



Park Community Academy

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

Term	Date Review Completed	Initial	Comment
Autumn			
Spring			
Summer			

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 doing 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.

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.

- In January 2021 a new Headteacher was appointed to PCA. This was the substantive deputy who has worked at the school for 20 years and has held senior leadership positions for 10 years. Therefore, the transition to Headship has been smooth and has had no impact on the effective running of the school.
- The newly appointed Headteacher has a clear 5 year vision for the school, centred around inclusion, growth, leadership development and mental health and wellbeing, which has been shared and adopted by the Trust, Governors and staff in full and as appropriate and in a timely fashion with parents, carers and pupils.
- This appointment has led to ongoing internal restructure of the senior leadership team which was fully implemented in September 2021.
- The AHT for behaviour and pastoral was appointed to the position of DHT from 09/21. This was advertised externally and the appointment was made by the Trust following interview alongside an external candidate
- The position of AHT behaviour and pastoral was made a permanent position in July 2021
- The SLT now comprises HT, DHT, 3x AHT(Primary/SENCO, Secondary/SENCO, Behaviour and pastoral)
- The SMT comprises the above plus a senior team leader and 4x team leaders and the Academy Business Leader
- The Headteacher is well supported by the Sea View Trust CEO, central team and Headteacher Board.
- The AHT's have leadership responsibility for a faculty alongside the 2 existing faculty leaders (TLR2A)
- TLRs have also been awarded for Assistant Senco, teacher responsible for apprentices, teacher responsible for ECF and student teachers
- All teachers have a subject leadership responsibility (except ECT's yr1) either primary/secondary or whole school supported by their faculty leader.
- The school employs 5 HLTAs who have direct line management of the L3SSA's and ANTAs. ATA's are mentored by their class L3 SSA
- In June 2021 the admin team was restructured. The admin structure is now – Academy Business Lead, Academy Finance Lead, Academy Business Support, Academy Operational support, SEND Admin Support, Apprentice Business Support.
- The Academy Business Lead has line management responsibilities for the business admin team, IT Technician, site staff and senior midday supervisor. PCA now runs a site supervisor apprenticeship in collaboration with Blackpool and the Fylde College.
- The Senior leadership team provides strong and highly effective curriculum leadership and promotes and supports high expectations in planning, assessment, recording and reporting, leading whole school developments in these areas.
- Senior leaders operate an open-door policy for all staff to raise issues.
- 94% of families feel that PCA is well led and managed (10/22)

- All of the School Management Team, Faculty Leaders and subject leaders are experienced in self-evaluation work and regularly undertake lesson observations and work scrutiny identifying strengths and areas of development.
- The line-management process ensures staff at all levels are well supported. All staff across the school have an annual appraisal cycle carried out by their line manager.
- PCA leadership works effectively alongside the Trust and the Local Authority to ensure that the learning environment most appropriately meets the needs of our school community. In 2021-22 the school completed an extension to our EYFS and Nursery provision which included a new sensory studio and primary art room. We opened 2022-23 with 2 additional classrooms in the Platinum Building and relocated our 6th form to the Oracle Building which provides a purposeful college environment and a strong transition to students' next steps into adulthood. We are now in discussions with the Local Authority about remodelling the Stables building and incorporating an ISC to reduce the need for the LA to seek Out of Borough places for their most complex pupils and are also moving forward with our plans to remodel the school hall provision with the addition of a sports/performance hall.
- PCA is the lead school in a successful School Direct programme currently in its seventh year and a founding member and strategic leader for the Blackpool Teaching School Alliance, until 08/21. From January 2018 the School Direct programme was validated to deliver a Primary with SEND specialism – there are 14 students enrolled on this programme from September 2022 and recruitment for 2023-24 is strong.
- PCA delivers Team Teach (positive handling) training across the Authority and has three Advanced Trainers and two Intermediate Trainers.
- PCA leadership also support Send Reviews, Pupil Premium reviews, Behaviour Audits and the school has a mainstream support offer across the Local Authority.
- Staff CPD is a strength and career progression is actively encouraged. Staff have the opportunity to undertake advanced PGCE qualifications in SEND, as well as the HLTA qualification, school based ITT (including our first apprentice Teacher), NPQ's and a L3 qualification in teaching and learning, Business Admin and Site supervision.
- PCA was a pilot school for the ECF and actively support our ECT's. We currently have 3 ECF teachers in their 1st year of teaching.
- A supportive whistleblowing approach is adopted where anyone can report concerns in confidence and confident that action will be taken without prejudice or consequence for the reporter.
- The leadership of the Chair of Governors and the Governance of the school is outstanding and the Chair of Governors has previously sat on the Blackpool School Forum. The Headteacher now sits on the Forum and also the Blackpool Education Improvement Board.
- The school has a very strong Governing Body who meet as a full LGB twice a term to fulfil statutory and their monitoring duties. They have a shared vision and understanding of the school.
- Governors are active in selecting personal areas of interest and working closely with key staff leading on these areas for a more developed understanding of policy and practice. They have specified areas of responsibility and monitor those areas across the year, providing regular reports. Their visits into PCA are focussed and purposeful. All Governor visits are fully reported and minuted at termly Governing Body minutes.
- The Governing Body monitors Pupil Premium spending through a nominated Governor who ensures spending is used to help pupils reach their full potential both academically and socially and also to promote independence and enrichment opportunities.
- PCA is well supported by the CEO, Central Team and Trustees of the Sea View Trust
- In 2021 PCA fully adopted the use of Governor Hub to improve the effectiveness of communication with the LGB and the Trust.

Key priorities

- To continue to develop distributed leadership at all levels across the school to make most effective use of staff expertise.
- Leaders within school to gain advanced qualifications linked to leadership and SEND

- PCA leadership to have an enhanced and effective role in supporting mainstream colleagues working with children with SEND (see Overall Effectiveness KP5)
- PCA leadership to conduct SEND reviews, Pupil Premium reviews and Peer2 Peer reviews (see Overall Effectiveness KP5)
- To extend the Senior Leadership Team due to the growth of the school in terms of split site, expanding numbers and increasing complexity of need
- To address the action points from the Health and Safety audit (in collaboration with the Trust)

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead Staff	Intended Impact – Short/ Medium/ Long term	Evaluation
<p>Key Priority 1</p> <p>To continue to develop distributed leadership at all levels across the school to make most effective use of staff expertise.</p> <ul style="list-style-type: none"> ● Cognition and learning, Humanities and Communication and Interaction Faculty leadership to be devolved to experienced team leaders (AH, FH, DS) ● Appoint TLR3 to support with assessment and data ● Enhance the operational/timetable role beyond DHT ● Extend the apprenticeship leadership beyond SMT ● Enhance the role of UPS3 teacher as leaders across the school ● Enhance the role of PCA staff in supporting the LA SEND agenda including SEND in mainstream and the Blackpool PFA offer. ● Enhance the strategic/proactive role of the staff wellbeing group ● Through CPD to support staff in developing their mentor role ● Make effective use of staff expertise as appropriate across the school year to further enhance the teaching and learning and pastoral support available to our pupils and staff. 	23-24	CPD budget Staffing budget	SLT	<p>Short</p> <ul style="list-style-type: none"> ● Enhanced systems and structures in place to support a range of leadership areas across the school leading to further efficiencies ● Effective communication and rigorous monitoring ensuring high quality teaching and learning across each faculty <p>Medium</p> <ul style="list-style-type: none"> ● Leadership development of middle leaders <p>Long</p> <ul style="list-style-type: none"> ● clear succession planning for SLT and also developing senior leaders for the future across Blackpool and the SVT 	

