



# Key Strategic Priorities 2021-23

This Document has a clear intent for improvement within the 4 Of areas. Page 1 shows that areas of improvement identified as a strategic level. Page 2- is the beginning of what the School Improvement Plan (SIP) will take shape as. Page 3 onwards are the action plans.

Anne Kyle  
Summer 2021

## Strategic Priorities of School to maintain our 'Good' OFSTED rating

### Penkford School Improvement Plan 2021-2023

Quality of Education	Leadership and Management
<ul style="list-style-type: none"> <li>• Set up 'working groups' to develop – Assessment in KS3/4, Quality of education Policy review, Marking and Feedback Policy,</li> <li>• Research led curriculum; all statements must be research backed-</li> <li>• Subject Development plans from all subjects</li> <li>• Literacy Intervention, change of focus within timetable-form time Ninja</li> <li>• Numeracy Intervention, change of focus within timetable- Form time Ninja</li> <li>• IEPs needed- and better staff input and ownership of SEND aspects of learning for individual pupils</li> <li>• Review subjects taught and leads for these- TLR accountability for Q of E</li> <li>• Complete the Dyslexia Quality Mark</li> <li>• Resilient Learner- all 3 'I's linked to this</li> <li>• Review Baseline testing, WRAT 5? Strengths and Difficulties questionnaire, BPVS? Naglieri Nonverbal Test?</li> <li>• Audit and Review of Pathways Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Set out Head teacher Vision to staff and Governors</li> <li>• Staffing matrix- gaps and opportunities</li> <li>• Budget matrix, gaps and opportunities- subject bids etc</li> <li>• SEND improvements- Processes and Procedures- Targets, communication to staff, duplication of CBC/PEP pupil voice etc</li> <li>• Behaviour Watch- data tracking</li> <li>• Admissions process- refine procedures</li> <li>• Changes to school day/timetable/ focus on time allocated to core subjects</li> <li>• Timetable/Qualification matrix- gaps and opportunities</li> <li>• More BTECs and choice to be introduced</li> <li>• SLT code of conduct</li> <li>• Review Line Management and Appraisal structure</li> <li>• New building staff working group</li> <li>• Review/ devise Staff Handbook</li> </ul>
Behaviour and Attitudes	Personal Development
<ul style="list-style-type: none"> <li>• Introduction of Key Workers and Key Worker system and Handbook</li> <li>• Introduction of comprehensive tracking system- Behaviour Watch</li> <li>• Behaviour Lead appointed</li> <li>• Rewards and Consequences to be reviewed</li> <li>• Whole school focus on attendance – new initiatives, communications, pupil comparison to peers etc</li> <li>• Celebration assembly- more emphasis on this- weekly?</li> <li>• Restorative Justice- whole School approach</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentors- appoint instead of TAS, and look at Intervention work instead of counsellor</li> <li>• PSHE coordinator appointed</li> <li>• Careers coordinator appointed</li> <li>• Gatsby Benchmark for Careers</li> <li>• Mental Health Award for School – staff working group wellbeing and mental health within school- pupils and staff</li> <li>• Review non- Sporting personal development curriculum offer</li> </ul>

## Strategic Priorities of School to maintain our 'Good' OFSTED rating

### Penkford School Improvement Plan 2021-2023

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

Area of Priority:  
1:  
**Quality of Education**

# REQUIRED IMPROVEMENTS:

**1.1 curriculum intent, implementation and impact are reviewed and embedded consistently across all our sites in line with new Ofsted framework.**

**1.2 introduce whole school ethos to link all aspects of school life into 'cultural capital' to succeed.**

**1.3 integrating our teaching strategies into everyday practice that promote long term memory strategies that are research based for all our students.**

