference to Preparing for adulthood reasons with students during lesson times within all areas of learning - Website area refined so that explicit information on Preparing for Adulthood is present Preparing for adulthood framework formulation and introduction - Kit out life skills flat in kitchen room near hub with students and have structured lessons 	<ul style="list-style-type: none"> - Progress demonstrated within Preparing for Adulthood outcomes in line with other objectives Teachers assessing progress towards Preparing for adulthood outcomes - PfA purpose observed within learning walks - Likes on Class Dojo show engagement in PfA info shared and website hits increased - Timetabled sessions with use of life skills flat in KS3 and KS4 		<p>Outcomes incorporated over academic year for all students</p> <p>Review progress at each pupil progress meeting January 2024</p>	<p>6.1 Class teachers (monitored by senior leaders)</p> <p>6.2 Class teachers</p> <p>6.3 Head of School</p> <p>6.4 Key Stage 4 staff overseen by Department Leader</p>	<p>Oct 23</p> <p>PfA focus and information on newsletter for parents Dec 23</p> <p>PfA information updated for parents on the website.</p> <p>Specific sessions related to careers led by 14-25 service</p> <p>Jan 24 Learning walk with PfA clearly identified, nearly all students were able to articulate why learning linked to adult life.</p> <p>Feb 24 – life skills flat set up.</p>
7. Continuing Professional Development	To ensure there is a comprehensive and tailored CPD offer to meet the diverse needs of our students particularly within subject knowledge of RE & DT	<ul style="list-style-type: none"> - Trust CPD offer circulated to all members of staff - Special School specific training from Sea View Teaching School Hub & NASEN - DT CPD design make evaluate principles training - Objectives and areas for development linked to school development targets for staff - Subscription to National College and Handsam Training modules to widen staff subject knowledge - Opportunities to visit other schools and settings to gain information to improve practice, collaborative working with other trust schools with subject specialists (in particular 6th form, PfA, DT, RE) 	<ul style="list-style-type: none"> - Talk and share demonstrates 4 or more positive points linked to allocated training modules - Individualised appraisal process linked to school development plan for all staff - Staff teaching RE and DT are confident to deliver content on long term plan (progress seen through talk and share) 		<p>October and March</p> <p>Review at PMR and review point</p>	<p>7.1 Trust</p> <p>7.2 Training circulated by AHOS linked to need</p> <p>7.3 Trust subscription and allocation by AHOS</p> <p>7.4 Subject leaders (RE and DT)</p>	<p>Oct 23</p> <p>Autumn Trust CPD offer shared with staff, support staff review of outcomes using Blue Sky, teachers review of outcomes and new targets using Blue Sky Dec 23</p> <p>Enhanced CPD plan formulated with feedback forms being circulated to staff Dec 23</p> <p>DT and Food Tech subject leaders in contact with HEA to share expertise</p> <p>Jan 24 – Design and make resources formulated in preparation to share at staff training (see below)</p>

