**SUMMARY of KEY ISSUES**

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| **Key issue 1:**Quality of education | **1.1 curriculum intent, implementation and impact is reviewed and embedded consistently across all our sites in line with new Ofsted framework.****1.2 introduce whole school ethos to link all aspects of school life into ‘cultural capital’ to succeed.****1.3 integration of teaching strategies into everyday practice that promote long term memory strategies that are research based for all our students.** |
| **Key issue 2:**Behaviour & attitudes | **2.1 continue to embed and refine emphasis on improving all students’ attendance- particularly students that fall into the 60-80% bracket- where small gains will have overall impact for those students and school.****2.2 Develop ‘satellite’ sites to offer the same highly effective teaching and learning as main site to reduce numbers of behaviour incidents and enable smooth transitions between sites****2.3** **Develop our school understanding of social, emotional and mental health needs; bring our practice right up-to-date; and enhance our professional development as a reflective, research-led practitioners / school.** |
| **Key issue 3:**Personal development(including careers) | **3.1 there is a separate Careers Action Plan that has already been circulated. This captures all the Ofsted requirements and the actions needed to secure the Gatesby Benchmark Award** **3.2 Continue to embed and widen offer of a SMSC rich curriculum, including BTECs, Personal, Social and Development BTEC, Independent living BTEC, enrichment activities, Wellbeing and Citizenship. All to be linked within school to the Six Domains of Resilience Model.****3.3 Introduce the ethos of ‘Cultural Capital’ with a range of culturalism in school, reflecting the heritage and influence and aspiration raising.**  |
| **Key issue 4:**Leadership & management | **4.1 each member of the Senior Leadership Team (SLT) to lead on an area of school improvement that encompasses an external award or certification (there will be separate action plans for these)****4.2 Develop and embed Wellbeing/Workload and Mental Health policies and strategies for staff.****4.3 Develop and embed ‘New Curriculum Focus’ to ensure all staff, stakeholders, parents/carers and students are fully knowledgeable about the concepts within and using Intent, Implementation and Impact (from the new Ofsted Framework)** |

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|  | **Autumn 19** | **Spring 20** | **Summer 20** |
| **Evaluation by Head Teacher**  |  |  |  |
| **Next steps by Head Teacher**  |  |  |  |
| **Key Priority Cost Summary** **School adviser****Consultant-** SEND, Behaviour, Attendance all completed audits last term  | **Areas of Involvement**  |

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| **Area of Priority:****1:****Quality of Education** | **ReQUIRED IMPROVEMENTS:****1.1 curriculum intent, implementation and impact is reviewed and embedded consistently across all our sites in line with new Ofsted framework.****1.2 introduce whole school ethos to link all aspects of school life into ‘cultural capital’ to succeed.****1.3 integrating our teaching strategies into everyday practice that promote long term memory strategies that are research based for all our students.** |
| **Objectives:** | **Actions/Task** | **Lead Person** | **Monitoring and Evaluation with intended outcome and timescale and any contribution by Management Committee** | **What evidence will indicate progress?****When will evidence of outputs and outcomes be gathered?****SEF page cross reference**  |
| 1.1 **1.1 curriculum intent, implementation and impact is reviewed and embedded consistently across all our sites in line with new Ofsted framework.** | * Develop staff appreciation of the new Ofsted framework. SM to deliver INSET on the new framework and the rationale behind it.
* Develop staff understanding of the new 'Quality of Education' framework. SM to deliver INSET sessions linked to the 'Quality of Education' framework, to include Curriculum Intent, Implementation and Impact, and ‘teaching students to remember what they learn.’
* To identify Horizontal Curriculum links between subjects in an attempt to support the embedding of knowledge, understanding and skills with a working group to be established that comprises one member of staff from each subjects area.
* Group identifies opportunities for curriculum links between subjects.
 | SMKSMKSBPBAASMkSMKSubject Leads | INSET/CPD training logsLine Management meetingsMay 2019 - September 2019**PM** monitoring from Finance point**ID** from SEC pointHalf termly monitoring by SLT on data provided by **BW****RC** –data and T&L monitoring and standards SMK to liaise on these areas by emails and invitation to visit David Bird in role as School Adviser to advise on dataAK/SMK reports to M/CDiscussions and opportunities of possible links identified by Easter 2020Long Term plans amended to incorporate these links.Revised long term plans to be rolled out September 2020. | * Staff gains an appreciation of the framework and start to knowledgeably discuss important aspects of the framework with LMs and colleagues. Quizzes demonstrate improvement in knowledge and understanding.
