Sea View Trust Improvement Plan

Park Community Academy

"We grow together, we learn together, we will achieve our best together."

Term	Date Review Completed	Initial	Comment
Autumn			
Spring			
Summer			

Supportive Empowering Aspirational Visionary Inclusive Ethical Welcoming

Achieving Trust-wide School Improvement

The Sea View Trust recognises that sustainable improvement is underpinned by core principles:

- Clear vision and values
- Accurate self-evaluation
- A collaborative model of targeted, sustained school improvement and workforce development
- A holistic and inclusive curriculum which is affordable
- Validation and accountability structures which ensure compliance

All Sea View Trust organisations engage in continuous self-evaluation to inform leaders and stakeholders of the
Improvement priorities for each setting. Schools retain ownership of their Self-Evaluation Forms (SEF) and identify
how best to present this information to their stakeholders. All improvement activity in Trust academies is underpinned by
the school's mission statement and aims. Improvement is planned in accordance with the Trust Vision and Values to
deliver on the Trust's Strategic Priorities.

The **School Improvement Plan** is produced annually at the commencement of the Autumn Term by Senior Leadership Teams and approved by Governors (College Directors) and the CEO. The SIP is evaluated at least once each term and a RAG rating is presented to those responsible for Local Governance. The ongoing review of the SIP is part of the twice termly School Improvement Support (SIS) visits undertaken by the CEO. Overall accountability for the delivery of the SIP rests with the Headteacher although tasks are devolved to named staff who are typically held to account through the Appraisal process.

Core SIP planning documentation is consistent across Trust organisations. However, individual organisations may supplement the SIP with additional faculty/subject/ aspect plans as required.

The fundamental purpose of Trust School Improvement is '***to deliver high quality education to support the resilience of our learners, maximising their progress and attainment outcomes through a process of continuous improvement.***' We must ask ourselves why we are doing what we are do and the answer must always be to enhance the quality of education for our learners. It is our collective intention to produce rigorous plans, set SMART targets and ensure that learners are at the core of our work. We are committed to supporting staff in terms of professional development opportunities and reasonable workloads that remain sensitive to the demands of the school year.
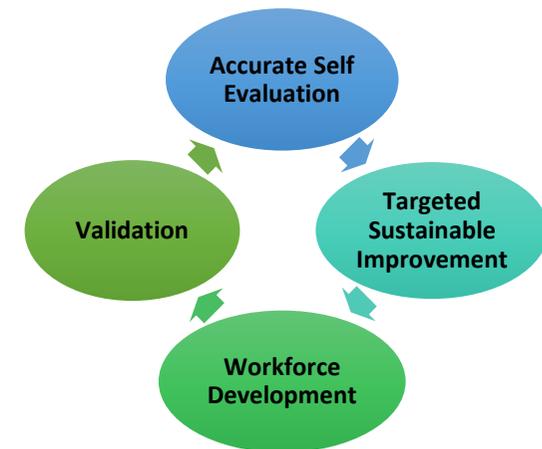
Our shared planning format has been informed by existing school improvement planning documentation and the EEF Guidance Report 'Putting Evidence to work: A School's Guide to Implementation'.

Trust Strategic Priorities

Performance Focus: To deliver high quality education to support the resilience of our learners, maximising their progress and attainment outcomes through a process of continuous improvement.

Learning Environment Focus: To provide a high-quality learning and teaching environments.
Leadership and Governance Focus: To ensure robust leadership and governance including financial and regulatory compliance.

People Focus: To capitalise on the benefits of Trust membership through working together and sharing expertise, resources and best practice.

Growth Focus: To support the sustainability and longevity of the Trust.

Stakeholder Focus: To collaboratively engage with all Stakeholders.

Core Improvement areas:

- Leadership and Management
- Quality of Education
- Personal Development
- Behaviour and Attitudes
- Overall Effectiveness

Additional (if applicable):

- Early Years
- Sixth Form Provision

Leadership and Management

Trust Strategic Priorities: To ensure robust leadership and governance including financial and regulatory compliance.
To capitalise on the benefits of Trust membership through working together and sharing expertise, resources and best practice.

Summary evidence from self-evaluation (Where are we now?)

The leadership structure and governance at PCA is strong as was recognised in our last OFSTED report. (May 18)

Working in tandem, governors and leaders provide the school with visionary leadership. This has ensured that the school has continued to improve and meet pupils' increasingly complex and diverse needs. Leaders and governors are relentless in their quest for each and every pupil to make the most of their time at the school. Leaders have created a dynamic, warm and pupil-centred community in which everyone feels committed, happy and fulfilled. This is a school where every member of staff is encouraged to be a leader. Members of staff are set ambitious targets for their own development, which ensure that everyone plays a key role in sustaining and developing the school. Middle leaders share their senior colleagues' perceptive and nuanced understanding of the school's effectiveness. Their successful approach is underpinned by a total commitment to doing their best for pupils. They check astutely on the quality of teaching in their areas, and have a clear understanding of what needs to be done to make further improvements. Consequently, they play a vital role in the school's ongoing success and present as a budding team of senior leaders.