							Feb 24 –review PMR outcomes and establish CPD needs
8. DT subject progression in knowledge and skills	To continue to ensure that DT skills and knowledge demonstrate progression and are tailored to students needs and abilities	<ul style="list-style-type: none"> - Review the DT curriculum to ensure knowledge and skills build over time appropriate to students needs - Review the DT skills framework to identify progression and how skills link to appropriate knowledge - Ensure staff are fully trained in the design process and implement the design, make and evaluate cycle within lessons 	<ul style="list-style-type: none"> - Skills and complexity build over time and is clearly linked to Preparing for Adulthood outcomes - Pupil progress meetings demonstrate progression in learning and progress through H Levels as steady - Staff demonstrate the design process within lesson planning and this is observed within lesson walks 		Completion by April 24 for trial by teachers in the Summer term Training for teachers by March 24 Frameworks and curriculum review by Jan 24	<ul style="list-style-type: none"> 8.1 Subject leader and Pathway Leaders 8.2 Subject leader and pathway leaders 8.3 Subject leader and HOS 	<p>Oct 23</p> <p>Email sent to primary school for consultation about DT curriculum-meeting</p> <p>Dec 23</p> <p>DT framework revised for yellow and green pathway</p> <p>DT curriculum reviewed</p> <p>DT Design and Make process documents formulated (yet to be shared with staff)</p>
9. RE subject progression in knowledge, skills and cultural experiences	To continue to ensure that RE skills and knowledge demonstrate progression and students are exposed to a variety of cultures and beliefs	<ul style="list-style-type: none"> - Review the RE curriculum to ensure knowledge and skills build over time appropriate to students needs - Review the RE skills framework to identify progression and how skills link to appropriate knowledge - Provide students with a variety of cultural experiences to widen their knowledge of our diverse world and prepare them for adulthood 	<ul style="list-style-type: none"> - Skills and complexity build over time and is clearly linked to Preparing for Adulthood outcomes - Pupil progress meetings demonstrate progression in learning and progress through H Levels as steady - Students observed to be positively engaging in cultural visitors, trips, experiences and activities 		Completion by April 24 for trial by teachers in the Summer term Frameworks and curriculum review by March 24 Introduction of cultural experiences on a half termly basis	<ul style="list-style-type: none"> 9.1 Subject leader and Pathway Leaders 9.2 Subject leader and pathway leaders 9.3 Subject leader and Class Teachers 	<p>Dec 23</p> <p>RE curriculum reviewed for yellow pathway to make it more accessible</p> <p>Green long term plan makes RE more explicit</p> <p>Review of Green and Yellow pathway frameworks to ensure they are appropriate to inform next steps#</p> <p>Jan 24 – new subject lead</p>
10. Preparing for Adulthood and SRE	To ensure SRE themes are revisited on a yearly basis to ensure students are aware of changes and can keep themselves safe as they move into adult life	<ul style="list-style-type: none"> - Yearly curriculum review - Review of long term planning to ensure that SRE themes are included on a rolling yearly programme - Introduce new subject leader to teaching styles through lesson observations and learning walks 	<ul style="list-style-type: none"> - learning walks reflect revised and revisited SRE content - student safeguarding discussions reflect updated learning during evaluations - student surveys reflect increased levels of feeling safe at school (over 80%) 		Half termly review Curriculum content update year on year Subject Leader new in post Sept 2023	<ul style="list-style-type: none"> 10.1 Class Teachers and SLT 10.2 Subject leader and pathway leaders 10.3 Subject leader and Class Teachers 	<p>Dec 23</p> <p>Leader completed specific training</p> <p>Prompted lots of ad hoc conversations in yellow pathway and more robust responses to issues being raised</p> <p>Specific CPD sessions planned</p> <p>Jan 24 PSHE Association curriculum</p>

							resources sourced to cover all pathways
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Behaviour and Attitudes	Last revision date: 4 th September 2023	Author: Senior Leadership Team
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Aim: To further improve attendance and behaviour to ensure there is a consistent therapeutic approach with respectful relationships at the centre.

Resourcing: 2 additional STEPS tutors trained, ELSA provision with dedicated time on a weekly basis for groups and individuals, shared lunch and reading sessions between classrooms, proactive sharing of online safety information.

Priority Area	Objective	Actions (Timing)	Success Criteria	Progress Rag Rating	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
11. Expectations of Behaviour and Conduct	Continue to secure consistency in therapeutic approaches across all members of staff including those new to the school	<ul style="list-style-type: none"> - 2 additional STEPS trainers at school - STEPS specialist practitioner role continues - Refresher meetings for STEPS scheduled termly - Emotion of the week continued - Individual and class ELSA interventions running - Working towards the Wellbeing Award for Schools 	<ul style="list-style-type: none"> - Further reduction in RPI to 5% - STEPs principles observed around school during learning walks - Positive responses from pupil questionnaires that behaviour is good in over 80% - Positive engagement in STEPS refreshers for staff throughout the year - Incident tracking, reduction in trends 		<ul style="list-style-type: none"> Ongoing over the year, reviews at periods stated Weekly RPI review Half Termly learning walks 	<ul style="list-style-type: none"> 11.1 STEPS Trainers 11.2 Head of School 11.3 STEPS Trainers 11.4 ELSA's & HOS 11.5 ELSA's, Department Leader & Class Teachers 	<ul style="list-style-type: none"> Sept 23 No RPI incidents recorded Sept 23 Emotion of the week on newsletter and shared with staff, 2 STEPS trainers completed Step Up training, 2 tutors completed refresher training, ELSA sessions started on referral Dec 23 1 RPI Reflective behaviour conversations initiated PPP plans being trialled by teachers Jan 23 Repair and restore visuals made by Communication TA to place in classes and easily accessible areas Feb 24 Joint work with HEA to share practice, behaviour tracking