Objectives:	Actions/Task	Lead Person	Monitoring and Evaluation with intended outcome and timescale and any contribution by Governing Body	What evidence will indicate progress? When will evidence of outputs and outcomes be gathered?
INTENT	IMPLEMENTATION			IMPACT
1.1 <b>1.1 curriculum intent, implementation and impact is reviewed and embedded consistently across all our sites in line with new Ofsted framework.</b>	<ul style="list-style-type: none"> <li>Embed staff understanding of the 'Quality of Education' framework. Deliver INSET sessions linked to the 'Quality of Education' framework, to include Curriculum Intent, Implementation and Impact, and 'teaching students to remember what they learn.'</li> <li>To identify Horizontal Curriculum links between subjects to support the embedding of knowledge, understanding and skills with a working group to be established that comprises one member of staff from each subject's area.</li> <li>Group identifies opportunities for curriculum links between subjects.</li> </ul>	NL  NL  EB DF  TLR HOLDERS NL	INSET/CPD training logs Line Management meetings <b>June 2021- academic year 2021-22</b>  Chair of Finance and resources GB monitoring from Finance point Chair of SEC GB from SEC point Key Workers termly monitoring by SLT on data provided by Behaviour Watch –data and T&L monitoring and standards NL to liaise on these areas by emails and invitation to visit School Adviser to advise on data if needed AK/NL reports to FGB	<ul style="list-style-type: none"> <li>Staff will show confidence through solid understanding of rationale of framework and develop to knowledgeably discuss important aspects of the framework with LMs and colleagues. Quizzes demonstrate improvement in knowledge and understanding.</li> <li>Initial Subject statements, end points and key words completed by w/b November 11th by all subjects leads.</li> <li>End points and key words start to appear in teachers' practice during QA exercises, 2021-2022 academic year</li> </ul>

## Strategic Priorities of School to maintain our 'Good' OFSTED rating

### Penkford School Improvement Plan 2021-2023

		NL  Subject Leads	Discussions and opportunities of possible links identified by Summer 2021  Long Term plans amended to incorporate these links.  Revised long term plans to be rolled out September 2021.	<ul style="list-style-type: none"> <li>FGB minutes in SEC</li> <li>Emails to FGB</li> <li>FGB visit forms completed</li> <li>Data capture dates in school calendar and shared with all staff</li> <li>Impact on Subject CPD, aim for this to be tailored to our staff and students needs</li> </ul>
1.2 <b>1.2 introduce whole school ethos to link all aspects of school life into 'cultural capital' to succeed.</b>	<ul style="list-style-type: none"> <li>To establish and embed cross curricula themes across the school, notably SMSC, Careers and cultural capital.</li> <li>Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. support of an informed adviser to make best use of available information commissioned.</li> <li>Careers lessons to be taught in new subject faculty with PHSE, Citizenship and British Values.</li> <li>Relevant staff training to deliver Careers lessons.</li> <li>Careers research skills to be taught as a discreet skill.</li> <li>Initial Subjects to be English, Maths, Science and PHSE. Other subject areas to follow.</li> <li>One lesson per Key Workers term in each subject to be devoted to careers linked to subject area.</li> </ul>	Lead CB/SM KEY WORKER DF  DF DF All staff	<ul style="list-style-type: none"> <li>Your whole-school careers programme:</li> <li>Is written down</li> <li>Is approved by the board of governors</li> <li>Has the explicit backing of senior leadership</li> <li>Has resources allocated to it</li> <li>Has systematic monitoring in place</li> <li>Has both strategic and operational elements</li> <li>Is published on your school's website</li> <li>Is on the school's website with information aimed Specifically at: <ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>Employers</li> <li>Parents/Carers</li> </ul> </li> <li>Is evaluated for effectiveness at least every 3 years</li> <li>Is evaluated using systematic feedback from: <ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>Employers</li> <li>Parents/Carers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Incorporation of these themes evidenced in Medium term plans or audits. September 2021</li> <li>SMSC opportunities identified and trips, guest speakers and work-related opportunities start to roll out September 2021.</li> <li>FGB minutes</li> <li>Email trail between staff responsible for area of SIP and FGB</li> <li>Reports to SEC from staff, and attendance of staff at FGB meetings- particularly SEC</li> <li>FGB Training Log</li> <li>INSET Attendance Log</li> <li>Website Content continuously updated</li> </ul>

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### Penkford School Improvement Plan 2021-2023