Since this report, we have continued to develop the effectiveness of leadership across PCA in the following way –

- In January 2021 the former Deputy Headteacher took up post as Headteacher.
- In September 2021 the former Assistant Headteacher (Pastoral and Behaviour) took up post as Deputy Headteacher.
- Following this, our KS3 Team Leader took up post as Assistant Headteacher (Pastoral and Behaviour).
- A Head of Sixth Form position was created and recruited to for September 2021, meaning that all 5 phases had a dedicated Team Leader.
- The Assistant Headteachers (SENDCO's) took up a cross Trust leadership role in September 2021.
- Other members of Park's Leadership represent PCA at a range of trust level events, including The Whole School SEND project, Safeguarding group, HTB, DHTB and the SBM cluster.
- The Business Team underwent a significant restructure supported by the central team following the resignation of key personnel.
- A significant amount of CPD has been delivered to our Subject Leaders, including cross trust working to further develop their knowledge, skills and confidence as Subject Leaders.
- The Faculty model has been extended from 2 to 5 Faculties – each led by a senior member of staff and monitored by a named Governor. These faculties meet half termly.
- We have introduced a "Champions" model, identifying specialists across the school in targeted areas of SEND including, ASC, SLD, Sensory and Communication.

In August 2021, the Blackpool Teaching School Alliance ceased to exist. PCA however, continues to be the lead school running the newly established Blackpool Sea View Trust School Direct programme. Our ECT Leads are also supporting and delivering as part of the Embrace Teaching School Hub.

Key priorities (What problems do we need to solve?)					
● To ensure the newly appointed leaders within PCA are effectively inducted, mentored and embedded into their roles, leading to them demonstrating impact across their areas of responsibilities. ● To embed the leadership role of the subject leaders and Champions, ensuring rigour, challenge and accountability for their curriculum and accreditation offer and for pupil progress in their area. ● To demonstrate impact as leaders across the wider Trust

Intervention Plan					
Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead Staff	Intended Impact – Short/ Medium/ Long term	Evaluation

Key Priority 1
● To ensure the newly appointed leaders within PCA are effectively inducted, mentored and embedded into their roles, leading to them demonstrating impact across their areas of responsibilities.
    ➢ Designate mentors for newly appointed leaders who will carry out induction, coaching and mentoring.
    ➢ Use the appraisal system to set challenging targets and to provide support and monitoring to ensure impact is achieved.
    ➢ Where appropriate enrol newly appointed leaders onto NPQ or DSBM.
	21-22	CPD Budget
		
		Access fully funded NPQ's
			SLT	➢ Newly appointed leaders confident in their new roles and demonstrating impact across the school.
				➢ HT/DHT drive forward the 5 year vision.
				➢ AHT (P&B) introduce and embed 'PCA Way'.
				➢ HOS ensures successful transition to The Oracle.
				➢ ABL effectively oversees the restructure and efficient working of the business team.	

Key Priority 2 ● To embed the leadership role of the subject leaders and Champions, ensuring rigour, challenge and accountability for their curriculum and accreditation offer and for pupil progress in their area. ➢ Maintain consistency across subject leaders 21-22. ➢ Continue to further develop subject leader network and support through faculties and SVT clusters.	21-22	CPD and capitation budget	Faculty and Subject Leaders	➢ All Subject Leaders are confident and effective when leading and monitoring their subject. ➢ Subject visions embedded and all staff confident across school. ➢ Good or better progress made across all curriculum areas	

➢ SIP to support key Faculty/Subject leaders through mock deep dive. ➢ Time allocated to faculty/subject leaders to conduct paired learning walks, book scrutiny and marking audits. ➢ New simplified tracking and target setting document to enable subject leaders to have a clear picture of pupil progress across their subject. ➢ Faculty/subject leaders to access to relevant CPD. ➢ Subject area progress meetings to be held with AHT's and faculty leaders during the Autumn term. ➢ Subject area development plans with proposed budgets to be completed Autumn term. ➢ Enhance the role of champions across the school to reflect the growing population and increasing complexity of our pupils. ➢ Ensure these champions play a lead role, alongside subject leaders in curriculum developments				➢ Fully inclusive, broad, balanced and challenging curriculum offer in place across PCA	
Key Priority 3 ● To demonstrate impact as leaders across the wider Trust ➢ To rebrand and lead on the SVT School Direct programme -Introduce a revised programme of study, validated by UOC -Enrol further schools into the programme and increase - the number of mainstream schools delivering on the course. -Increase the number of students on the SEND programme. -Increase the number of graduates securing full time teaching positions. ➢ Increase the number of senior leaders taking part in the SVT Peer 2 Peer Reviews.	21-22	Staffing budget and back fill payments.	PCA Leaders	➢ SVT School Direct programme successfully established across Blackpool. ➢ Improved employment rates for graduates. ➢ Increased number of SEND students enrolled for 22-23. ➢ All of SLT to have gained skills and knowledge through having taken part in P2P reviews. ➢ Increased confidence across the Trust in leading SEND. ➢ SVT Subject clusters established and effective.	