<p>Key Priority 2</p> <p>Leaders within school to gain advanced qualifications linked to leadership and SEND</p> <ul style="list-style-type: none"> • Middle and senior leaders to complete National Professional Qualification as appropriate. • These include <ul style="list-style-type: none"> • <i>Leading teacher development</i> - become a teacher educator and successfully support teachers in your school to expand their skills • <i>Leading teaching</i> - lead the teaching and learning of a subject, year group or phase • <i>Leading behaviour and culture</i> - create a culture of good behaviour and high expectations in which staff and pupils can thrive • <i>Leading literacy</i> - learn how to teach and promote literacy across a whole school, year group, key stage or phase • <i>Senior leadership</i> - develop your leadership knowledge and expertise to improve outcomes for teachers and pupils in your school • <i>Headship</i> - develop the knowledge that underpins expert school leadership and apply it to become an outstanding headteacher • <i>Early years leadership</i> - develop expertise in leading high-quality early years education and care, as well as effective staff and organisational management • Teachers with 3+ years of experience to be encouraged to undertake an advanced qualification in SEND where appropriate 	23- 24	NPQ's fully funded courses	HG	<p>Short</p> <ul style="list-style-type: none"> • increased confidence and leadership skills demonstrated by middle and senior leaders • Increased expertise and knowledge of SEND <p>Medium</p> <ul style="list-style-type: none"> • increased impact on high quality teaching and learning leading to better pupil outcomes <p>Long</p> <ul style="list-style-type: none"> • clear succession planning for SLT and also developing senior leaders for the future across Blackpool and the SVT 	
<p>Key Priority 3</p>		Advanced qualifications funded by CPD budget		<p>Short</p> <ul style="list-style-type: none"> • increase capacity across SLT 	

<p>To extend the Senior Leadership Team due to the growth of the school in terms of split site, expanding numbers, increasing complexity of need and the development of the ISC.</p> <ul style="list-style-type: none"> ● Restructure roles within existing team to meet need across the school ● Advertise and recruit an additional AHT with key responsibility for Primary teaching, learning and pastoral and an enhanced operational role across the school ● Induct AHT into the role and provide with a mentor 	Aut term 23	Staffing budget	GH COG CEO	<p>Middle</p> <ul style="list-style-type: none"> ● Increased opportunity for SLT to focus on strategic vision and direction for the school ● Increased opportunity to support the LA with their PFA WSOA. <p>Long</p> <ul style="list-style-type: none"> ● Enable PCA to have a wider role across the Trust and supporting the Local Authority ● PCA continues to be an outstanding provision in SEND across Blackpool 	
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<p>Key Priority 4</p> <p>To address the action points from the Health and Safety audit (in collaboration with the Trust)</p> <p>steps to target</p> <ul style="list-style-type: none"> • Review of H&S Policy to ensure inclusion of how the statement of intent and safety objectives are monitored by SLT and Governors • Ensure contractor vetting is completed for any contractors not booked via property services • Enhance risk assessment register to include monitoring of RAs • Ensure accident investigation systems provide an analysis of trends and patterns • Ensure DT department formally record their daily/weekly inspections • Fire risk assessments - Review and update RAs to include the fabric of the building - with the support of H&S Blackpool • Update asbestos management plan to include reference to dates of works • Ensure all asbestos materials on site are labelled • Undertake a security risk assessment - working with the Trust • Organisational stress at work risk assessment to be undertaken - Trust • Ensure highlighted equipment in the kitchen is subject to the routine service plan • Ensure that flat roof hazard warnings are located on non-load bearing roof areas. 			<p>GH VH LG Governor rep - Mr Leech</p>	<p>Short</p> <ul style="list-style-type: none"> • Key staff are aware of recommendations from report and an action plan is produced, highlighting key priorities <p>Medium</p> <ul style="list-style-type: none"> • Ongoing updates to action plan and tasks required in priority order. Key staff allocated alongside collaboration with the Trust <p>Long</p> <ul style="list-style-type: none"> • All recommendations are actioned and the H&S of the school buildings, staff and pupils is effective. A rolling programme of tasks will be set in line with this and monitored on Every. 	
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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.

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

Our curriculum aims 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 to society and their community

- The PCA curriculum is regularly reviewed to meet the needs of the changing population, ensuring challenge and differentiation throughout.
- Our curriculum has 3 interconnected strands designed to address the needs of the school's diverse SEND population, including those with additional needs arising from disadvantage. The PCA curriculum therefore is made up of an academic (formal), aspiration for adulthood (developmental) and therapeutic (additional) strand. All teaching staff at PCA have also played a lead role in the development of the SVT Transformational Curriculum and assessment systems.
- The PCA curriculum is broad, balanced and all pupils have full access to the curriculum as appropriate to their special educational needs and disabilities. Our inclusive curriculum model ensures all pupils have a curriculum which maximises their individual progress.
- All subject leaders continuously consider the INTENT, IMPLEMENTATION and IMPACT of their curriculum offer, clearly identifying their curriculum vision, sticky knowledge, golden threads and core vocabulary. The primary and secondary subject leaders work collaboratively to ensure that learning across the whole school is sequential and has clear end goals appropriate to the needs of our pupils.
- The curriculum model has been strengthened by the implementation of 5 faculties across PCA - Healthy Living and Performing Arts, Creative Arts, Language and Communication, Humanities and Cognition and Learning. This structure continues to facilitate effective internal and external moderation across the Trust as well as collaborative planning, research opportunities and challenge. Each Faculty has a named Governor who carries out an annual monitoring visit and reports back to the QofE committee. Named Governors also monitor a number of additional areas across PCA including safeguarding, Health and Safety, Pupil and PE Premium, Our Children and SEND.
- The development of independence and life skills (PfA) is a golden thread which weaves through all our curriculum practice. Alongside this careers and work skills are developed across the school in line with the Gatsby Benchmarks, starting with finding out about people who help us in EYFS to internal and external work experience, BTEC workskills and for some gaining employment or transitioning onto Project Search Internship programme on leaving PCA.
- Cultural Capital and British Values sit central to our curriculum design.

Implementation

- Teachers have excellent subject knowledge. Whilst some staff are primary trained and have a deep understanding of the breadth of the whole curriculum and an understanding of child development and the processes that underpin children's learning, other staff are subject specialists who bring a depth of expertise for their subject across the whole school.
- The monitoring of lessons at PCA indicates that the quality of teaching and learning over time is highly effective and often outstanding. This leads to pupils at PCA making excellent and more often outstanding progress over time.
- The implementation of the PCA curriculum offer is constantly under review.