	<ul style="list-style-type: none"> <li>• Develop a programme of employer visits into school and external visits to employers to include all pupils.</li> <li>• At least on visit, internal or external every week.</li> <li>• Develop links with relevant stakeholders to enable a wide and varied programme of events to take place</li> <li>• Develop links with St Helens Enterprise Initiative.</li> </ul>		<ul style="list-style-type: none"> <li>• Has an identified lead individual with strategic responsibility for overseeing the programme</li> <li>•</li> </ul>	
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## Strategic Priorities of School to maintain our 'Good' OFSTED rating

### Penkford School Improvement Plan 2021-2023

<p>1.3 <b>1.3 integrating our teaching strategies into everyday practice that promote long term memory strategies that are research based for all our students.</b></p>	<ul style="list-style-type: none"> <li>• A working group to be established with a focus on implementation</li> <li>• Barriers to this process to be discussed and opportunities to support the development of fluency in a short stay setting identified and shared with staff.</li> <li>• To identify the needs of the Medium-Term Plan in the context of 'helping students to remember what they have learned'.</li> <li>• Workshops/' Top Tip' sessions at staff meetings to share good practice in this area.</li> <li>• Maximise the impact of TAs on student outcomes- TA forums, led by AHT, SENCO and senior LMs to incorporate TA training sessions in the context of the new framework.</li> <li>• Create more opportunities for collaborative planning/meeting time between teachers and TAs.</li> </ul>	<p>NL All staff AK/EB/  AK/EB  EB/SEND team  AK Key Workers  NL EB KE KBa JD</p>	<ul style="list-style-type: none"> <li>• Monitoring termly for each FGB meeting by HT, chairs of SEC, F&amp;R and FULL GB Fortnightly data monitoring meetings between HT and AHT (NL)</li> </ul>	<ul style="list-style-type: none"> <li>• QA exercises, book scrutiny, LWs, Lesson Obs and planning reviews will evidence methods being used to secure fluency.</li> <li>• Medium term plans evidence spacing, retrieval and interleaving opportunities.</li> <li>• Minutes of TA forum/training sessions</li> <li>• Calendar of collaborative planning times</li> <li>• Improved Baseline information on BW</li> <li>• Management Committee Minutes</li> <li>• AHT (data- NL) report to SEC</li> <li>• HT reports to GB</li> <li>• GB visits records</li> </ul>
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## Strategic Priorities of School to maintain our 'Good' OFSTED rating

### Penkford School Improvement Plan 2021-2023

Area of priority: 4: Leadership and Management	REQUIRED IMPROVEMENTS:			
	<p>4.1 each member of the Senior Leadership Team (SLT) to lead on an area of school improvement that encompasses an external award or certification (there will be separate action plans for these)</p> <p>4.2 Develop and embed Wellbeing/Workload and Mental Health policies and strategies for staff.</p> <p>4.3 Develop and embed 'Aspirational Curriculum Focus' to ensure all staff, stakeholders, parents/carers and students are fully knowledgeable about the concepts within and behaving Intent, Implementation and Impact (from EIF Ofsted Framework)</p>			
Objectives:	Actions/Task	Lead Person	Monitoring and Evaluation with intended outcome and timescale and any contribution by Full Governing Body	What evidence will indicate progress? When will evidence of outputs and outcomes be gathered?
INTENT	IMPLEMENTATION			IMPACT
4.1 each member of the Senior Leadership Team (SLT) to lead on an area of school improvement that encompasses an external award or certification (there will be separate action plans for these)	<ul style="list-style-type: none"> <li>Rights Respecting Award validated from Unicef. This is an internationally recognised award for putting children's rights at the heart of schools in the UK.</li> <li>Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured, and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.</li> <li>Quality Mark- a nationally recognised validated mark by the Basic Skills Agency that recognises when a school has reached a benchmark level with both maths and</li> </ul>	<p>AK CB</p> <p>NL CB</p> <p>EB DF</p> <p>AK</p>	<p>Chair of F&amp;R committee monitoring from Finance point</p> <p>Chair of Standards and Effectiveness committee from SEC point</p> <p>Key Workers termly monitoring by SLT on data provided by Behaviour Watch</p> <p>QA data and T&amp;L monitoring and standards NL to liaise on these areas by emails and invitation to visit</p> <p>NLE in role as School Adviser to advise on data</p> <p>AK/NL reports to FGB</p>	<ul style="list-style-type: none"> <li>FGB minutes in SEC</li> <li>Emails to FGB</li> <li>FGB visit forms completed</li> <li>Data capture dates in school calendar and shared with all staff</li> <li>Improved outcomes for students in reading and spelling</li> <li>Meeting minutes on BW</li> <li>SLT actions and impact from subject specific areas</li> <li>Impact on Subject CPD, aim for this to be tailored to our staff and students needs</li> </ul>