➢ PCA SENDCO's to lead SVT SEND offer. ➢ PCA Faculty and Subject leaders to play a key role in subject cluster meetings. ➢ DHT to be part of an expert panel in Whole School SEND. ➢ ECT Leads to deliver on the Embrace Teaching Schools programme.				

Quality of Education: Summary evidence from self-evaluation
Trust Strategic Priority: To deliver high quality education to support the resilience of our learners, maximising their progress and attainment outcomes through a process of continuous improvement.

Summary evidence from self-evaluation (Where are we now?)

Throughout 2019-20, PCA has undertaken a full curriculum review. An overarching structure was put in place, identifying the 2 key strands to our curriculum offer
- Academic curriculum (Formal Curriculum)
- Aspirations for Adulthood curriculum. (Developmental Curriculum)

This was revisited in 2020-21, and brought in line with the 3 strand Trust model, with the addition of
- Therapeutic (Additional Curriculum).

These strands clearly show the broad and balanced curriculum offered at PCA both formally and informally and have a shared vision
At PCA, our curriculum enables pupils to Grow, Learn and Achieve in preparation for adult life. All pupils access a broad and balanced curriculum, which is designed to meet their needs and stage of development. Pupils are challenged to achieve the very best they can and their progress is rigorously tracked and celebrated

The over aching golden threads of our curriculum aim to develop -
- *Successful learners who have a love for learning, make better progress & achieve their full potential.*
- *Resilient individuals who are able to live safe, healthy, rewarding and happy lives.*
- *Responsible citizens who make a positive contribution.*

A further piece of work was carried out to identify end goals for our pupils at each transition point. These were linked to their EHCP outcomes and a FLIKs document has been created as a point of reference for staff. This work was completed in consultation with staff, parents and carers, pupils and Governors.

Following this, primary and secondary subject leads, supported by Heads of Faculty and Assistant Headteachers undertook a full review of their curriculum offer to identify end goals, golden threads and to ensure sequential learning focussing on key sticky knowledge. This work continued throughout lockdown and all curriculums, accreditation offers and policies have now been reviewed.

Further curriculum review took place in 20-21 when subject leaders collaborated across Trust to develop the Sea View Trust curriculum offer.

Throughout COVID-19, PCA continued to offer face to face education to a high percentage of our population. This was delivered in class bubbles and did result in the reduction of specialist teachers being able to deliver their own subjects. However, staff worked collaboratively to ensure our curriculum offer remained broad, balanced and robust. Staff worked hard with pupils and the needs of our families to implement systems and processes to ensure that all pupils working remotely still received a high quality education. Through the use of Google classroom and age appropriate resources, our ambitious curriculum continued to be delivered.
Our accreditation offer was maintained throughout the pandemic, with all pupils successfully achieving their predicted grades.

Throughout 20-21 we continued to use BSQ and CASPA as our main assessment and target setting tool. In addition to this we used a series of baselining assessments, to gauge the level of lost learning that had taken place throughout the pandemic. This data informed our COVID Catch Up spending and interventions which were put into place.

Key priorities (What problems do we need to solve?)

- To ensure that the PCA curriculum offer is fully inclusive.
- To embed the Sea View Trust curriculum offer and pedagogy across all key stages and further develop staff and pupil understanding of their journey from Jubilee to Sixth Form with a clear focus on end goals for our pupils.
- To revise the assessment and target systems across PCA to ensure that they are rigorous, robust and fit for purpose.

Intervention Plan					
Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
Key Priority 1 - To ensure that the PCA curriculum offer is fully inclusive. ➢ Where appropriate identify pupils who would benefit from mainstream experience, or who need to work towards reintegration into mainstream	21-22	Staffing, capitation, CPD budget	DHT AHT HOF HOS	➢ Effective mainstream inclusion opportunities in place where appropriate. ➢ High quality, appropriate, aspirational and differentiated curriculum evident through learning walks, pupil work, displays and pupil progress.	