* Initial Subject statements, end points and key words completed by w/b November 11th by all subjects leads.
* End points and key words start to appear in teachers' practice during QA exercises, 2019/2020
* M/C minutes in SEC
* Emails to M/C
* M/C visit forms completed
* Data capture dates in school calendar and shared with all staff
* Impact on Subject CPD, aim for this to be tailored to our staff and students needs
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**1.2 introduce whole school ethos to link all aspects of school life into ‘cultural capital’ to succeed.** | * To establish and embed cross curricular themes across the school, notably SMSC, Careers and cultural capital.
* Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. support of an informed adviser to make best use of available information commissioned.
* Careers lessons to be taught in new subject faculty with PHSE, Citizenship and British Values.
* Relevant staff training to deliver Careers lessons.
* Careers research skills to be taught as a discreet skill.
* Initial Subjects to be English, Maths, Science and PHSE. Other subject areas to follow.
* One lesson per half term in each subject to be devoted to careers linked to subject area.
* Develop a programme of employer visits into school and also external visits to employers to include all pupils.
* At least on visit, internal or external every week.
* Develop links with relevant stakeholders to enable a wide and varied programme of events to take place
* Develop links with Lancashire Enterprise Advisor Network.
 | Lead LA/SMLF, DF ??PBDFAll staff  | * Your whole-school careers programme:
* Is written down
* Is approved by the board of governors
* Has the explicit backing of senior leadership
* Has resources allocated to it
* Has systematic monitoring in place
* Has both strategic and operational elements
* Is published on your school's website
* Is on the school's website with information aimed specifically at:
* Students
* Teachers
* Employers
* Parents/Carers
* Is evaluated for effectiveness at least every 3 years
* Is evaluated using systematic feedback from:
* Students
* Teachers
* Employers
* Parents/Carers
* Has an identified lead individual with strategic responsibility for overseeing the programme
 | * Incorporation of these themes evidenced in Medium term plans or audits.July 2020
* SMSC opportunities identified and trips, guest speakers and work related opportunities start to roll out September 2020.
* M/C minutes
* Email trail between staff responsible for area of SIP and M/C
* Reports to SEC from staff, and attendance of staff at M/C meetings- particularly SEC
* M/C Training Log
* INSET Attendance Log
* Website Content continuously updated
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| 1.3 **1.3 integrating our teaching strategies into everyday practice that promote long term memory strategies that are research based for all our students.** | * A working group to be established with a focus on implementation
* Barriers to this process to be discussed and opportunities to support the development of fluency in a short stay setting identified and shared with staff.
* To identify the needs of the Medium Term Plan in the context of' helping students to remember what they have learned'.
* Workshops/' Top Tip' sessions at staff meetings to share good practice in this area.
* Maximise the impact of TAs on student outcomes- TA forums, led by DHT for Quality of Education to incorporate TA training sessions in the context of the new framework.
* Create more opportunities for collaborative planning/meeting time between teachers and TAs.
 | SMK All staffAK/SB/AK/SBSB/SENd teamAKKey Workers | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL**(ID,PM,BW,**

**RC,DS)*** Fortnightly data monitoring meetings between HT and DHt (SMK)
 | * QA exercises, book scrutiny, LWs, Lesson Obs and planning reviews will evidence methods being used to secure fluency.
* Medium term plans evidence spacing, retrieval and interleaving opportunities.
* Minutes of TA forum/training sessions
* Calendar of collaborative planning times
* Improved Baseline information on BW
* Management Committee Minutes
* DHT (data- SMK) report to SEC
* HT reports to MC
* MC visits records
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| **Area of Priority:****2:****Behaviour and Attitudes** | **ReQUIRED IMPROVEMENTS:** |
| **2.1 continue to embed and refine emphasis on improving all students’ attendance- particularly students that fall into the 60-80% bracket- where small gains will have overall impact for those students and school.****2.2 Continue to Develop ‘satellite’ sites to offer the same highly effective teaching and learning as main site to reduce numbers of behaviour incidents and enable smooth transitions between sites and our inclusive ethos.****2.3** **Develop our school understanding of social, emotional and mental health needs; bring our practice right up-to-date; and enhance our professional development as a reflective, research-led practitioners / school.** |
| **Objectives:** | **Actions/Task** | **Lead Person** | **Monitoring and Evaluation with intended outcome and timescale and any contribution by Management Committee**  | **What evidence will indicate progress?****When will evidence of outputs and outcomes be gathered?****SEF page cross reference**  |
| **2.1 continue to embed and refine emphasis on improving all students’ attendance- particularly students that fall into the 60-80% bracket- where small gains will have overall impact for those students and school.** | * Hold termly ‘Off site’, Parental review drop ins. To enable parents in the large geographical area we cover to have access to staff nearer to where they can readily travel to.