- All staff undertake high quality CPD to ensure they are fully up to date with current research and practice. This is carefully tailored to the different roles in school, alongside whole school training as appropriate. This ensures high quality teaching and learning is consistently delivered across the school. Staff are also given the opportunity to pursue additional higher level qualifications around areas of SEND(PGCE's) and Leadership(NPQ)
- Induction processes for staff new to special education are robust ensuring that new staff are very well supported to move towards 'outstanding'. School has an excellent tradition of growing its own, with former welfare staff, ATA's and SSA / ANTA's progressing onto teaching degrees with some progressing to senior leadership positions.
- PCA are able to recruit highly skilled SSA's. We also train our own through our highly successful Apprentice Teaching Assistant programme. This enhances the overall effectiveness of our class teams and therefore improves the pupils' learning experiences. All SSA / ANTA's and ATA's attend a weekly CPD programme.
- The development of maths, communication and English skills sits at the heart of our curriculum. However, we ensure that all pupils at PCA access a broad, balanced and relevant curriculum.
- In September 2021 PCA enrolled on the "Reading for Pleasure" project with the Open University and the Blackpool Literacy Hub. From this PCA has changed the phonics scheme from Rapid Phonics, to Read Write Inc. All staff have been successfully trained, this is now used across the whole school.
- ICT is used effectively across the school in an age appropriate way to promote all aspects of learning and to help develop independence. Online Safety is embedded across the curriculum and 22/23 PCA was re awarded the National Online Safety Certified School Accreditation.
- Pupil Premium, PE Premium, Recovery and school led tutoring funding are used effectively across PCA and their impact rigorously tracked
- Key skills are embedded throughout the school day forming an essential element of all foundation subject delivery and meaningful cross curricular links are made to support holistic pupil progress.
- All staff are aspirational for our pupils. Targets are set and regularly reviewed to monitor progress and trigger the implementation of interventions where appropriate. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- 98% of parents feel their child's individual learning needs are met at PCA and are pleased with the progress that their child is making - Parental Survey 10/22
- 98% of parents also feel that the PCA curriculum promotes independence and life skills.
- As a result almost all pupils are making exceptional progress, often from very low starting points, that leads to outstanding achievement.
- Areas for development identified through classroom observations are shared openly across the school and with Governors and the Trust and are used as a focus for continued professional development and training linked to teacher/support appraisals.
- We have continued to use external providers to support subject leaders with monitoring and developing their curriculum areas.
- Staff at PCA create an extremely positive climate for learning. There are excellent relationships between the pupils and adults, this has an outstandingly positive effect on pupil's enthusiasm for learning, behaviour and progress over time. Many pupils can confidently talk about what they are learning in the lesson and discuss what they have learnt over time.

IMPACT

Please see our Pupil Progress summary and data dashboard.

Key priorities

- To further embed and develop the EYFS to 19 progression skills curriculum, linking it to age related expectations
- To upskill SSA/ANTA's to Level 3 ELKLAN, to allow consistency of the total communication approach across the school to effectively meet the divergent needs of our pupils

- To deliver high quality CPD and ‘coach’ staff to ensure high quality T&L
- To use BSQ Analytics to effectively target set and track progress.
- Increase the range of physical opportunities available to pupils across the school in particular expanding the range of activities on offer during lunch times - achieved through utilising the new sports hall space.
- To upgrade and further develop the computing hardware to facilitate the computing curriculum and support high quality teaching and learning across the school.

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
<p>Key Priority 1</p> <p>To further embed the EYFS to 19 progression skills curriculum, linking it to age related expectations</p> <ul style="list-style-type: none"> ● Subject leads to meet with Primary/Secondary Colleague to adapt their subject progression skills document to ensure clear sequence from EYFS-19 is linked to age related expectations. ● Further embed the use of the document across school to evidence and track progression of skills across all key stages 	2023-24	N/A	<p>HG KE VH</p> <p>Team Leads</p> <p>Sub Leads</p>	<p>Short</p> <ul style="list-style-type: none"> ● All pupils accessing a graduated skills progression curriculum linked to age related expectations. <p>Medium</p> <ul style="list-style-type: none"> ● Staff and pupils have a clear understanding of their current skills and next steps. <p>Long</p> <ul style="list-style-type: none"> ● Accelerated progress in skills development, seen across all key stages. 	
<p>Key Priority 2</p> <p>To upskill SSA/ANTA's to Level 3 ELKLAN, to allow consistency of the total communication approach across the school to effectively meet the divergent needs of our pupils</p> <ul style="list-style-type: none"> ● New staff who have not undertaken ELKLAN or the Communication Count Challenges will have ELKLAN on their induction grid. ● ELKLAN and communication support will be delivered half termly (directed CPD time) 	2023-24	CPD Budget, Communication budget	<p>SMT</p> <p>Sub Leads</p>	<p>Short</p> <ul style="list-style-type: none"> ● Staff confident in Elklan strategies <p>Medium</p> <ul style="list-style-type: none"> ● Highly effective communication strategies in place across the whole school <p>Long</p> <ul style="list-style-type: none"> ● Improved learning and salt outcomes for all pupils 	

<ul style="list-style-type: none"> Speech and Language therapists will use the TALC assessment to level pupils, setting yearly targets for pupils who will benefit from Blank interventions. Staff will have access to a targeted communication resource bank to 'grab and go' lessons on a wide range of focus areas in our "Steps to success" communication document. 				<ul style="list-style-type: none"> pupils have the communication skills/tools they need now and in preparation for adulthood 	
<p>Key Priority 3</p> <p>To deliver high quality CPD and coach staff to ensure high quality Teaching and Learning.</p> <ul style="list-style-type: none"> All SMT and faculty leaders to undertake 'Coaching - Leverage Leadership Training' Lesson observations to focus on a coaching/supportive model Continued regular and targeted CPD provided to staff in the teaching of phonics, reading and maths mastery Subject budget set to allow purchase of appropriate resources Learning walks and book scrutinies undertaken to ensure high quality teaching and learning taking place Data tracked and scrutinised to monitor progress and impact 	2023-24	CPD Budget	HG SLT, SMT	<p>Short</p> <ul style="list-style-type: none"> Increased staff confidence in delivering high quality teaching and Learning. improved self reflection of own teaching and learning amongst staff <p>Medium</p> <ul style="list-style-type: none"> resources and quality first teaching significantly improved <p>Long</p> <ul style="list-style-type: none"> Impact demonstrated through pupil data - increase of pupils making expected/above expected progress. 	
<p>Key Priority 4</p> <p>To use BSQ Analytics to effectively target set and track progress..</p> <ul style="list-style-type: none"> Appoint TLR3 to support data analysis Group pupils on Analytics according to need Agree expected and above expected levels of progress for each cohort within a year Set progress boundaries in Analytics 	23-24	staffing budget	HG KE VH TLR3	<p>Short</p> <ul style="list-style-type: none"> Staff confident in effectively target setting and tracking pupils progress towards target Pupils working towards aspirational targets 	