➢ Identify effective mainstream partners who are willing to work collaboratively with us to best meet the needs of our most-able pupils ➢ Establish effective working partnerships and set up "inclusion hubs" within mainstream schools ➢ Identify and train key PCA staff to support the inclusion hubs ➢ Communicate effectively with parents/carers and pupils for whom inclusion opportunities are identified. ➢ Subject leaders and class teachers to ensure the curriculum is effectively differentiated to ensure challenge and aspiration across all areas of need. ➢ SIP/SMT/Subject leaders carry out learning walks and deep dives to monitor curriculum offer, teaching and learning, pupil progress. ➢ Ensure CPD opportunities promote an inclusive curriculum ➢ Implement relevant change as a result of evidence based projects where appropriate.				➢ Curriculum offer regularly reviewed and refined to ensure it meets the needs of PCA population.	
Key Priority 2 ● To embed the Sea View Trust curriculum offer and pedagogy across all key stages and further develop staff and pupil understanding of their journey from Jubilee to Sixth Form with a clear focus on end goals for our pupils. ➢ Ensure clear end goals are embedded for each subject area at the end of each key stage. ➢ All subject leads to ensure the SVT curriculum offer and golden threads run through each subject and across all key stage phases. ➢ Faculty and subject leaders to carry out learning walks and deep dives to monitor the SVT curriculum offer, teaching and learning and pupil progress.	21-22	CPD, Capitation budget	SLT/SMT, Faculty and Subject Leads	➢ High quality, appropriate, aspirational and differentiated curriculum evident through learning walks, deep dives and pupil progress. ➢ Whole school golden threads fully embedded across the whole of PCA community.	

➢ Faculty and subject leads to ensure a spiral curriculum results in sticky knowledge being regularly revisited and embedded. ➢ Subject leaders to ensure their curriculum offer is effectively differentiated to ensure challenge and aspiration across all areas of need. ➢ Embed the whole school golden threads –successful learners, resilient individuals, responsible citizens across the PCA community					
Key Priority 3 ● To revise the assessment and target systems across PCA to ensure that they are rigorous, robust and fit for purpose. ➢ Convert to BSQ connecting steps V5 ➢ Pre P4 to use engagement steps ➢ Post P4 to use P and NC levels initially with the aim to move to progression steps by 09/22 ➢ Post 16 pupils to use Steps4Life ➢ Design and implement PCA tracking and target setting document. ➢ Increase to 3 data drops ➢ PCA tracking and target document to be updated and rag rated termly and monitored by Team Leaders, AHT's and Subject Leaders. ➢ End of key stage targets for English and Maths to be added to PCA target setting and tracking document, in line with NWSCAP progression tables.	21-22	CPD, Assessment budget	DHT, AHT's (P&S)	➢ All data converted to V5 ➢ Staff confident in using V5 ➢ Tracking document complete ➢ Analysis of tracking document undertaken and informing next steps.	

Personal Development: Summary evidence from self-evaluation
Trust Strategic Priority: To deliver high quality education to support the resilience of our learners, maximising their progress and attainment outcomes through a process of continuous improvement.

Summary evidence from self-evaluation (Where are we now?)

At PCA, we aim to nurture and develop resilient pupils and a resilient workforce.

Pupil attendance has historically been excellent. During the national pandemic, our attendance managed to stay as high as 89.6% (2020-21).

Parental surveys identify that our pupils are happy to come to school and feel safe and well cared for here. However, we also recognise that many pupils may struggle with their self-confidence and self-esteem. In line with the national picture, at PCA there has been an increased number of children requiring emotional support with regards to their mental health since returning to school after the national lockdowns.

Therefore, everything we do at PCA, both within and outside the curriculum is underpinned by the ethos that we want to develop confident and resilient individuals who are able to live safe, healthy, rewarding and happy lives by becoming:
- *Successful learners who have a love for learning, make better progress & achieve their full potential.*
- *Resilient individuals who are able to live safe, healthy, rewarding and happy lives.*
- *Responsible citizens who make a positive contribution.*

At PCA, we have a family support and learning mentor team who work with children and their families to further develop resilience within the PCA community.

However, Blackpool is a town with very high levels of deprivation and crime. Social care faces many challenges and families may not always receive the high levels of support they need. Added to this is the impact of COVID on families. Therefore, PCA has a key role to play in supporting the mental wellbeing of our children.

Staff attendance is good. Overall the staff are happy and resilient with OFSTED (May 2018) noting that:
"Staff are unanimously positive about working at a school they feel continues to improve rapidly. They feel proud to work at the school and find their work fulfilling and filled with moral purpose".

High importance is placed on staff professional development at all levels and a strength of PCA is the comprehensive and effective communication systems, which ensure that all staff receive the relevant information needed to carry out their role effectively.

We also recognise the need to continually monitor staff wellbeing and workload. A variety of staff from different areas of the academy represent the staff wellbeing group. This group meets regularly to discuss a variety of aspects of school life at PCA with a solution focussed approach.