* These ‘offsite’ parental reviews will be in the form of Informal Coffee Mornings with SLT, one or two subject staff and the SENCO
* Continue with the Absence Comparison letter home to parents/carers and measure impact between 2 terms, as we will then have sufficient data.
* Continue with Attendance Officer tracking and completing more ‘welfare/home’ visits, when there are concerns of drop in attendance.
* Cotinue to work with LCC attendance consultant on up to date recommendations and policy checks.
* Compare pan- Lancashire PRUs and PRUs nationally to benchmark our attendance
* Continue to identify, intervene and use early help to encourage student attendance
 | SBJDAKACAC/JWACAKAKAC/AK/JW | * **MC SEC- visits**
 | * Teacher analysis and interventions

 * Weekly Friday Student Progress Review meetings
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| **2.2 Continue to Develop ‘satellite’ sites to offer the same highly effective teaching and learning as main site to reduce numbers of behaviour incidents and enable smooth transitions between sites and our inclusive ethos** | * Regular meetings to be scheduled between outreach staff and DHT for curriculum and lead for English and maths
* Build an inclusion strategy and implement- SB to propose draft to SLT and then collaborate with staff on what we want it to look like and include. Liaison with behaviour manager
* Embed the wider, even more bespoke curriculum for the individual needs of the satellite sites
* Continue to work towards the students on these sites attending the main site
 | SM/JDSGLFAAAM | * Plans / information is used by teaching staff to inform planning and have an impact on pupil learning
* The plans are reviewed regularly and engage pupils and parents.
* Show evidence of whole school professional development for SEN.
* SEN CPD to tie in with Development or SIP
* SEN CPD to meet Policy and Code of Practice
* SEN Policy to be reviewed annually
* Changes are shared with all staff
* Meets any future policy / code of practice changes
* Check legislation and current practise and revise add to as appropriate
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| **2.3** **Develop our school understanding of social, emotional and mental health needs; bring our practice right up-to-date; and enhance our professional development as a reflective, research-led practitioners / school.** | * Feedback for SEN / Low attainment
* Value added
* Three year attainment trends for SEN
* Lessons observed offer good quality learning opportunities and challenge for SEND pupils
* How effectively do teachers use support staff.
* How well are small group interventions taught?
* What is SEN attendance, punctuality, sanctions, bullying like at school
* How accurate is identification of SEND
* How we evaluate progress of individual SEND pupils based on age and prior attainment. (War board)
* How do the additional interventions show accelerated progress?
* SENCO Surgery
* Promotion of inclusion links with Special Schools / mainstream provisions set up SENCO cluster
 | AKSMkSMKForm TutorsSLTSLT | * Our staff/ students dipping into valuable resources and specialisms within the special school environment for example in print, Makaton, SLCN groups, social stories etc... Raised profile of Oswaldtwistle School
* Records of SEN Governor involvement are kept
* Governor report is repaired when requested to include student numbers on register, number who have moved down or up, number of students awaiting EHCP assessment,
* % SEN reached expected standard of progress and % not reached, attendance of SEN students, effectiveness and impact of multi-agency intervention and support, effectiveness of partnership with parents (parental complaints, % parents satisfied with SEN, attendance at review %) Income and expenditure, EHCP and SEN impact of provisions.
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**\*\*‘Cultural Capital’ –** Is theEssential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement.

**Six Domains of Resilience Model.**



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| **Area of priority:****3:** **Personal Development (including Careers)** | **ReQUIRED IMPROVEMENTS:** |
| **3.1 there is a separate Careers Action Plan that has already been circulated. This captures all the Ofsted requirements and the actions needed to secure the Gatesby Benchmark Award** **3.2 Continue to embed and widen offer of a SMSC rich curriculum, including BTECs, Personal, Social and Development BTEC, Independent living BTEC, enrichment activities, Wellbeing and Citizenship. All to be linked within school to the Six Domains of Resilience Model.****3.3 Introduce the ethos of \*\*‘Cultural Capital’ with a range of culturalism in school, reflecting the heritage and influence and aspiration raising.** |
| **Objectives:** | **Actions/Task** | **Lead Person** | **Monitoring and Evaluation with intended outcome and timescale and any contribution by Management Committee** | **What evidence will indicate progress?****When will evidence of outputs and outcomes be gathered?****SEF page cross reference**  |
| **3.1 there is a separate Careers Action Plan that has already been circulated. This captures all the Ofsted requirements and the actions needed to secure the Gatesby Benchmark Award**  | * Careers programme and action plan to be presented to Management Committee at first meeting of Academic Year 2019-2020.