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	<p>English and they are both of a recognised high standard</p> <ul style="list-style-type: none"> <li>Gatsby Benchmark- referenced previously in Careers</li> <li>Mental Health Award- validated by the Carnegie Centre of Excellence. (Leeds University) This will validate all the excellent work we do with our students and will include how we help and support the wellbeing and mental health of our staff.</li> </ul>	<p>TLR HOLDERS AM AB</p> <p>DF/DF JMC</p> <p>All staff</p>		
<p><b>4.2 Develop and embed Wellbeing/Workload and Mental Health policies and strategies for staff.</b></p>	<ul style="list-style-type: none"> <li>Embed policy to encompass all the aspects of the new frameworks emphasis on workload and wellbeing for staff</li> <li>Embed policy for the whole school ethos for Mental Health (staff and students)</li> <li>Develop role of Staff Mental Health Champion</li> <li>Develop role of staff wellbeing coordinator, and budget accordingly</li> <li>working group to come up with and share ideas around what improvements we can implement as a school</li> <li>continue to Subscribe to the Education Assistance Programme, to enable a confidential service for all staff to access which offers many benefits including a designated help line and counselling.</li> <li>Free NHS health check for all eligible staff – to be held in school by NHS professionals.</li> <li>Reduce and cancel all non-essential meetings</li> </ul>	<p>AK NL DF Subject Leaders</p> <p>AK to invite staff</p> <p>KS/AK/NL</p> <p>AK</p>	<ul style="list-style-type: none"> <li>FGB minutes</li> <li>Email trail between staff responsible for area of SIP and FGB</li> <li>Reports to SEC from staff, and attendance of staff at FGB meetings- particularly SEC</li> </ul>	

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	<ul style="list-style-type: none"> <li>Calendar all line management meetings with enough notice to enable time to pick up on workload and wellbeing.</li> <li>Ensure time within the CPD calendar for Insets and twilights to share best practice/ resources/ hints and tips</li> <li>Rigorous and fair return to work policy followed to support or challenge staff absence.</li> <li>Liaise with local gym providers to get a reduction for staff.</li> </ul>	<p>TLR holders FM AJ SLT</p> <p>SBM AK SLT</p>		
<b>4.3 Develop and embed 'Aspirational Curriculum Focus' to ensure all staff, stakeholders, parents/carers and students are fully knowledgeable about the concepts within and behaving Intent, Implementation and Impact (from EIF Ofsted Framework)</b>	<ul style="list-style-type: none"> <li>Monitor more closely the emerging difference between English and maths performance</li> <li>Identify key students that need knowledge gaps filling and all department devising new 'fluency' pieces of work and learning to help students with knowledge gaps.</li> <li>Key elements from action point 1.1 in Quality of Education co-exists in this leadership and management area. Cross link these actions.</li> <li>Enable all subject teachers to access CPD/training for the new framework and how it impacts their subject if it were the focus of a 'deep dive'</li> </ul>		<ul style="list-style-type: none"> <li>data and T&amp;L monitoring and standards NL to liaise on these areas by emails and invitation to visit</li> <li>AK/NL reports to FGB</li> <li>Discussions and opportunities of possible links identified by Autumn 2021</li> <li>Long Term plans amended to incorporate these links. July 2021</li> <li>Revised long term plans to be rolled out September 2021</li> </ul>	<ul style="list-style-type: none"> <li>Staff gain an appreciation of the framework and start to knowledgeably discuss important aspects of the framework with LMs and colleagues. Quizzes demonstrate improvement in knowledge and understanding.</li> <li>Initial Subject statements, end points and key words completed by all subjects leads.</li> <li>End points and key words start to appear in teachers' practice during QA exercises, 2021/22</li> <li>FGB minutes in SEC</li> </ul>