Key priorities (What problems do we need to solve?)
- To continue to ensure progress towards our OFSTED target "Further develop the school's systems for assessing pupils' personal, social and emotional development, so leaders and governors have a clear overview of how much progress pupils are making in these important areas."
- To enhance the PCA offer to support the Mental Health and Wellbeing of the PCA Community.

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
Key Priority 1 ● To continue to ensure progress towards our OFSTED target "Further develop the school's systems for assessing pupils' personal, social and emotional development, so leaders and governors have a clear overview of how much progress pupils are making in these important areas." ➢ To refresh and further embed the effective use of Evisence across the school ➢ To fully induct new staff into the use of Evisence ➢ To embed the use of Evisense as part of the review and parents evening process to communicate progress to key stakeholders ➢ PHSE leads to report on the use of Evisense to Governors through the Head teachers report to teachers. ➢ To introduce Engagement model for pupils working below historic P4 ➢ To embed the use of Steps4Life to record personal progress across Sixth Form	21-22	Assessment budget	MS / HB/ SLT / SMT/ Teachers and support staff	● Increasingly accurate and informative assessment and reporting of pupils personal, social and emotional development across all 5 key stages ● Visual aid for parents/carers/ key stakeholders at meetings / parents evening leading to an improved understanding of personal progress of pupils	
Key Priority 2 ● To enhance the PCA offer to support the Mental Health and Wellbeing of the PCA Community.(Post Covid) <u>Pupils</u> ➢ To enhance the learning mentor team to 3 learning mentors across PCA ➢ To reinstate playground pals and develop the role of pupil mentors ➢ To embed the OPAL programme across the school ➢ To refresh the extended day offer ➢ To launch the "PCA way"	21-22	Wellbeing Budget Staffing Budget Covid Recovery / Pupil Premium budget	AHT-pastoral Learning mentor FS Team Opal working party Staff Well	➢ Learning Mentor/s programme of support is robust and effective ➢ ➢ A successful PALS / OPAL system in place at both break and lunchtimes. ➢ ➢ A whole school culture of supporting staff mental health and well-being is evident through	

➢ To relaunch the role of PCA Pupil Voice following COVID and increase the number of SC meetings and the impact of this pupil voice ➢ To work with external providers providing pupils with resilience techniques and emotional support ➢ To complete the AFA achieving well-being programme Staff ➢ Re launch staff well being group with clear leadership and focus. ➢ Staff wellbeing lead to work closely with SMT in identifying suitable, effective strategies to reduce workload ➢ Enhance the role of the mental health first aiders in school ➢ Engage with staff wellbeing schemes e.g. Cycle to work, Flu/HepB/Covid vaccines. Parents and carers ➢ Audit parents re- training/social/support needs ➢ Offer and facilitate a range of fully funded adult learning courses. ➢ Embed and enhance the coffee morning / workshop programme ➢ Refresh the parental social offer ➢ To achieve the LPPA (parent partnership) award ➢ Increase the access to parent/child collaborative after school activities - eg, Lets Get Cooking.			Being Team	regular discussion/concerns raised and group meetings. ➢ ➢ Robust Well Being Policy in place and adhered to. ➢ Impact reflected in staff/ parent / pupil surveys ➢ ➢ Impact reflected in staff and pupil absence data. ➢ ➢ Improved whole school team ethos (The PCA Way). ➢ ➢ LPPA award status achieved ➢ ➢ AFA Achieving Well Being programme completed successfully ➢ Improved parental offer in place and accessed by an increased percentage	

Behaviour & Attitudes: Summary evidence from self-evaluation
Trust Strategic Priority: To deliver high quality education to support the resilience of our learners, maximising their progress and attainment outcomes through a process of continuous improvement.

Summary evidence from self-evaluation (Where are we now?)
Personal Development, behaviour and welfare were judged to be outstanding at our last inspection (May 2018). PCA has a robust behaviour management policy in place, which is reviewed regularly. All staff are trained in positive handling (Team Teach) and the school has 2 advanced Team Teach Trainers and 2 standard trainers. PCA also offer Team Teach training across the Authority. Staff members have fantastic relationships with the children at PCA, as was noted in the last Ofsted report where it states: *"Staff provide excellent support for pupils who have exhibited challenging behaviour. Staff are highly skilled in de-escalating situations. Their detailed knowledge of pupils' needs enables them to enact appropriate strategies to refocus pupils. Staff are skilled in building the caring and respectful relationships which underpin the school's approach to managing pupils' behaviour"*. In September 2021 the CPOMS behaviour and safeguarding tracking system was introduced at PCA, allowing key staff the opportunity to analyse behaviour patterns and implement supportive interventions where necessary. The Academy aims to provide and maintain a caring, safe and secure environment for all. The PCA community have followed 'The Golden Rules' for many years. We feel it is the right time to focus on empowering the current PCA community to start to redesign the academies ethos and priorities through The PCA way.