							document in place, skills check completed Autumn term with positive staff feedback.
12. Relationships Among Pupils and Staff	To continue to promote positive relationships between student groups through collaboration across ages and phases sharing common interests	<ul style="list-style-type: none"> - Initiate shared reading sessions where younger students read to older students - older students buddy younger students - shared parent/carer open afternoons within each department - Lunch clubs are chosen and initiated by students - School undertaking Wellbeing Award for Schools which will help to promote positive attitudes, wellbeing and mental health including relationships 	<ul style="list-style-type: none"> - An improvement in conflict resolution skills demonstrating understanding of others actions (playground, classroom) seen within learning walks - Deeper understanding of each other's needs when responding to and observing behaviour reflected on incident forms - Developed confidence and communication skills as observed in learning walks 		<p>Ongoing over the year, reviews at periods stated</p> <p>Weekly monitoring of incident forms</p> <p>Half termly learning walks</p>	<p>12.1 Department Leaders and Class Teachers</p> <p>12.2 Key Stage 4 and EYFS / Blue teachers</p> <p>12.3 Class Teachers and Department Leaders</p> <p>12.4 Upper school students, teachers and TA's</p>	<p>Sept 23</p> <p>4 shared reading sessions across school, 2 between upstairs and downstairs</p> <p>Dec 23</p> <p>Total of 8 classes participating in shared reading or experiences</p> <p>Robins class engaging in exploration station session with Owls and Wrens</p> <p>Lunch clubs established upstairs and split inside outside options for students downstairs</p> <p>Jan 24</p> <p>Wellbeing award statement of intent formulated</p> <p>Healthy Minds Network (staff) initiated.</p>
13. Feeling Safe Online	To ensure online safety strategies are regularly revisited to ensure students apply principles particularly out of school	<ul style="list-style-type: none"> - Complete review of curriculum to ensure it relates to Connected to a Digital World - Run parent workshop on online safety - Weekly online safety tips shared on newsletter - Current and topical risks shared on Class Dojo 	<ul style="list-style-type: none"> - Over 80% of pupil responses to survey demonstrate they know how to stay safe online - Pupils raising concerns with teachers - Class Dojo 'loves' demonstrate that parents have found information useful - Over 5 families to attend parent session 		<p>Yearly curriculum review</p> <p>Half termly monitoring of dojo</p> <p>Yearly surveys</p> <p>Half termly observations made during learning walks</p> <p>June 2024</p>	<p>13.1 Subject Leader & Pathway Lead</p> <p>13.2 Family Worker & IT Service</p> <p>13.3 Head of School</p> <p>13.4 Computing Lead and Head of School</p>	<p>Sept 23</p> <p>Online safety tips on newsletter for parents</p> <p>Dec 23</p> <p>Refresher training booked for the new year</p> <p>Feb 24 – online safety lead training complete</p>

Personal Development	Last revision date: 4 th September 2023	Author: Senior Leadership Team
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Aim: Develop well rounded, responsible and respectful citizens who play an active part in adult life and their local community.

Resourcing: Work experience placements, WEX coordinator to establish links with community projects

Priority Area	Objective	Actions (Timing)	Success Criteria	Progress RAG rating	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
14. Developing responsible, respectful, active citizens	To build upon existing community experiences with a wide variety of different citizens and stakeholders linked to Preparing for Adulthood Outcomes	<ul style="list-style-type: none"> - Work experience placements for all year 11 students - Key Stage 4 students volunteering at the Food Bank and other local organisations - Visiting shops on a weekly basis - Engagement in community projects e.g. Adams Heritage 	<ul style="list-style-type: none"> • Pupils observed to be more confident and independent in the community – Evidence for Learning observations • Pupils demonstrate safety in community – Evidence for Learning observations • Pupils have confidence when making choices for their future – voice at annual reviews, school council Voiceability 		Summer Term Ongoing throughout the year Year 11 WEX Summer Term Weekly visits within curriculum	14.1 WEX Coordinator & Careers Lead 14.2 Key Stage 4 Teachers and Department Leader 14.3 Class Teachers 14.4 Class Teachers and Subject Leaders	Sept 23 S3 volunteering at food bank on weekly basis, CRC group visiting shop to complete shopping for enterprise weekly (groups on rotation). Dec 23 Grange care home visits started Serving refreshments and social interaction at the Vine Church Jan 24 - Voiceability session has taken place by school council Feb 24 Wicken Fen visit, contact made with social businesses to establish work experience links.
15. Teaching Environment and Resources – Preparing for Adult Life	Develop life skills provision and flat to give students the opportunity to learn day to day living skills incorporating learning values which help prepare students for adulthood	<ul style="list-style-type: none"> • Complete TITAN Travel training within KS4 • Weekly community visits • Kit out the life skills flat with timetabled sessions for students in KS3 and KS4 • Life skills and learning values embedded within curriculum and regularly referenced • Accredit learning within life skills flat to AQA units for KS4 students 	<ul style="list-style-type: none"> • Pupils leave school with the skills to live as independently as possible • Students observed in learning walks as being more resilient and independent within tasks 		June 2024 Termly review in Pupil Progress meetings	15.1 Class Teacher and Department Leader 15.2 Class Teachers 15.3 Key Stage 4 Teaching Team 15.4 Class Teachers	Sept 23 Community visits as above Dec 23 Enhanced community visits as above Learning walks have demonstrated enhanced levels of independence Dec & Jan 24 Visits to the Grange Care Home