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	<ul style="list-style-type: none"> <li>Whole school policy for end of topic assessments and new KS3 assessment framework- working group working on this</li> </ul>		July 2021	<ul style="list-style-type: none"> <li>Emails to FGB</li> <li>FGB visit forms completed</li> <li>Data capture dates in school calendar and shared with all staff</li> </ul>
<b>Area of Priority:</b> 2: <b>Behaviour and Attitudes</b>	<b>REQUIRED IMPROVEMENTS:</b>			
	<p><b>2.1 continue to embed and refine emphasis on improving all students' attendance- particularly students that fall into the 60-80% bracket- where small gains will have overall impact for those students and school.</b></p> <p><b>2.2</b></p> <p><b>2.3 Develop our school understanding of social, emotional and mental health needs; bring our practice right up-to-date; and enhance our professional development as a reflective, research-led practitioners / school.</b></p>			
<b>Objectives:</b>	<b>Actions/Task</b>	<b>Lead Person</b>	<b>Monitoring and Evaluation with intended outcome and timescale and any contribution by Management Committee</b>	<b>What evidence will indicate progress? When will evidence of outputs and outcomes be gathered?</b>
<b>INTENT</b>	<b>IMPLEMENTATION</b>			<b>IMPACT</b>
<b>2.1 continue to embed and refine emphasis on improving all students' attendance- particularly students that fall into the 60-80% bracket- where small gains will have overall impact for those students and school.</b>	<ul style="list-style-type: none"> <li>Hold termly 'Off site', Parental review drop ins. To enable parents in the geographical area we cover to have access to staff nearer to where they can readily travel to.</li> <li>These 'offsite' parental reviews will be in the form of Informal Coffee Mornings with SLT, one or two subject staff and the SENCO</li> <li>Continue with the Absence Comparison letter home to parents/carers and</li> </ul>	EB YH  AK SENCO YH	<ul style="list-style-type: none"> <li><b>FGB SEC- visits</b></li> <li>data and T&amp;L monitoring and standards NL to liaise on these areas by emails and invitation to visit</li> <li>AK/NL reports to FGB</li> <li>Discussions and opportunities of possible links identified by Autumn 2021</li> <li>Long Term plans amended to incorporate these links. July 2021</li> </ul>	<ul style="list-style-type: none"> <li>Teacher analysis and interventions</li> <li>Weekly Friday Student Progress Review meetings</li> <li>Staff gain an appreciation of the framework and start to knowledgeably discuss</li> </ul>

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	<p>measure impact between 2 terms, as we will then have enough data.</p> <ul style="list-style-type: none"> <li>Continue with Attendance Officer tracking and completing more 'Key Workers calls/home' visits, when there are concerns of drop in attendance.</li> <li>Continue to work with LCC attendance consultant on up to date recommendations and policy checks.</li> <li>Compare pan- nationally to SEMH special schools to benchmark our attendance</li> <li>Continue to identify, intervene and use early help to encourage student attendance</li> </ul>	<p>RS</p> <p>RS/JMC</p> <p>RS AK</p> <p>AK</p> <p>RS/AK/ JMC</p>	<ul style="list-style-type: none"> <li>Revised long term plans to be rolled out September 2021</li> </ul>	<p>important aspects of the framework with LMs and colleagues. Quizzes demonstrate improvement in knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Initial Subject statements, end points and key words completed by all subjects leads.</li> <li>End points and key words start to appear in teachers' practice during QA exercises, 2021/22</li> <li>FGB minutes in SEC</li> <li>Emails to FGB</li> <li>FGB visit forms completed</li> </ul> <p>Data capture dates in school calendar and shared with all staff</p>
<p><b>2.2 link needs on EHCP to attendance issues and build on inclusion and attendance in partnership</b></p>	<ul style="list-style-type: none"> <li>Regular meetings to be scheduled between outreach staff and DHT for curriculum and lead for English and maths</li> <li>Build an inclusion strategy and implement-EB to propose draft to SLT and then collaborate with staff on what we want it to look like and include. Liaison with behaviour manager</li> </ul>	<p>SM/JD SG KEY WORKER TLR HOLDERS</p>	<ul style="list-style-type: none"> <li>Plans / information is used by teaching staff to inform planning and have an impact on pupil learning</li> <li>The plans are reviewed regularly and engage pupils and parents.</li> <li>Show evidence of whole school professional development for SEN.</li> </ul>	