Key priorities (What problems do we need to solve?)
● To refresh PCA's pastoral and behaviour ethos and introduce and embed the PCA way. ● To implement a new pastoral and behaviour reporting and tracking system (CPOMs)

Intervention Plan					
Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation

Key Priority 1
● To refresh PCA's pastoral and behaviour ethos and introduce and embed the PCA way.
  ➢ Taking into account pupil voice through student council meetings
  ➢ Empowering staff to work collaboratively towards the language used during directed time, highlighting priorities and expectations for all
	21-22		SLT
			SMT
				➢ Refreshed whole school principals, focusing greater attention to the current emotional and behavioural climate within all aspects of life at PCA.
				➢ Key 'consistent' expectations, understood	

➢ Using the staff voice to creatively make the PCA accessible for all ➢ Having clear links to the golden threads ➢ Communicating the PCA way to the whole PCA community ➢ Promoting the PCA way through, assemblies, displays, parents evening, twitter and newsletters				and by the whole PCA community	
Key Priority 2 ● To implement a new pastoral and behaviour reporting and tracking system (CPOMs) ➢ Introduce CPOMs to the PCA staff body through staff training ➢ Adapt categories and sub-categories to meet the needs of the PCA environment ➢ Provide PCA staff with continual support and guidance through the first year of CPOMs' introduction ➢ Use the reporting system to track key behaviours of pupils and different cohorts of pupils, highlighting Hotspots and/or triggers ➢ Implement intervention strategies to effectively support pupil behaviour through analysis of patterns	21-22		DHT/ AHT – Pastoral	➢ A robust and effective tracking system in place ➢ Clear analysis of behaviour patterns	

Trust Strategic Priorities To provide a high-quality learning and teaching environments; To deliver high quality education to support the resilience of our learners, maximising their progress and attainment outcomes through a process of continuous improvement; To collaboratively engage with all Stakeholders; To support the sustainability and longevity of the Trust...

Summary evidence from self-evaluation (Where are we now?)

PCA is a vibrant and highly effective school whose overarching golden threads are that we will develop young people who are '*successful learners, resilient individuals and responsible citizens'*. Our pupils engage in a broad and balanced curriculum and are challenged to achieve their very best. Pupils leave PCA with a wide range of qualifications including Entry level awards, certificates and diplomas, BTEC level 1 and 2 , functional maths , English and computing and where appropriate GCSE maths and Art. Our "Aspirations for Adulthood" curriculum offers our pupils a wide range of diverse experiences which prepare them for the appropriate level of independence throughout their time in school and when they take the next steps in life. Alongside this, our Therapeutic curriculum ensures that our pupils' communication, sensory, physical and medical needs are appropriately met. Through our Learning outside the classroom, extended day and residential programme we offer pupils the opportunity to develop independence, confidence and self-esteem in a supportive environment.

PCA is an outward facing school. Having been a founding member and strategic partner in the Blackpool Teaching School Alliance, setting up the highly successful School Direct programme in 2016, we are now the lead school running the Sea View Trust School Direct programme. PCA also offer support to our mainstream colleagues within the trust and across the local authority and offer full school SEND reviews and Team Teach training. A large number of our staff have advanced qualifications in SEND and many leaders and aspiring leaders have also successfully completed NPQML, NPQSL and NPQH and National SENDCO qualifications.

PCA recognises that our children, young people and our families have been significantly impacted by the COVID-19 pandemic. PCA remained open throughout for vulnerable and key worker children and provided high quality remote education for pupils shielding and isolating during lockdowns. PCA has used the COVID catch up fund not only to support the recovery of lost learning, but also to enhance the mental health and well being of our children and young people.

PCA has rigorously adjusted their safeguarding practice throughout the pandemic, to ensure all children and young people remained safe and well, regardless of whether they were receiving remote or face to face education.

Key priorities (What problems do we need to solve?)

- To use the recovery premium and the school led tutoring funding effectively to accelerate post COVID recovery.
- To audit practice and procedures around the Business administration of PCA.

- To audit learning areas across PCA and develop as appropriate

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
Key Priority 1 ● To use the recovery premium and the school led tutoring funding effectively to accelerate post COVID recovery.	21-22	Recovery premium, Pupil	SLT		