<ul style="list-style-type: none"> ● Use analytics to track progress and identify gaps in progress ● Use this to inform next steps planning and curriculum design 				<p>Medium</p> <ul style="list-style-type: none"> ● Pupils are accurately assessed and progress towards target tracked ● Pupils not making expected progress identified and interventions put in place <p>Long</p> <ul style="list-style-type: none"> ● Assessment and tracking accurately informs next steps and planning. ● High percentage of pupils making expected/above expected progress 	
<p>Key priority 6</p> <p>To upgrade and further develop the computing hardware to facilitate the computing curriculum and support high quality teaching and learning across the school.</p> <ul style="list-style-type: none"> ● Audit current hardware ● Audit staff usage of hardware and software ● Produce a 3 year and 5 year hardware replacement plan ● Attend CPD and conferences to be aware of new technologies. (BETT) ● Attend Blackpool Digital Development meetings and work with schools across the Trust and Blackpool to develop access to hardware. ● Establish a resource swap initiative across the Trust, sharing technologies, reducing costs and allowing our children access to a range of devices. ● Provide CPD on using hardware effectively in lessons. 	23-24	Curriculum and ICT hardware budget Covid recovery	CJ AB SK EBi GH	<p>Short</p> <ul style="list-style-type: none"> ● KS2 and KS3 will have laptops that are up to date and reliable to ensure access to the curriculum. ● Reliable internet, ensuring confidence in resources, allowing good quality teaching and learning. ● Along with good quality, person specific CPD technologies will be used effectively and raise confidence and enthusiasm for Computing. <p>Medium</p>	

				<ul style="list-style-type: none"> • a shared bank of innovative resources across the trust that can be loaned allowing high quality lessons to take place. • iPADS will be used for a specific purpose, using apps specific to pupils' needs and assistive technologies more coherently. <p>Long</p> <ul style="list-style-type: none"> • A comprehensive 5 year purchasing plan to ensure technologies are up to date. • To be a leading technology school for SEND. 	
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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.

The school aims to prepare our pupils for adulthood by supporting our children and young people to become “ Successful Learners, Responsible Citizens and Resilient Individuals”. This aspiration is supported by the whole PCA community through The PCA Way which is embedded within everyday school life.

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. PCA has an experienced family team of 3 Family workers and 2 learning mentors. This team is line managed by the AHT (pastoral) and works across the school to support pupils and their families, ensuring pupil’s mental health and wellbeing enables them to access learning when in the classroom.

Alongside SMT, the family team signposts pupils to supportive interventions as appropriate to support their individual personal development.

PCA has excellent relationships with parents/carers which supports them in understanding their child’s needs and developing strategies for improvement are a major strength at PCA. Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

- 98% of families feel that they can talk to their child’s teacher, Headteacher or senior leader about their child
- 91% feel well supported by PCA
- 99% feel that PCA celebrates their child's successes and achievements (Parental survey 10/22)

Our commitment to establishing and maintaining excellent relationships with our families led to the successful attainment of the Leading Parent Partnership Award in July 2022.

PCA prides itself on its ‘characteristic spirit’ where there is an open atmosphere in the school and a real sense of community fostered through its all age provision where children make rapid and outstanding progress from their very low starting points.

Ofsted commented in their previous visit that:

“The school’s values radiate from every member of the school community. This ensures that the school, above all else, is a happy and life affirming place in which to learn and work”.

PCA has a well-established and highly effective extended day offer which promotes personal development and further independence amongst our children and young people. This is highly regarded by our families, with 97% feeling that PCA offers a broad range of after school clubs and 97% expressing that their child enjoys clubs at PCA.

99% of our families feel that PCA promotes independence and life skills. PCA has a highly effective residential programme giving pupils from yr6-yr14 a wide range of opportunities to further develop life skills, independence and social skills through overnight stays away from home. These are very well supported by staff across PCA who recognise the significant positive impact these opportunities have on our pupils.

PCA has a well-established pupil voice and eco council who are well supported with their thoughts and solutions.

Alongside in school activities that support pupils preparation for adulthood such as the Duke of Edinburgh Award, pupils at PCA access externally led opportunities including – NCS, Passport to Safer Cycling, peripatetic music lessons and resilience coaching.

Covid catch up money has been used strategically to improve personal development of our pupils in a strategic manner

Personal progress is monitored and evidenced using Evisense which allows photos and videos to be uploaded to record personal progress.

Pupil's personal needs are also closely tracked using the "PCA Pyramid of Need "which uses a scoring system to identify a hierarchy of need for pupils across each key stage. This then informs interventions carried out at class level and also by the learning mentors and external agencies such as the SHINE team.

Communication support was a focus at PCA during 2022/23, through a whole school approach to ELKLAN training, the gradual introduction of Zones of Regulation (pilot) and through the successful attainment of the Autism Accreditation Award.

PCA pupils are well supported on transition as they move through the school and also on leaving the school. PCA have strong links with Blackpool and the Fylde College, Myerscough, Blackpool Football Club and Project Search and we work effectively with them to support pupil's transition to the next stage of their life. PCA also offers a comprehensive work experience programme for pupils in Yr. 11 and the sixth form. Consequently very few pupils become NEET on leaving PCA.

Alongside other subjects, the PE and performing arts faculty have a significant impact on raising pupils' self-esteem and confidence with numerous opportunities throughout the academic year for pupils to take part in inter school events with great success. This contributed to PCA being awarded the AfPE Kitemark with Distinction for the third time in April 2021 for its commitment to improvement in Physical Education and Sport. Social and Emotional Aspects of Literacy (SEAL and SCARF) are thoroughly embedded across the PCA curriculum and underpins life at PCA and pupils regularly take part in fundraising and enterprise activities.

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. Throughout 2022-23, significant progress has been made through the staff wellbeing group "the wellbeing warriors" and through ongoing support during directed time with sessions focussing specifically on staff wellbeing. Wellbeing was also identified as a trust wide priority, with it being a focus during staff members performance management reviews.

Key priorities

- To improve attendance across PCA
- To effectively use Covid recovery premium to support personal development, communication and resilience

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
<p>Key Priority 1</p> <p>To improve attendance across PCA</p> <ul style="list-style-type: none"> ● Ensure our 'staged approach' to support poor attendance is followed robustly ● Set clear expectations for attendance including holidays during term time at the start of the academic year ● Continue to embed our whole school culture that promotes the benefits of good attendance. ● Ensure good attendance is high profile throughout the PCA community ● Incorporate a variety of enticing rewards to celebrate good attendance ● Continued close working relationship with PWO, doubling allocated hours this year ● Monitor pupils in PA with support and challenge through termly attendance surgeries ● Covid catch up funding used to support attendance of targeted pupils 	23 - 24	Covid recovery funding	BW	<p>Short</p> <ul style="list-style-type: none"> ● Ensure the PCA community understands the expectations in regards to school attendance <p>Medium</p> <ul style="list-style-type: none"> ● Whole school culture of good attendance is embedded. ● PA pupils monitored and supportive interventions in place <p>Long</p> <ul style="list-style-type: none"> ● Attendance is at or above 94% at the end of the academic year 	
<p>Key Priority 2</p> <p>To effectively use Covid recovery premium to support personal development and resilience</p> <ul style="list-style-type: none"> ● New Start counselling to support identified pupils ● Learning mentor driven initiatives ● Extra Commando Joe's resources available for Sixth form to support communication and resilience ● Pupil voice requests supported where appropriate 	23-24	Covid recovery funding	BW	<p>Short</p> <ul style="list-style-type: none"> ● Pupils needing additional support identified <p>Medium</p> <ul style="list-style-type: none"> ● Clear action plan of support in place for pupils <p>Long</p>	