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### Penkford School Improvement Plan 2021-2023

	<ul style="list-style-type: none"> <li>Embed the wider, even more bespoke curriculum for the individual needs of the satellite sites</li> <li>Continue to work towards the students on these sites attending the main site</li> </ul>		<ul style="list-style-type: none"> <li>SEN CPD to tie in with Development or SIP</li> <li>SEN CPD to meet Policy and Code of Practice</li> <li>SEN Policy to be reviewed annually</li> <li>Changes are shared with all staff</li> <li>Meets any future policy / code of practice changes</li> <li>Check legislation and current practise and revise add to as appropriate</li> </ul>	
<b>2.3 Develop our school understanding of social, emotional and mental health needs; bring our practice right up to date; and enhance our professional development as a reflective, research-led practitioners / school.</b>	<ul style="list-style-type: none"> <li>Feedback for SEN / Low attainment</li> <li>Value added</li> <li>Three-year attainment trends for SEN</li> <li>Lessons observed offer good quality learning opportunities and challenge for SEND pupils</li> <li>How effectively do teachers use support staff? New Pupil on a Page- linked to EHCP</li> <li>How well are small group interventions taught?</li> <li>What is SEN attendance, punctuality, sanctions, bullying like at school</li> <li>How accurate is identification of SEND IEPS and small SMART targets linked to EHCP</li> <li>How we evaluate progress of individual SEND pupils based on age and prior attainment. (War board)</li> <li>How do the additional interventions show accelerated progress?</li> <li>SENCO Surgery</li> </ul>	AK NL  NL  Form Tutors  LMs SLT RS  SLT SENCO  LMs  SENCO	<ul style="list-style-type: none"> <li>Our staff/ students dipping into valuable resources and Specialisms within the Special school environment for example in print, Dyslexia Mark Award , SLCN groups, social stories etc... Raised profile of Penkford School</li> <li>Link into new St Helens LA SEND Strategy</li> <li>Records of SEN Governor involvement are kept</li> <li>Governor report is repaired when requested to evaluate SEND progress</li> <li>% SEN reached expected standard of progress and % not reached, attendance of SEN students, effectiveness and impact of multi-agency intervention and support, effectiveness of partnership with parents (parental complaints, % parents satisfied with SEN, attendance at review %) Income and expenditure, EHCP and SEN impact of provisions.</li> </ul>	