➢ Assess and identify the key areas of recovery needed across each key stage both academically and pastorally. ➢ Create action plan for the use of recovery premium and implement this. ➢ Recruit 2 School Led Tutors to work across the Primary and Secondary phases, targeting pupil premium demonstrating significant lost learning.		Premium and School Led tutoring funding.		➢ Clear understanding of lost learning across the PCA population. ➢ ➢ Interventions appropriately targeted ➢ ➢ Lost learning recovered	
Key Priority 2 ● To audit practice and procedures around the Business administration of PCA. ➢ Audit practice and procedures around the Single Central Record ➢ Audit practice and procedures around Finance and HR ➢ Audit practice and procedures around Health & Safety across the PCA site ➢ Audit practice and procedures around office processes Across all four areas, following audit we will implement procedural changes as appropriate.	21-22		GH/ LG	➢ Monthly SCR checks by the Headteacher in place and recorded. ➢ Regular Finance and HR audits and checks by AFL/ABL in place and recorded. ➢ Regular Health and Safety checks undertaken by Site Manager, ABL and Health & Safety Governor and recorded ➢ Regular office process and procedure checks undertaken by ABL	
Key priority 3 ● To audit learning areas across PCA and develop as appropriate	21-22	School budget	SLT	● All learning areas across PCA are fit for purpose and support positive attitudes and approaches to learning .	

Early years: Summary evidence from self-evaluation

Summary evidence from self-evaluation (Where are we now?)

Park Community Academy EYFS provision has been recognised externally, for several years as providing an excellent provision for pupils to achieve a high level of success towards meeting their targets from a low starting point; however PCA has not stood still. The new extension building is now fully in use and includes a new play area, purpose build nursery classroom, and Art Room.

The SEND needs of pupils now accessing the Lower Primary Department has also increased this year with a greater number of children with severe learning difficulties on role. The new Therapy Room and enhanced Sensory Room supports this change in provision. The Therapy Room is now able to provide the essential space for external agencies providing additional support for pupils with OT, PT and Speech Therapy outcomes on their EHCP. The new room also provides a place where PCA staff and parents work with the therapists during appointments. The Team Leader has taken the opportunity to further developed the new provision as part of her NPQML Leadership Qualification project which is to be completed this year.

Supporting children's learning at home during Covid restrictions has helped us to develop new ways of working in partnership with parents, which includes using Google Classroom, class emails, and providing practical home learning activities using every day resources. We have also developed our web site to include supportive videos for parents to understand their child's needs in relation to ASD and sign supported language. We have also developed a bank of daily routine songs that parents can access at home to link school and home closer together.

In 2020 PCA was an Early Adopter school for the new statutory framework for the EYFS that became effective from 1 September 2021.

To support this new framework, the curriculum and policy was revisited and updated to reflect all changes. The seven areas of learning and development remain unchanged, however there are new educational programmes and revised early learning goals (ELGS).

The Team Leader has adapted the methods of collecting evidence for assessments to enable staff to spend more time working with children rather than recoding evidence. The teacher's professional judgements are now drawn on more than physical evidence.

The Reception Baseline Assessment (RBA) has also been introduced. To support the delivery of the EYFS and provide a base to assess small steps of progress for pupils with complex needs the non-statutory guidance including Development Matters 2020 and Birth to Five Matters is used.

PCA is also working in partnership with the EYFS Lead at Tor View School as part of the Trust to develop a shared curriculum and assessment method for recording small steps of progress.

Key priorities (What problems do we need to solve?)

- To develop a new EYFS assessment tool showing the small steps of progress for pupils with SLD based on the new EYFS Framework. Working in partnership with Tor View as the other Trust Special Setting.
- To develop the outdoor provision to provide children with a greater range of opportunities to learn more from the natural environment. (Ofsted Target)

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
Key Priority 1 ● To develop a new EYFS assessment tool showing the small steps of progress for pupils with SLD based on the new EYFS Framework. Working in partnership with Tor View as the other Trust Special Setting. ➢ To embed the new EYFS Baseline assessment ➢ To complete an external moderation of the baseline ➢ To target set for the end of KS2 from the baseline ➢ To embed the new EYFS Curriculum	21 - 22	Assessment Budget	DB VH	➢ Improved target setting and challenge for pupils with SLD ➢ Improved partnership with Tor View ➢ Lost learning recovered ➢ Monitoring impact of interventions more accurately ➢ New EYFS Curriculum Embedded	
Key Priority 2 ● To develop the outdoor provision to provide children with a greater range of opportunities to learn more from the natural environment. ➢ To use the extended Forest are for daily activities ➢ To ensure all staff are secure in using the Forest school ➢ To provide a range of appropriate Forest school equipment for EYFS ➢ To provide outside clothing suitable for cold and wet conditions	21 - 22	Curriculum Budget	DB VH	➢ Improved pupil progress due to environment. ➢ Positive impact on relationships and resilience following Covid restrictions ➢ Increased confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. ➢ Expand vocabulary and communication skills ➢ Resources in place and accessible	