<ul style="list-style-type: none"> • Enhanced extra-curricular opportunities linked to preparation for adulthood • Increased playground areas built for secondary pupils to access • An element of Covid recovery funding will be allocated for reactive support as necessary • OPAL kitemark attained, with collaborative social learning supported each day through outdoor play 				<ul style="list-style-type: none"> • Significant progress in pupils personal development and resilience seen 	
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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.

Whilst the COvid pandemic clearly impacted on the lives of our school community, the high standards of behaviour reported by Ofsted in 2018 have been maintained and pupils continue to behave well both in and out of school, with learning walks, lesson observations and an external behaviour audit (November 2022) highlighting behaviour management as a strength.

The high value placed on communication is central to the school's success in behaviour management.

Parents and carers are kept fully informed of the behaviour management of pupils when difficulties arise and great emphasis is placed on a trusting and collaborative home/school partnership. Family workshops to support behaviour and attendance have taken place and behaviour support strategies are shared as appropriate.

Pupils are enthusiastic and positive in their learning environment with the majority of pupils indicating that they enjoy school in a recent pupil survey (February 2023).

Our recent family (10/22) survey also showed that:

- 96% felt their child was happy at school
- 96% felt that PCA takes bullying seriously
- 99% felt that PCA promotes good behaviour

A variety of support strategies and interventions are frequently used by the skilled and well trained professionals at PCA. Relationships between staff and pupils is a strength of the school and staff have an excellent understanding of the individual needs of our pupils. Adults communicate effectively with pupils and use highly effective deescalation techniques to support pupils' behaviour.

The beginning of the 2021/2022 academic year, witnessed the evolution of 'The PCA Way'. This whole school 'rule of law' is now embedded throughout the PCA community, to assist our pupils to develop into "Resilient Individuals, Successful Learners and Responsible Citizens". The design and implementation of The PCA Way took place through a democratic, co production process of pupil, parent, staff, and Governor involvement and the PCA Way is effectively used as a focal point with pupils in an age and stage appropriate manner, not just for rewards and sanctions but also in everyday life.

Pupils at PCA have access to a variety of rewards ranging from Attendance rewards, sticker charts, DOJO's, PCA Way champions and end of term rewards days.

All staff are Team Teach trained to meet the needs of our pupils. De-escalation strategies sit central to this. The school has 2 advanced Team Teach Trainer and 1 standard trainer. PCA also offers Team Teach training across the Authority. All incidents are documented on CPOMS using a standardised proforma. Monitoring & analysis of Inappropriate behaviours and the use of Team Teach indicates a significant reduction in the level of challenge presented by individual pupils over time. Alongside CPOMS

analysis, behaviour is reviewed regularly at team meetings, PIMs meetings, SLT, SMT meetings and through continuous communication with staff. The information gathered is used to provide specific interventions through both internal and external support.

PCA has a robust behaviour management policy in place, which is reviewed regularly.

PCA pupils are punctual. Pre Covid our daily attendance rate was generally above 95% with absence levels exceeding national expectations. PCA attendance figures for 2018-19 were 96.4% and 19-20 were 95.73%. However, due to the COVID impact over the previous three academic years the attendance at PCA has fallen. Hence this being a key priority in this year's SIP. PCA continues to work closely with the EWO to support attendance and reward and celebrate excellent attendance on a termly basis. Attendance has been promoted extensively in lessons and assemblies during 2022/23 and there are a number of incentives in place to encourage good attendance. Attendance is monitored daily with a staged approach in place. All pupils that fall into the category of Persistent Absence (or at risk of) are monitored and supported but also challenged where appropriate to increase attendance. Attendance surgeries take place on a termly basis to offer advice and support to parents. Data is monitored on a termly basis for pupils in PA. The family team have a good knowledge of each individual in PA and offer support or challenge where appropriate.

In the latest parental survey (10/22), 98% of parents felt that PCA promotes good attendance.

When submitting the attendance data for the academic year (end of Term 5) PCA had an overall attendance of 92.1% and an attendance of 92.6% for Compulsory school aged pupils. When comparing national curriculum aged pupils to the national average, the data shows that the attendance rate across the year was 86.9% in state-funded special schools, Thus confirming that PCA were 5.7% above national average. Our attendance data also demonstrates a gradual rise on last year's data.

Key priorities

- To provide pupils with regular support to help their understanding on how to regulate their emotions and what tools are available.
- Increase the range of physical opportunities available to pupils across the school in particular expanding the range of activities on offer during lunch times - achieved through utilising the new sports hall space.

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
<p>Key Priority 1</p> <p>To provide pupils with regular support to help their understanding on how to regulate their emotions and what tools are available.</p> <ul style="list-style-type: none"> ● Order and distribute resources / tool cards ● Provide basic Zones of Regulation training to classroom staff 	23-24	Covid recovery funding	BW Learning Mentors	<p>Short</p> <ul style="list-style-type: none"> ● Staff and pupils to gain a key understanding of the aims and daily processes of the Zones of Regulation <p>Medium</p>	

<ul style="list-style-type: none"> ● Deliver an age appropriate start of year powerpoint with key terminology linked to the Zones of Regulation programme ● Ensure that the programme is consistently used throughout PCA ● Zones of Regulation displays / check ins on the wall in all classrooms ● Zones of Regulation intervention groups and 1:1 to take place for identified individuals ● Individualised supportive resources and practices for key individuals 				<ul style="list-style-type: none"> ● Staff and pupils embrace the zones of regulation and use the terminology and check ins on a daily basis consistently throughout PCA <p>Long</p> <ul style="list-style-type: none"> ● Significant progress made in regards to pupils ability to self regulate. 	
<p>Key Priority 2</p> <p>Increase the range of physical opportunities available to pupils across the school in particular expanding the range of activities on offer during lunch times - achieved through utilising the new sports hall space.</p> <ul style="list-style-type: none"> ● Further developing the OPAL project in the primary department ● Increased use of Commando Joe activities ● Increasing the amount of resources available for activities to take place ● Increased Lunchtime offer (indoor and outside) ● Access new facilities on the secondary field ● Organise a structured approach to duty rotas at lunchtimes to ensure maximise staff led/supported physical opportunities ● Re introduction of a structured Move it Groove it 	23-24	<p>Covid Recovery</p> <p>Curriculum budget</p>	<p>SPJ/ BW</p> <p>SMT</p>	<p>Short</p> <ul style="list-style-type: none"> ● Facilitation of a range of physical activities available to pupils at lunch times <p>Medium</p> <ul style="list-style-type: none"> ● Sportshall used effectively to support the physical needs of pupils <p>Long</p> <ul style="list-style-type: none"> ● Embedded practice of physical learning at lunchtimes embedded throughout all key stages 	

Overall Effectiveness: Summary evidence from self-evaluation

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...