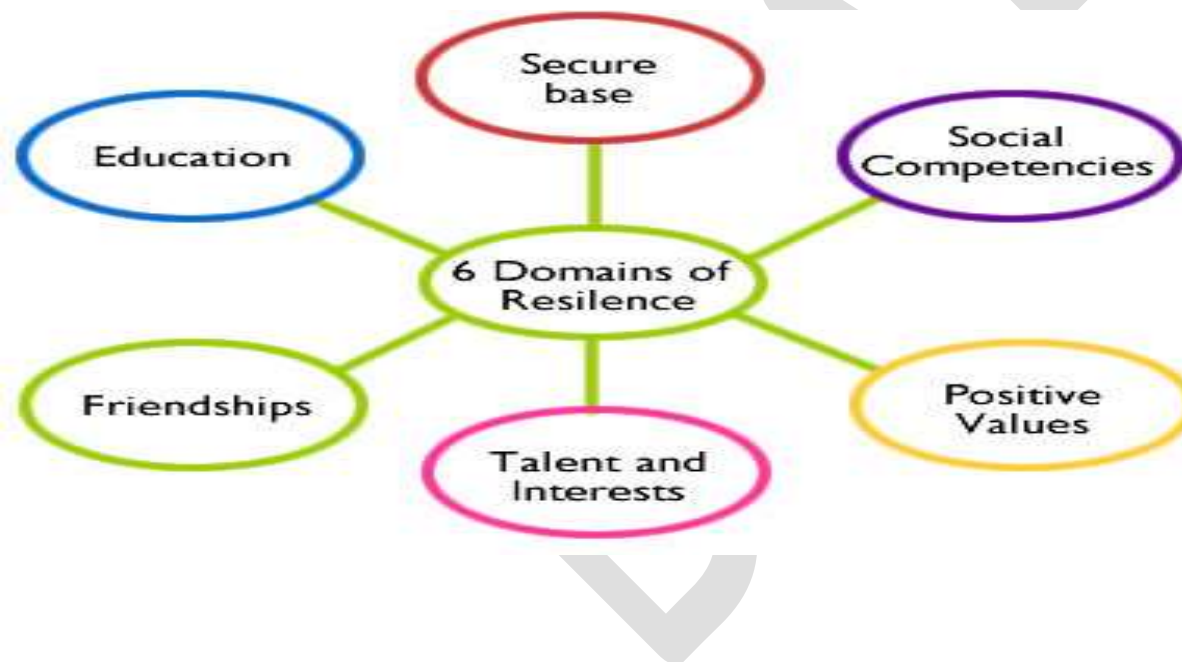
## Strategic Priorities of School to maintain our 'Good' OFSTED rating

### Penkford School Improvement Plan 2021-2023

	<ul style="list-style-type: none"><li>Promotion of inclusion links with Special Schools / mainstream provisions set up SENCO cluster</li></ul>			
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**\*\*'Cultural Capital'** – Is the Essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement.

#### Six Domains of Resilience Model.





## Strategic Priorities of School to maintain our 'Good' OFSTED rating

### Penkford School Improvement Plan 2021-2023

<b>Area of priority:</b> <b>3:</b> <b>Personal Development</b> <b>(including Careers)</b>	<b>REQUIRED IMPROVEMENTS:</b>  <b>3.1 there is a separate Careers Action Plan that has already been circulated. This captures all the Ofsted requirements and the actions needed to secure the Gatsby Benchmark Award</b> <b>3.2 Continue to embed and widen offer of a SMSC rich curriculum, including BTECs, Personal, Social and Development BTEC, Independent living BTEC, enrichment activities, Wellbeing and Citizenship. All to be linked within school to the Six Domains of Resilience Model.</b> <b>3.3 Introduce the ethos of **'Cultural Capital' with a range of culturalism in school, reflecting the heritage and influence and aspirations raising.</b>			
<b>Objectives:</b>  <b>INTENT</b>	<b>Actions/Task</b>  <b>IMPLEMENTATION</b>	<b>Lead Person</b>	<b>Monitoring and Evaluation with intended outcome and timescale and any contribution by Management Committee</b>	<b>What evidence will indicate progress? When will evidence of outputs and outcomes be gathered?</b>  <b>IMPACT</b>
<b>3.1 there is a separate Careers Action Plan that has already been circulated. This captures all the Ofsted requirements and the actions needed to secure</b>	<ul style="list-style-type: none"> <li>• Careers programme and action plan to be presented to FGB July 2021</li> <li>• Web Site to be updated to include relevant and Specifically targeted information.</li> <li>• Evaluation Process to be designed to include all stakeholders and</li> </ul>	DF  HL  DF SLT	Chair of F&R committee monitoring from Finance point Chair of SEC committee from SEC point Key Workers termly monitoring by SLT on data provided by Behaviour Watch—data and T&L monitoring and standards NL to	<ul style="list-style-type: none"> <li>• FGB minutes in SEC</li> <li>• Emails to FGB</li> <li>• FGB visit forms completed</li> <li>• Data capture dates in school calendar and shared with all staff</li> <li>• Improved outcomes for students in reading and spelling</li> </ul>

