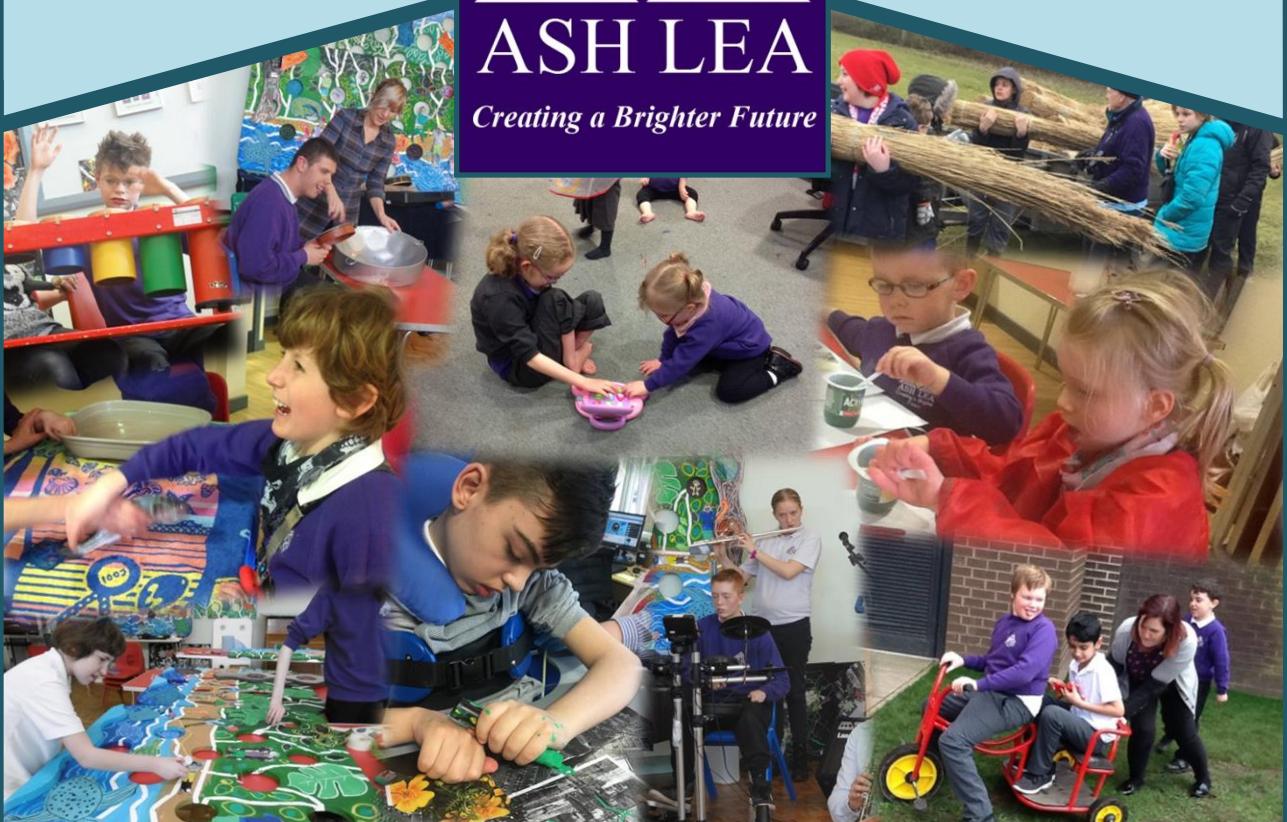


ASH LEA SCHOOL

SCHOOL

IMPROVEMENT PLAN



2017-2018

Contents

Influencing Factors.....	3
Change of school site	3
Finance	3
Healthcare support	3
Changes in curriculum.....	3
Assessment and tracking	3
Our cohort.....	3
SES on a page	5
Whole School Priorities.....	6
Leadership and Management	7
Quality of Teaching, Learning and Assessment	15
Personal Development, Behaviour and Welfare	22
Outcomes for Pupils.....	26

Influencing Factors

Change of school site

The school was in temporary accommodation in West Bridgford between September 2016 and February 2018. The school worked tirelessly to plan the new build and ensure that the temporary building continued to meet the pupils' ever-evolving needs. The school planned a very successful transition back to the refurbished school in Cotgrave after February half term.