* Web Site to be updated to include relevant and specifically targeted information.
* Evaluation Process to be designed to include all stakeholders and embedded into School Self Evaluation Plan.
* Develop a programme of employer visits into school and also external visits to employers to include all pupils.
* At least one visit, internal or external every week.
 |  | **PM** monitoring from Finance point**ID** from SEC pointHalf termly monitoring by SLT on data provided by **BW****RC** –data and T&L monitoring and standards SMK to liaise on these areas by emails and invitation to visit David Bird in role as School Adviser to advise on dataAK/SMK reports to M/C | * M/C minutes in SEC
* Emails to M/C
* M/C visit forms completed
* Data capture dates in school calendar and shared with all staff
* Improved outcomes for students in reading and spelling
* Meeting minutes on BW
* SLT actions and impact from subject specific areas
* Impact on Subject CPD, aim for this to be tailored to our staff and students needs
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| **3.2 Continue to embed and widen offer of a SMSC rich curriculum, including BTECs, Personal, Social and Development BTEC, Independent living BTEC, enrichment activities, Wellbeing and Citizenship.** | * School web site to be developed to provide simple navigation and accessible information and guidance for all stakeholders.
* Training of staff for BeReady employability skills courses and materials.
* Schemes of work in PHSE to include challenge stereotypical thinking with reference to careers.
* Training of staff for BeReady employability skills courses and materials to help with raising aspiration.
* Investigate software packages to enable pupils to record their careers and enterprise experiences and to allow access by pupils of their records.
* Purchase necessary software and train staff.
* Access to Careers and Enterprise Company’s new dashboard.
* Training of staff in use of CEC dashboard.
* Roll out of plans to include a link to careers in all schemes of work and lesson planning.
* Staff training.
* Investigate and develop STEM subjects.
* Continuation of Calico life Skills course.
 |  | * T&L and data overseen by **RC**
* SEND/ safeguarding overseen by **ID**
* Behaviour/ICT/**BW**
* GDPR overseen by **BW**
* PPG, Finances and resources overseen by **PM**
* Improvements, Parental Involvement, overseen by **DS**
 | * M/C minutes
* Email trail between staff responsible for area of SIP and M/C
* Reports to SEC from staff, and attendance of staff at M/C meetings- particularly SEC
* M/C Training Log
* INSET Attendance Log
* Website Content continuously updated
 |
| **3.3 Introduce the ethos of ‘Cultural Capital’ with a range of culturalism in school, reflecting the heritage and influence and aspiration raising.** | * Develop links with relevant stakeholders to enable a wide and varied programme of events to take place
* Develop links with Lancashire Enterprise Advisor Network.
* Link with Accrington College, Nelson and Colne College, Blackburn College and Myerscough Colleges. Arrange visits both internal and external. All pupils to be included.
* Link with Alder Grange sixth form Arrange visits both internal and external. All pupils to be included.
* Link with UCLAN, Manchester and Liverpool, Lancaster and Cumbria Universities. Arrange visits both internal and external. All pupils to be included.
* Link with Training 2000 and North Lancashire Training Group. Arrange visits both internal and external. All pupils to be included.
* Develop links to apprenticeship providers. Arrange visits both internal and external. All pupils to be included.
 |  | * Monitoring termly for each M/C meeting by HT, chairs of SEC, F&R and FULL**(ID,PM,BW,**

**RC,DS)*** Fortnightly data monitoring meetings between HT and DHt (SMK)
 | * Improved Baseline information on BW
* Management Committee Minutes
* DHT (data- SMK) report to SEC
* HT reports to MC
* MC visits records
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| **Area of priority:****4:** **Leadership and Management** | **ReQUIRED IMPROVEMENTS:** |
| **4.1 each member of the Senior Leadership Team (SLT) to lead on an area of school improvement that encompasses an external award or certification (there will be separate action plans for these)****4.2 Develop and embed Wellbeing/Workload and Mental Health policies and strategies for staff.****4.3 Develop and embed ‘New Curriculum Focus’ to ensure all staff, stakeholders, parents/carers and students are fully knowledgeable about the concepts within and behaving Intent, Implementation and Impact (from the new Ofsted Framework)** |
| **Objectives:** | **Actions/Task** | **Lead Person** | **Monitoring and Evaluation with intended outcome and timescale and any contribution by Management Committee** | **What evidence will indicate progress?****When will evidence of outputs and outcomes be gathered?****SEF page cross reference**  |
| **4.1 each member of the Senior Leadership Team (SLT) to lead on an area of school improvement that encompasses an external award or certification (there will be separate action plans for these)** | * Rights Respecting Award validated form Unicef. This is an internationally recognised award for putting children’s rights at the heart of schools in the UK.
* Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.
* Quality Mark- a nationally recognised validated mark by the Basic Skills Agency that recognises when a school has reached a bench mark level with both maths and English and they are both of a recognised high standards
* Gatesby Benchmark- referenced previously in Careers
* Mental Health Award- validated by the Carnegie Centre of Excellence. (Leeds University) This will validate all the excellent work we do with our students and will include how we help and support the wellbeing and mantel health of our staff.
 | SMKSPSMKSPSBPBAKAAAMABPB/DFJWAll staff | **PM** monitoring from Finance point**ID** from SEC pointHalf termly monitoring by SLT on data provided by **BW****RC** –data and T&L monitoring and standards SMK to liaise on these areas by emails and invitation to visit David Bird in role as School Adviser to advise on dataAK/SMK reports to M/C | * M/C minutes in SEC
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* Improved outcomes for students in reading and spelling
* Meeting minutes on BW
* SLT actions and impact from subject specific areas
* Impact on Subject CPD, aim for this to be tailored to our staff and students needs
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| **4.2 Develop and embed Wellbeing/Workload and Mental Health policies and strategies for staff.** | * Write and implement a policy to encompass all the aspects of the new frameworks emphasis on workload and wellbeing for staff
* Write and implement a policy for the whole school ethos for Mental Health ( staff and students)
* Decide on a Staff Mental Health Champion
* Develop role of staff wellbeing coordinator, and budget accordingly
* Set up a working group to come up with and share ideas around what improvements we can implement as a school
* Subscribe to the Education Assistance Programme, to enable a confidential service for all staff to access which offers many benefits including a designated help line and counselling.
* Free NHS health check for all eligible staff – to be held in school by NHS professionals.
* Reduce and cancel all non-essential meetings
* Calendar all line management meetings with sufficient notice to enable time to pick up on workload and wellbeing.
* Ensure time within the CPD calendar for Insets and twilights to share best practice/ resources/ hints and tips
* Rigorous and fair return to work policy followed to support or challenge staff absence.
* Liaise with local gym providers to get a reduction for staff.
 | AK KS SMK PBSubject LeadersAK to invite staffKSKS/AK/SMKAK | *
 | * M/C minutes
* Email trail between staff responsible for area of SIP and M/C
* Reports to SEC from staff, and attendance of staff at M/C meetings- particularly SEC
 |
| **4.3 Develop and embed ‘New Curriculum Focus’ to ensure all staff, stakeholders, parents/carers and students are fully knowledgeable about the concepts within and behaving Intent, Implementation and Impact (from the new Ofsted Framework)** | * Monitor more closely the emerging difference between English and maths performance
* Identify key students and maths that need knowledge gaps filling and maths department devising new ‘fluency; pieces of work and learning to help students with knowledge gaps.
* Key elements form action point 1.1 in Quality of Education co-exists in this leadership and management area. Cross link these actions.
* Continue with links for CPD/Trainee teacher/ sharing best practice with ELTSA (East Lancashire Training School Alliance) and training Initial Teacher training students (ITT) in how a PRU works and fits into the education sector.
* Enable all subject teachers to access CPD/training for the new framework and how it impacts their subject if it were the focus of a ‘deep dive’
* Whole school policy for end of topic assessments and new KS3 assessment framework
 |  | * RC –data and T&L monitoring and standards SMK to liaise on these areas by emails and invitation to visit
* David Bird in role as School Adviser to advise on data
* AK/SMK reports to M/C
* Discussions and opportunities of possible links identified by Easter 2020
* Long Term plans amended to incorporate these links.
* Revised long term plans to be rolled out September 2020
 | * Staff gain an appreciation of the framework and start to knowledgeably discuss important aspects of the framework with LMs and colleagues. Quizzes demonstrate improvement in knowledge and understanding.
* Initial Subject statements, end points and key words completed by w/b November 11th by all subjects leads.
* End points and key words start to appear in teachers' practice during QA exercises, 2019/2020
* M/C minutes in SEC
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