## Strategic Priorities of School to maintain our 'Good' OFSTED rating

### Penkford School Improvement Plan 2021-2023

<b>the Gatsby Benchmark Award</b>	<p>embedded into School Key Workers Evaluation Plan.</p> <ul style="list-style-type: none"> <li>Develop a programme of employer visits into school and external visits to employers to include all pupils.</li> <li>At least one visit, internal or external every half term.</li> </ul>	<p>DF External Careers Connect Worker DF/PSH E coordinat or</p>	<p>liaise on these areas by emails and invitation to visit Careers Connect worker and Manager to assist with tracking and benchmarking against the Compass tool for Gatsby Benchmark</p> <p>AK/NL reports to FGB</p>	<ul style="list-style-type: none"> <li>Meeting minutes on BW</li> <li>SLT actions and impact from subject specific areas</li> <li>Impact on Subject CPD, aim for this to be tailored to our staff and students needs</li> </ul>
<b>3.2 Continue to embed and widen offer of a SMSC rich curriculum, including BTECs, Personal, Social and Development BTEC, Independent living BTEC, enrichment activities, Wellbeing and Citizenship.</b>	<ul style="list-style-type: none"> <li>School web site to be developed to provide simple navigation and accessible information and guidance for all stakeholders.</li> <li>Training of staff for BeReady employability skills courses and materials.</li> <li>Schemes of work in PHSE to include challenge stereotypical thinking with reference to careers.</li> <li>Training of staff for BeReady employability skills courses and materials to help with raising aspiration.</li> <li>Investigate software packages to enable pupils to record their careers and enterprise experiences and to allow access by pupils of their records.</li> <li>Purchase necessary software and train staff.</li> </ul>	<p>HL AK</p> <p>DF Key Workers</p> <p>Form tutors</p> <p>PSHE coordinat or</p>	<ul style="list-style-type: none"> <li>T&amp;L and data overseen by <b>AK/NL and SEC committee</b></li> <li>SEND/ safeguarding overseen by SEND governor</li> <li>PPG, Finances and resources overseen by Chair of Finance</li> <li>Improvements, Parental Involvement, overseen by SEND governor</li> </ul>	<ul style="list-style-type: none"> <li>FGB minutes</li> <li>Email trail between staff responsible for area of SIP and FGB</li> <li>Reports to SEC from staff, and attendance of staff at FGB meetings- particularly SEC</li> <li>FGB Training Log</li> <li>INSET Attendance Log</li> <li>Website Content continuously updated</li> </ul>

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	<ul style="list-style-type: none"> <li>• Access to Careers and Enterprise Company's dashboard.</li> <li>• Training of staff in use of CEC dashboard.</li> <li>• Roll out of plans to include a link to careers in all schemes of work and lesson planning.</li> <li>• Staff training.</li> <li>• Investigate and develop STEM subjects.</li> </ul>	<p>DF NL</p> <p>Maths staff</p>		
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<p><b>3.3 Introduce the ethos of 'Cultural Capital' with a range of culturalism in school, reflecting the heritage and influence and aspiration raising.</b></p>	<ul style="list-style-type: none"> <li>• Develop links with relevant stakeholders to enable a wide and varied programme of events to take place</li> <li>• Develop links with St Helens Enterprise Advisor Network.</li> <li>• Link with local colleges and apprenticeship providers. Arrange visits both internal and external. All pupils to be included.</li> <li>• Link with local sixth form Arrange visits both internal and external. All pupils to be included.</li> <li>• Link with, Manchester and Liverpool, Lancaster and Cumbria Universities. Arrange visits both internal and external. All pupils to be included.</li> <li>• Link with Local Training Groups. Arrange visits both internal and external. All pupils to be included.</li> <li>• Develop links to apprenticeship providers. Arrange visits both internal and external. All pupils to be included.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring termly for each FGB meeting by HT, chairs of SEC, F&amp;R and FULL GB,</li> <li>• Half termly data analysed</li> <li>• monitoring meetings between HT and Dht (DF)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Baseline information on BW</li> <li>• Minutes-meetings, FGB, SLT</li> <li>• AHT (data- NL) report to SEC</li> <li>• HT reports to FGB</li> <li>• FGB visits records</li> </ul>
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