						15.5 KS4 Class Teachers & Exams Officer	Feb 24 Life skills flat set up
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Early Years	Last revision date: 4 th September 2023	Author: Senior Leadership Team
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Aim: To provide a variety of opportunities for learners to develop self-regulation, socialisation and communication skills with a variety of peers

Resourcing: Shared EYFS area with appropriate resources

Priority Area	Objective	Actions (Timing)	Success Criteria	Progress RAG Review	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
16. Social and Emotional Development	To continue to develop social and emotional skills and engagement with a variety of peers	<ul style="list-style-type: none"> - Shared activities between EYFS and Blue department - Shared playground with stimulating activities to promote engagement - Staff modelling and promoting engagement in learning both inside and outside - EYFS staff training session about play and engagement 	<ul style="list-style-type: none"> - Positive interactions between each group observed during learning walks - Staff observed to be actively modelling play and engagement outside during playground learning walks - Students enhanced engagement recorded on Evidence for Learning (initiation and interaction, persistence) 		<p>June 2024 Half termly observable interaction from staff</p> <p>Termly review of engagement and progress at pupil progress meetings</p>	<p>16.1 EYFS and Blue Teachers & TA's</p> <p>16.2 Class Teachers</p> <p>16.3 Class Teachers and Teaching Assistants</p> <p>16.4 Blue & EYFS Curriculum Lead</p>	<p>Sept 23 Exploration station sessions weekly shared between Wrens and Owls, shared playground in place.</p> <p>Dec 23 Exploration station now daily with developing independence. Themes each day so that broad curriculum coverage. Play skills developing and motivating to learners.</p> <p>Dec 23 Interaction and play skills CPD taken place for Wrens, Owls and Robins staff</p> <p>Feb 24 Grass being installed in EYFS/Blue area to enhance play opportunities</p>
17. Communication and Language	To continue to promote enhanced communication skills through the use of a variety of Alternative	<ul style="list-style-type: none"> - Communication rich environment with a variety of AAC devices (switches, communication boards, Eyegaze, Ipad, Communication Books, Makaton, 	<ul style="list-style-type: none"> - Progress demonstrated against individual outcomes in communication on Evidence for Learning 		<p>Half termly review</p> <p>June 2024</p>	<p>17.1 Class Teacher and Communication Lead</p>	<p>Sept 23 Targeted communication sessions in place and resourcing slots</p>

	Augmentative Communication (AAC)	<ul style="list-style-type: none"> vocalisation, Intensive interaction & PECS) - Provide targeted communication sessions to help students develop key skills of picture exchange and different methods of communication - Playground and specialist room communication boards to provide a range of opportunities to communicate - Staff modelling appropriate communication strategies following training 	<ul style="list-style-type: none"> - Entry and exit reports for communication sessions demonstrate individual steps of progress - Communication attempts demonstrated on learning walks 		Learning Walks and PP meetings Entry and exit progress over course of intervention (6-12 weeks)	17.2 Communication Lead 17.3 Communication Lead & Staff to model 17.4 Communication and Teaching Assistants	allocated, communication boards have arrived. Dec 23 Communication boards up on playgrounds Wrens embedded PECS strips with notable improvements in new students communication Jan 24 – 2 students in EYFS Blue provided with communication devices to support communication.
18. Curriculum and Assessment	To ensure there is a robust curriculum and assessment system within the EYFS appropriate to the needs of our learners.	<ul style="list-style-type: none"> - Review and translate the purchased curriculum framework on to existing platforms (Evidence for Learning) - Update the EYFS subject overview and rationale - Review and update the EYFS policy to reflect changes in curriculum and assessment - Review and update the EYFS information booklet and accompanying website information - Liaising and sharing progress with governors and senior leaders where appropriate 	<ul style="list-style-type: none"> - Progress demonstrated within small steps using new framework - Clear rationale for external visitors who understand what we are doing and why we are doing it - Policy reflects current practise - Clear subject overview for parents 		Review half termly via Pupil Progress meetings Frameworks – June 2023 Rationale – April 2023	18.1 TLR3 Temporary EYFS Leader	December 23 New framework package purchased from Equals that fits in with our curriculum headings Feb 24 TLR 3 post holder appointed to complete curriculum revisions