PCA is a vibrant and highly effective school in which pupils engage in a broad and balanced curriculum and are challenged to achieve their very best. Through our academic curriculum, 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 , art and science. 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. This includes our Learning outside the classroom and residential programmes which offer pupils the opportunity to develop independence, confidence and self-esteem in a supportive environment. Our therapeutic curriculum also supports the pupils to meet their full potential through access to appropriate services and therapies. PCA is a fully inclusive school offering a breadth of opportunities to all pupils. This includes, where appropriate , mainstream inclusion opportunities at our Trust mainstream primary schools and 2 local Blackpool High Schools.

PCA is an outward facing school. We were a founding member and strategic partner in the Blackpool Teaching School Alliance, having set up the highly successful School Direct programme in 2016. We now lead this programme for the Sea View Trust. We also support Embrace in delivering training to Early Career Teachers and provide support to our mainstream colleagues working with children with SEND. PCA also has a number of senior leaders who are trained SEND reviewers and also 1 Pupil Premium reviewer. We have 4 Team Teach trainers who regularly deliver training across the Trust and the Local Authority. A large number of our staff have advanced qualifications in SEND and staff have also successfully completed NPQ’s. School has links with other high performing special schools across Lancashire and with a national network of specialist teaching schools through SSAT to share best practice and provide moderation support. In March 22 PCA hosted a “Leading Outstanding Special Schools Excellence day for the SSAT focussing on effective distributed leadership. We have also provided content to the Teach First delivering excellence in schools programme, as well as supporting a local school with their “Big idea for SEND”

PCA has achieved a number of kite marks this year including Eco Flag Platinum, Science Mark Gilt, Leading Parent Partnership Award and Autism Accreditation. We are currently completing ELKLAN, Opal and the Rainbow Award.

The school site is large and consists of 7 buildings on Whitegate Drive and this year our 6th form relocated to the Oracle Building in Blackpool. This allows for a clear transition for pupils as they move through the school with the final step of leaving the Whitegate site supporting progression to the next phase of a pupil’s education and training. The school is well maintained and in September 2020 the extension to the Jubilee building providing an additional classroom, art room, therapy room and sensory room was completed. In April 2019 the school opened its first Forest classroom on site and in September 21 our second forest area also opened. This now includes an outdoor classroom facility which enhances opportunities for learning outside the classroom. In August 22 2 additional classrooms were located on the senior yard (Platinum Building) and we currently have a planning application in for the development of a sports/performance hall. This summer will also see the redevelopment of the school field to better meet the needs of the pupils. .

Safeguarding is highly effective, including Online Safeguarding and cyber security. Governors and staff are rigorous in ensuring that policies and procedures are in place to safeguard children and vulnerable adults. The CP policy is annually updated and all Safeguarding practices are adhered to, including ensuring all staff and Governors have read Keeping Children Safe in Education (KCSIE), and understand their roles in respect to the PREVENT strategy the risks around Female Genital Mutilation, Honour Based Violence, Forced Marriage, child on child abuse, County Lines, Sexual Harassment, Children Missing in Education, Domestic Violence, Homelessness, Children in the court

system and children with a family member in prison. At PCA we have 8 DSL's to ensure that staff and pupils always have direct access to a DSL and that we are effective in addressing and meeting needs and safeguarding all our pupils. There are clear systems & policies in place for reporting concerns. All safeguarding concerns are logged on the CPOMS system and shared as appropriate across the school. This system also allows consistency of reporting across the Trust. The vast majority of staff hold an Emergency First Aid qualification, key staff in the EYFS hold a Paediatric First Aid qualification alongside key staff across the school who hold the enhanced First Aid at Work qualification.

Staff, pupil and parental questionnaire responses (Including Parent View) are overwhelmingly positive in terms of the effectiveness of the school overall and the school's ability to keep their children safe. A parental survey conducted in October 2022 concluded that

- o 99% feel their child is safe at school
- o 94% feel there is good communication between home and school
- o 95% feel PCA responds well to parental concerns

PCA is committed to staff wellbeing and workload reduction and has an active staff wellbeing team which includes Governor representation.

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

- To build a second hall making the site fit for purpose for the increased numbers in school and improve the reception area of the school
- To establish and ICS on the PCA site to support the Local Authority Safety Valve programme
- To use recovery premium effectively to ensure academic progress and emotional impact on targeted pupils
- In collaboration with the Trust, to enhance PCA's role and impact as an outward facing school
- To further improve communication with families through Arbor and AFL tools
- To refine the EHCP and annual review process using the HUB

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
<p>Key Priority 1</p> <p>To build a second hall making the site fit for purpose for the increased numbers in school (yr 2) and improve the reception area of the school</p> <ul style="list-style-type: none"> ● June 2023 - Plans submitted to the planning department . ● C and A to lead on tender ● Work to begin January 24 	January 24-September 24	School reserves	GH LG NC	<p>Short</p> <ul style="list-style-type: none"> ● loss of playground space during build ● staggered lunch breaks and playtimes ● disruption to reception and office spaces 	

<ul style="list-style-type: none"> Work completed by September 24 				<ul style="list-style-type: none"> need for full site risk assessment due to building work taking place <p>Long</p> <ul style="list-style-type: none"> Second hall in place which can comfortably house the whole school for assemblies, school shows etc with parental audiences. Improved PE offer due to permanent sports hall facility Improved entrance and reception area to school improving site security and parental engagement 	
<p>Key Priority 2</p> <p>To establish and ISC on the PCA site to support the Local Authority Safety Valve programme</p> <ul style="list-style-type: none"> LA to secure funding SVT to coordinate legal aspects with LA PCA to relocate 2 classes and Nest across the Whitegate Campus SVT/LA to engage a project manager Plans to be drawn up in consultation with TV ISC staff, PCA and LA Tender process to be completed Build to be completed SVT/PCA to recruit appropriate staff to ISC ISC curriculum offer designed in collaboration with TV ISC ISC opens to 6 pupils (max) New KS4 block opens to pupils 	23-25	Funded through safety valve	GH NC BW Emma(TV)	<p>Short</p> <ul style="list-style-type: none"> 6 place ISC established New KS4 block developed which is fit for purpose for the PCA changing population <p>Medium</p> <ul style="list-style-type: none"> Educational and emotional needs of most complex pupils are being effectively met within the ISC Improved learning environment for ISC pupils and KS4 leading to improved outcomes <p>Long</p> <ul style="list-style-type: none"> Reduction in the high needs deficit through less pupils 	