Finance

The school set a deficit budget for the year 2017-2018 with a three year recovery plan in place. This included further staffing reduction from December 2017. With this plan SLT and governors have worked hard to ensure security and stability for the next three years enabling the focus to remain on teaching and learning.

Healthcare support

The school now has responsibility for the signing medication in and out, administering medication and pump feeds following the removal of school nurses working in special schools. This continues to have implications in terms of training and staff time out of class. Disruption to teaching and learning is being minimised through the employment of a healthcare assistant with responsibility for medication duties and PCAs taking on the second checker role.

Changes in curriculum

Following the curriculum launch last academic year, the school is now embarking on a review of the effectiveness of this curriculum on the pupils' learning.

Assessment and tracking

The school has been developing several different ways of tracking and assessing, with IEPs forming the main assessment for all pupils. Recommendations from the Rochford Review will be followed and appropriate systems put in place to replace P levels. The main focus for this year will be the development of an appropriate assessment for older pupils for whom Development Matters is no longer appropriate.

Our cohort

Our cohort is mixed and includes pupils with autism and challenging behaviour alongside pupils with complex physical and medical needs. The limitations of the space in the temporary building presented challenges in meeting the needs of all but learning outside of school e.g. using local shops, schools, parks etc. supported the learning. These issues have reduced now we are back in Cotgrave with more appropriate indoor and outdoor spaces. The school has admitted a significant number of

new pupils across the key stages, particularly Early Years and Primary aged pupils. This has impacted significantly on class groupings.

SES on a page

Statements in **bold** added September 2017

Self-evaluation Summary	Date: September 2017	Overall Effectiveness Grade	2
Ash Lea School is a good special school for pupils with Education and Healthcare Plans (EHCPS) or Statements of Special Educational Need. We are an all age special school with 72 pupils on roll aged 3 to 19. The pupils have a range of special educational needs and disabilities (SEND), including learning disabilities, autism, communication difficulties, physical disabilities, sensory processing and challenging behaviour. We have expertise in meeting a wide range of needs.			
Effectiveness of Leadership and Management Grade		2	Areas for Development
There are rigorous safeguarding procedures in place. Through its thorough quality assurance system, leaders and governors have an accurate understanding of the quality of education. This helps them plan, monitor and improve all key aspects of the school's work. CPD is focused on school priorities and has a positive impact on teaching and learning. The school has developed a new curriculum, which provides a wide range of opportunities for pupils to learn. Teachers' roles and responsibilities have been developed in line with the new curriculum. A new vision and ethos statement has been developed in consultation with all stakeholders. Website provides regular and accessible information.			To develop support staff's roles and responsibilities in line with staff restructuring. To publish and share new vision and ethos statement. Develop the role of governors and align them to different areas of the SIP priorities. Measure more effectively the impact of Primary P.E. and sports funding. To set systems in place for reviewing policies and ensuring that these are all inclusive. Review QA cycle and ensure that new systems and initiatives are embedded. Put in place systems for cascading CPD training and courses Produce provision map for pupils to identify interventions over and above core offer.
Quality of Teaching, Learning and Assessment Grade		2	Areas for Development
Teaching and support staff show expertise in personalising learning to meet the complex needs of all pupils. Teachers know their pupils exceptionally well and have consistently high expectations of all pupils. Through triangulation of observation, work scrutiny and data analysis, teaching and learning is judged as good. Pupils make very good progress in communication because of staff expertise in Augmentative and Alternative Communication (AAC) including signs and symbols Through EHC and IEP reviews and WIKIs, parents have accurate information about how well their child is progressing and how they can support the learning			Extend our 'basket of indicators' by identifying appropriate frameworks so we can more effectively measure and analyse progress. Review impact of IEP process. To measure the impact of the new Curriculum. Review support staff deployment To survey parental confidence and role in reviewing the progress of their children Develop parents' access to progress and attainment data through sharing Evidence for Learning app
Personal Development, Behaviour and Welfare Grade		2	Areas for Development
Pupils' attitudes to all aspects of their learning are consistently positive leading to good progress. Staff receive effective training around behaviour management with a focus on de-escalation and pupil self-management. There are effective reward systems in place for good behaviour. Incidents of challenging behaviour are effectively analysed and outcomes acted upon. The school's open culture promotes all aspects of pupils' welfare.			Develop effective ways to capture pupil voice to input effectively into school priorities and their own learning. Further develop staff understanding and knowledge relating to pupils' mental health and wellbeing. Processes around attendance need to be established, particularly with longer-term absence and non-attenders. Reduce the number of physical incidents in school Enhance the school environment.
Outcomes for Pupils Grade		2	Areas for Development
Taking account of their low starting points, almost all pupils make consistently strong progress, developing secure knowledge and understanding. Progress of disadvantaged groups (PP, CLA) is in line with other groups. Robust internal and external moderation of our data ensures that we make sound judgments about pupil progress Pupils develop a wide range of skills, which prepare them well for the next stage of their educational career and beyond.			Develop a system of target setting based on IEPs with high expectations for all pupils. Develop clear pathways through the curriculum and accreditation for all pupils. Pupils contribute to EHC meetings and the setting of IEPs
EYFS Grade		2	Areas for Development
Children benefit from the high quality education and make rapid progress. Children are motivated and interested in a broad range of activities and are keen learners. Children make consistently high rates of progress in relation to their starting points. Assessment is accurate and based on high quality observations.			To consolidate and review induction procedures ensuring that parents are fully involved and informed. Developing support staff skills and confidence in supporting child led play
16-19 Study Programmes grade		2	Areas for Development
There is a wide range of opportunities to support independence Learners develop personal, social (and employability skills) through high quality non-qualification activities. Learners are confident and conduct themselves well. The great majority of learners and groups of learners make strong progress from their starting points			Further develop accreditation routes based on life skills learning. Provision mapping – what is the core offer? Develop in house and external work experience