				➢ Increased staff training for EYFS Forest school	

Sixth Form: Summary evidence from self-evaluation *Trust Strategic Priority: To deliver high quality education to support the resilience of our learners, maximising their progress and attainment outcomes through a process of continuous improvement.*
Summary evidence from self-evaluation (Where are we now?) At Westbury Sixth Form Centre, we continue to provide a nurturing environment in a strong pastoral setting. We utilise a holistic learning approach to maximise inclusivity and we provide real opportunities for students to develop those all-important life and employability skills. We continue to provide students with outstanding teaching and learning that will prepare them for the all important steps towards adult life. We are currently undergoing consultation with the SVT and Blackpool LEA/Council to move our 6th form cohort and provision to 'The Oracle'. This move will provide our students with a more appropriate environment in which to 'Grow, Learn & Achieve' in preparation for adulthood, whilst continuing with an appropriately planned curriculum, in a more spacious setting with additional resources. It will also provide space for communication, recreational and pastoral times, as well as providing opportunity for enterprise and growth. Students follow one of three pathways that reflect the structure and aspirations of the school curriculum. Each pathway has the flexibility to capitalise on each student's strengths whilst supporting them to develop at an appropriate rate. Students are supported in the transition from WFSC with early signposting and discussions at reviews with appropriate members of satellite providers. Qualifications are mapped and tracked to gain the greatest level of outcomes possible for each student, be it a certificate or a diploma. Careers based encounters are a huge aspect of sixth form life, staff work closely with providers to offer bespoke and tailored placements for the maximum number of students possible. Our aim is to equip the students with the skills they will need to become successful learners, resilient individuals and responsible and integrated citizens within their communities. Students are offered national awards that match up to other outstanding post 16 providers on the coast. In 2021 a number of students received their Silver D of E award and also their National Citizens award. All sixth form pupils have access to an appropriate college experience as well as work experience and volunteering opportunities tailored to their interests and passions. A range of creative, life skills and physical education programmes and opportunities, including extra-curricular activities and residentials, enriches the curriculum.

During the school closure as a consequence of the pandemic, students were educated online and those who were unable to access any ICT equipment at home were issued with a laptop to ensure they could continue to learn, remote learning will continue to stay in place during this forthcoming year. This ensured progress was not lost whilst students were out of school and the summer 2020 examination results reflect the resilience and hard work by both staff and students.

A more appropriate data driven tracking system was put into place that reflects the needs of the students at WSFC. The new steps for life program was embedded and is now used to inform learning and planning across the sixth form, making reviews more impactful and progression planning more sequential that reflects the schools golden threads.

A well-established and thriving work related learning programme, enterprise curriculum and work experience opportunities, alongside college link courses, supports the students growing independence and readiness for life after school.

We now have a refurbished horse trailer which is available for school and community based enterprise projects, in which our students can begin to learn about the all important skills of work, functional skills and communication.

Key priorities (What problems do we need to solve?)
- To ensure a safe and successful transition from WSFC to The Oracle, for our young people and their families.
- To further enhance the Sixth Form curriculum offer to appropriately meet the changing needs of our young people.

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
Key Priority 1 ● To ensure a safe and successful transition from WSFC to The Oracle, for our young people and their families. ➢ To complete the consultation process in line with the SVT/Blackpool LEA/Council ➢ To meet with families and pupils to deliver our vision and curriculum/pastoral offer ➢ To meet with Governors and staff to deliver our vision and curriculum/pastoral offer ➢ To receive official 'handover of the building' after Health & Safety and other official checks	21-22	LA for refurb of the building and PCA purchase of new resources and staffing as appropriate.	GH/HG KE MS WSFC staff	➢ Improved curriculum and functional skills opportunities due to environment. ➢ Enhanced social space having a positive impact on relationships and mental health. ➢ ➢ Oracle and resources providing skills for students to become successful learners, resilient individuals and	

➢ To equip the Oracle with new and relevant resources ➢ To write transition plans for 5 classes/3 pathways ➢ To complete transition days between WSFC/The Oracle for all 5 classes over a specific period of time (relevant to their needs)				responsible and integrated citizens within their communities. ➢ ➢ Enhanced opportunities in preparation for adulthood.	
Key Priority 2 ● To further enhance the Sixth Form curriculum offer to appropriately meet the changing needs of our young people. ➢ To audit the curriculum offer within the 6th form to ensure it is still appropriate. ➢ To meet with other stakeholders to improve offers the provide to PCA and 6th form students (college links, work experience, volunteering opportunities, world of work days etc) ➢ To enhance/adapt the pathway offers for students making them appropriate to their needs and future aspirations (including support and challenge) ➢ To enhance the opportunity for life skills, functional skills, enterprise, career based encounters in line with realistic adulthood aspirations.	21-22	6th form budget Careers budget College links budget	MS/KE	➢ Curriculum appropriate for all students of the different pathways. ➢ College links courses appropriate and linked to aspirations for adulthood ➢ Curriculum differentiated to support/stretch all pupils to become successful learners, resilient individuals and responsible and integrated citizens within their communities.	