				being educated out of Borough	
<p>Key Priority 3</p> <p>To use recovery premium and school led tutoring funding effectively to ensure academic progress and emotional impact on targeted pupils</p> <ul style="list-style-type: none"> Employ additional staffing in order to facilitate maths and English tutoring Recruit ATM to fill current vacancy Create action plan for our recovery premium spend and evaluate impact termly Allow in the action plan for reactive spending in order to meet need as it arises 	23-24	<p>Recovery premium</p> <p>SL tutoring funding/school budget (50%)</p>	SLT	<p>Short</p> <ul style="list-style-type: none"> Maths and English tutoring delivered to PP children and young people Recovery premium spending targeted to meet need <p>Medium</p> <ul style="list-style-type: none"> Accelerated progress made by SLT pupils Impact of recovery spending evident <p>Long</p> <ul style="list-style-type: none"> Impact of SLT to be sustained through long term progress by target pupils Recovery spending areas of highest impact become embedded in school budget 	
<p>Key Priority 4</p> <p>To refine the EHCP and annual review process using the HUB</p> <ul style="list-style-type: none"> PCA SENDCo's to attend HUB training with the Blackpool SEND Team. PCA SENDCO's to deliver CPD Hub training to all teaching staff. All teaching staff to be using the HUB to complete annual review paperwork, including the writing of new long term outcomes (EHCP) where necessary. 	23-24	N/A in house training	VH KE AH	<p>Short</p> <ul style="list-style-type: none"> SENDCo's/ADMIN trained in the effective use of the HUB and CPD training delivered to all staff. Improved staff confidence and wellbeing via the annual review writing process. <p>Medium</p>	

				<ul style="list-style-type: none"> Improved use of the HUB for effective writing of annual reviews. Updating key priority EHCP's for pupils at PCA. <p>Long</p> <ul style="list-style-type: none"> All pupil's EHCP's updated and reflecting appropriate category of need. Improved number of pupils achieving short term outcomes on annual reviews/EHCP's. 	
<p>Key Priority 5</p> <p>In collaboration with the Trust , to enhance PCA's role and impact as an outward facing school</p> <ul style="list-style-type: none"> To continue to be part of the PFA statement of action team and also the Blackpool PFA working group To work collaboratively with FE providers to ensure high quality transition and provision post PCA To undertake and lead on (where appropriate) P2P, SEND, Behaviour and Pupil Premium reviews across the Trust and wider Authority To deliver training in moving and handling, Team Teach, Makaton and Prevent across the Trust and the wider Authority To lead on and deliver effective mainstream support across the Trust and the wider Authority To lead the SVT School Direct programme and play a lead role in the establishment of the Embrace SCITT and the development of their curriculum 	23-24	SVT income generated	GH HG VH GBr LK	<p>Short</p> <ul style="list-style-type: none"> PCA delivering a broad range of support across Trust and LA <p>Medium</p> <ul style="list-style-type: none"> Improved SEND support offer across SVT and Blackpool Local Authority <p>Long</p> <ul style="list-style-type: none"> Improved outcomes for children and YP with SEND 	
Key Priority 6				Short	

<p>To further improve 2 way communication with families through Arbor and AFL tools</p> <ul style="list-style-type: none"> ● Achieve 100% engagement of families with Arbor app ● Consistently use Arbor text and email systems ● Embed online system to enable parents to sign letters etc ● Extend the AFL trial to include Upper Primary and enable 2 way communication through AFL as a recording and communication tool for parents 	23-24	PCA budget - Arbor and AFL subscription	Business admin team AHa/DB	<ul style="list-style-type: none"> ● Improved communication with parents, carers and families ● improved response to letters needing signing <p>Medium</p> <ul style="list-style-type: none"> ● AFL embedded across the Primary department effectively tracking pupil progress and evidencing personal development <p>Long</p> <ul style="list-style-type: none"> ● If appropriate AFL embedded across the Secondary and 6th Form departments effectively tracking pupil progress and evidencing personal development 	
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Early years: 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.

Park Community Academy EYFS provision has a strong reputation among many parents of children with SEND in Blackpool. A very high number of places for nursery and reception age pupils have been requested by parents. It has been the first year that some parents have sought places through the LEA SEND tribunal process. Reception numbers have increased each year and the September 2023 cohort of twelve pupils is one of the largest admitted. PCA EYFS provision has also been recognised externally as providing an excellent provision for pupils with SEND to achieve a high level of success towards meeting their targets from a low starting point; however, PCA knows that it must not stand still. Last year the priority for the department was to modify and adapt the provision to support the increasing intake of children with more complex and severe learning needs. Assessment methods were analysed and adapted from previous years to ensure that any assessments used would be appropriate to each child's needs and stage of development. The impact of this has provided teachers new to Early Years with increased confidence to assess children's ability, develop the curriculum and plan next steps. All pupils have made progress on age / stage appropriate assessments and parents feedback confirms this.

PCA staff use a broad range of teaching and learning skills to support children with complex and SLD needs and strong links have been established with Tor View, Woodlands and Revoe Learning Academy. Sharing ideas between special settings and mainstream enhancement hubs has enabled practice at PCA to be reevaluated and

further developed. The team leaders have continued to increase their specialism by attending EYFS cluster meetings, Trust EYFS meetings and Local Authority EYFS training.

Leaders have completely re-designed and developed the curriculum and assessment tools to ensure it can fully support children with more complex and severe learning needs. The curriculum is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief, independence skills and cultural capital they need; it builds on what children know and can do, working towards the aspirations and outcomes in each child's EHCP. EHCP outcomes are tracked and displayed clearly in each classroom. This ensures all staff are working towards the priority outcomes and progress towards achieving them is closely monitored.

The well designed learning environment fully supports the curriculum 'golden threads' by providing a wide variety of resources to support children in developing independent learning skills. Classrooms provide an appropriately differentiated EYFS environment to meet the wide range of needs of our pupils, including MLD, SLD, complex, communication and interaction needs. Extending each classroom to have their own outside space has increased learning outside the classroom. The increased access to the multi sensory natural areas in the forest school has helped to improve concentration and the motivation to learn. Forest schools have enabled our youngest children to gain more independence, self-confidence, build resilience, and improve their communication skills.

Whole school success in achieving externally assessed Autism Quality Mark and ELKLAN 'Communication Friendly School' Awards have provided a framework for self-evaluation and continuous improvement of provision as well as external recognition of provision, practice and performance.

Key priorities

- To further support and enhance parental involvement in their child's learning.
- To increase links within the Trust and mainstream settings to further support and develop the provision for pupils with SEND in Early Years in all settings
- To embed and develop SEND teaching and learning strategies and interventions to reflect the needs of new teachers and SSA's working within the Lower Primary Department.