Whole School Priorities

- To ensure that there are appropriate tracking and assessment systems in place to measure pupils' progress in EHC priorities and the curriculum
- Further develop staff confidence and understanding of pupils' needs which impact upon pupils' emotional health and wellbeing and behaviour
- Further develop staff and governors' understanding of their practice, roles, responsibilities and accountability to ensure positive impact on pupils' learning
- To evaluate the new curriculum against the desired outcomes

Leadership and Management

AREA 1	Leadership and Management	Staff lead	Dawn Wigley	Gov. lead	Alex Macdonald/Rachel Tyler
Intended Impact	<p>All in the school community share and follow agreed values and ethos.</p> <p>Leaders are effective in leading key initiatives to improve pupil outcomes and ensure effective curriculum delivery.</p> <p>Governors are able to use their skills to ask challenging questions and make sound decisions about school improvement and development.</p> <p>Pupils benefit from improved learning environment.</p> <p>To develop managed approach to transition which is pupil centred</p>				
	Not started	Beginn but hit a problem	On Course	Completed	

Objectives	Success Criteria	Lead	Other	Actions	Timescale	Progress
To ensure that all governors and staff carry out the roles and responsibilities of their posts.	Middle leaders carry out identified roles and responsibilities	SLT		Middle leaders to write action plan identifying how they will ensure that roles and responsibilities are completed.	Nov 17	
	Lead teachers for EYFS and Post 16 have a clear understanding of the	LD/VS		To audit strengths and areas for development against Ofsted inspection schedule	Feb 18	

Governors to have a deep, accurate understanding of the school's effectiveness	<p>effectiveness of the provision Governors have clear understanding of their roles and responsibilities CPD is linked to school priorities and drives school improvement</p>	NP		To review curriculum provision especially at Post 16 to ensure it meets individual needs re: Post 18 provision	Jan 18	
		SLT		To identify priorities for temporary TLR positions. Identify staff to take on TLR roles	Dec 17	
		SLT		To identify roles and responsibilities of Grade 5 TAs	Dec 17	
		DW		Governors to complete NGA skills audit to ensure that the school identifies and utilises their skills	Nov 17	
		AM/JP		Review roles and responsibilities of governors in terms of the areas of the SIP Alongside assigned SLT review progress through timetabled visits	Nov 17 Ongoing	
		KD / CPD group		To identify effective ways to share CPD and to introduce coaching	February 18	
		SLT		To identify lead on behaviour for the school.	Nov 17	