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
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Key Priority 1 To further support and enhance parental involvement in their child's learning. <ul style="list-style-type: none"> Evidence for Learning (EFL) training provided to all staff and monitored closely to ensure a high standard of evidence provided to parents. EFL to be fully accessible to parents. EYFS reviews completed on hub with parent specific training. EYFS specific multi agency workshops/drop ins set up termly to provide increased parental support for Behaviour for learning, Independence skills, communication strategies 	2023 - 2024	PCA Budget	AHa LP	Short Term <ul style="list-style-type: none"> EFL evidence high standard throughout the department. Medium Term <ul style="list-style-type: none"> Parents feel better informed and supported in meeting their child's needs Long Term <ul style="list-style-type: none"> Increased involvement of parents and multi agencies leading to improved outcomes for pupils in EYFS 	
Key Priority 2 To increase links within the Trust and mainstream settings to further support and develop the provision for pupils with SEND in Early Years in all settings <ul style="list-style-type: none"> Work collaboratively with RLA to set up the Revoe Learning Academy Enhanced EYFS provision, sharing CPD, good practice, policies and supporting staff and leadership.. PCA policies and strategies to support SEND Early years to be shared and updated to reflect current cohorts needs. Develop and enhance the PCA schemes of work through shared planning and resources. Increased training / drop in sessions provided to Blackpool schools for children with SEND in EYFS promoted through the SVT mainstream support programme 	2023 - 2024	PCA Budget SVT mainstream support budget	VH AC AH	Short Term <ul style="list-style-type: none"> Enhanced collaboration with Trust Early years settings Medium Term <ul style="list-style-type: none"> Increased staff confidence and knowledge in EYFS provision for pupils with SEND across the Trust Long Term <ul style="list-style-type: none"> High quality teaching and learning leading to further improved pupil outcomes for pupils in EYFS. 	
Key Priority 3	2023 - 2024	PCA Budget	AH EM LP	Short Term	

<p>To embed and develop SEND teaching and learning strategies and interventions to reflect the needs of new teachers and SSA's working within the Lower Primary Department.</p> <ul style="list-style-type: none"> • Key staff to attend appropriate training and cascade to rest of the Lower Primary staff as appropriate • Increased MAKATON Training. • Attention Autism introduced as a new Teaching and Learning strategy where appropriate to effectively meet need • Additional planning resources purchased to support the teaching and learning of our most complex pupils • Collaboration with TV and Woodlands re the curriculum development for our most complex pupils 				<ul style="list-style-type: none"> • Increased knowledge by class teachers and SSA's. <p>Medium Term</p> <ul style="list-style-type: none"> • Increased staff understanding of strategies and interventions designed for pupils with SEND in Early Years <p>Long Term</p> <ul style="list-style-type: none"> • Increased impact on high quality teaching and learning leading to better pupil outcomes for pupils with SLD /MLD and Complex needs. 	
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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.

Our Sixth Form provision provides 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 start of their adult life.

Students follow a Learning Pathways depending on their attainment levels when they join our Sixth Form. Each Pathway ensures that the student's educational journey is tailored to meet their needs as well as to challenge them. We offer a vast selection of accreditations, all suited to the individual pathways. Our aim is to equip the students with the skills they will need to become integrated members of their communities. All sixth form pupils have access to an appropriate college experience as well as internal/external work experience and volunteering opportunities.

A range of creative, life skills and physical education programmes and opportunities, including extra-curricular activities and residentials, enriches the curriculum.

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

Over the last few years our Sixth Form has been situated in Westbury, however due to numbers increasing, we have now fully transitioned into The Oracle. The building provides the much needed space and greatly supports and enhances our PFA offer due to the facilities on site such as a cafe, a gym and fully working performance space.

From September 2023 Valley College will also be based at The Oracle to provide Post 19 placements for SEND learners. Working in partnership with the LA, this will help support and strengthen the current PfA offer across the town.

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

- To set up the Oracle Cafe as an enterprise and pfa project in collaboration with Valley College
- To build on and develop further links to support PFA, transition and accreditations with external companies, eg, Catering School.
- Develop strong local community links to further volunteering and work experience opportunities for students, eg Friends of Watson Road Park.
- Develop a fit for purpose outdoor / physical space for students to use for sport, recreational activities, horticulture and PFA

Intervention Plan

Intervention Steps (How will we achieve each priority?)	Timescale	Funding source	Lead	Impact	Evaluation
<p>Key Priority 1</p> <p>To set up the Oracle Cafe and an enterprise and pfa project in collaboration with Valley College</p> <ul style="list-style-type: none"> • Allocate timetabled slots • Head of Faculty/Food tech to lead on accreditations to enable students to 'work' within the cafe • Regular in house 'opening times' , which will then be built upon as the cafe establishes • Hold regular events with families / guests • Work with Valley College staff to operate the cafe facility • Additional equipment to be sourced 	23-24	School budget Valley College budget	MS, CJA KS5 Team	<p>Short</p> <ul style="list-style-type: none"> • Increased opportunities and independence for our 6th form pupils <p>Medium</p> <ul style="list-style-type: none"> • Increased confidence, independence and work readiness demonstrated by PCA sixth formers <p>Long</p> <ul style="list-style-type: none"> • Onsite cafe open to the local community 	
Key Priority 2	23-24		MS,	<p>Short</p> <ul style="list-style-type: none"> • Develop further links within the community 	

To build on and develop further links to support PFA, transition and accreditations with external companies, eg, Catering School.		KS5 curriculum budget	KS5 Team	<p>Medium</p> <ul style="list-style-type: none"> Increased confidence and independence <p>Long</p> <ul style="list-style-type: none"> PCA Sixth Formers leave with the skills and knowledge to be responsible citizens, resilient individuals and successful learners. 	
<p>Key Priority 3</p> <p>Develop strong local community links to further volunteering and work experience opportunities for students, eg Friends of Watson Road Park.</p> <ul style="list-style-type: none"> Identified staff member to join Watson Rd Committee as a member Ensure Head of 6th form keeps up to date with new initiatives and opportunities in the local area Timetabled sessions of volunteering Link with DofE Silver Volunteering Source / buy equipment as needed 	23-24	n/a	MS, SM HG	<p>Short</p> <ul style="list-style-type: none"> Develop further links within the community <p>Medium</p> <ul style="list-style-type: none"> Developing a space for students to regularly oversee/look after <p>Long</p> <ul style="list-style-type: none"> Sixth Form students to continue annually with project 	

<p>Key priority 4</p> <p>Develop a fit for purpose outdoor / physical space for students to use for sport, recreational activities, horticulture and PFA</p> <ul style="list-style-type: none"> Work collaboratively with the LA to develop the outdoor space to include a multi use muga and the courtyard 	23-24	PCA curriculum budget LA funding for muga area	LA MS, HG	<p>Short</p> <ul style="list-style-type: none"> Enhanced outdoor provision available to PCA sixth form Facilitation of a range of physical activities available to students in a secure outdoor muga space 	
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<ul style="list-style-type: none"> Horticulture curriculum strand further developed to ensure the outdoor planting areas are used effectively to develop life skills as part of the PFA focus 				<ul style="list-style-type: none"> Muga also available for external letting enabling the Council to recoup some of the cost <p>Medium</p> <ul style="list-style-type: none"> Muga used effectively to support the physical needs of students leading to improved lifestyle choices and improved health and fitness Horticulture embedded across the curriculum leading to possible enhanced job opportunities <p>Long</p> <ul style="list-style-type: none"> Embedded practice of physical learning outdoors 	
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