To write and publish a new school ethos and vision that is agreed and promoted by all staff. To be completed by December 2017	Views of all stakeholders have been collected and included in final statement Effective systems in place for collecting pupil views A clear system in place to ensure that the school is identifying British Values	LD		Establish a format and system for pupil forum	Nov 17	
		HK		To produce document around 'British values' and SMSC and what this looks like in our school	Feb 18	
		DW / SG / JPE		To launch the new school vision, ethos and values to all parents, staff, pupils and governors	Nov 17	
To ensure that the pupils have the optimum environment to develop and progress	The Cotgrave site meets the needs of all pupils Priorities identified for spending money	SLT		To work with pupils and staff to plan the optimal internal organisation of the school and plan an effective transition	Ongoing until February 2018	
		SLT		Assist Arc Partnership and LA	Ongoing	
		SLT	teachers	To ensure the best use of money raised to enhance the school environment	Ongoing	

To develop a provision mapping system across the school	<p>There is a strategic approach to the mapping and management of interventions</p> <p>All interventions are recorded on the provision mapping system -- baseline, expected outcomes, actual outcomes and costings are recorded</p>	DW	SG	Liaise with Yeoman Park School to discuss their format and template for provision map	Nov 17	
		DW	Teachers	Develop a provision map, identifying provision over and above core offer	Jan 18	
		DW	Teachers	Curriculum meeting to discuss funding streams (PP, Yr7 catch up, sports premium etc.) and interventions currently in place	Feb 18	
		Teachers		Record all interventions with intended outcomes, costings and actual outcomes	March 18	

<p>Support staff are confident in carrying out their roles and responsibilities within the new curriculum</p> <p>Support staff's performance management targets link directly to SIP</p>	<p>There is a clear link between support staff targets and SIP priorities (particularly pupils' learning)</p> <p>CPD needs are identified and relevant training delivered by school staff where possible</p> <p>Support staff input directly into the plan – do – review cycle with the class teacher</p> <p>There is consistency across school in the roles and responsibilities of support staff</p>	KD	SLT / grade 5	To scrutinise professional review targets and ensure that they are linked to SIP priorities	Dec 17	
		KD	Grade 5 TAs	Review last year's professional review process. Revise the a professional review process (in light of review)and timetable ensuring there is an interim meeting	Dec 17	
		SLT		To audit training needs and match to expertise within school where possible to deliver training	Jan 18	
		KD/SLT	teachers	Support staff roles and responsibilities shared with teachers and other staff	Dec 17	
		KD	AP, LD, CJ	<p>For support staff to meet with their class teachers to discuss class and pupil priorities linked to IEPs and SIP</p> <ul style="list-style-type: none"> • Audit grade 5 skills • Set targets based on skills gap • Support , mentoring, 	Oct 17	

Leadership and Management Review and Impact	
To ensure that all governors carry out the roles and responsibilities of their posts.	Governor review and impact The governors completed a skills audit in November 17, looking at the areas of strategic leadership, accountability, structures, compliance and evaluation. This has shown that at least one member of the Governing Body rates their skills as 4 or 5 (on a scale of 1-5) to each of the essential skills and in most skills there are more than 2 governors rating their skills as 4 or 5. Most of the desirable skills have a similarly high rating with the exception of experience of property and estate management and procurement/purchasing. Following the skills audit, Nottingham City governor services wrote a review of governance outlining the strengths and developments and an action plan (see Review of Governance November 2017. 2 governors have completed training on safer recruitment in education and GDPR (see governor reports on training) Based on skills and area of interest, each of the governors has been aligned to one of the areas of the SIP with a view to meeting with the SLT lead in the area to discuss and challenge the school on progress in the area. This has started with 2 governors meeting to review Personal Development, Behaviour and Welfare, with a particular focus on pupils' mental health (see governor report)
Governors to have a deep, accurate understanding of the school's effectiveness	Staff review and impact Teachers have clearly defined areas of responsibility based on school priorities. Each teacher has written an action plan which was monitored by SLT as part of the appraisal process. Grade 5 TA roles and responsibilities have been updated and they have written action plans for their responsibilities. Teachers with responsibility for EYFS and Post 16 have audited strengths and weaknesses against the Ofsted framework and will update their action plans in light of the results. The curriculum review has included staff and parent questionnaires to gauge staff and parent views. Pupils' views were elicited as part of a learning walk by the pupil forum. A staff focus group led by DW is analysing the results and the curriculum will be updated in light of their findings in July 18. The Post 16 lead has completed a review of the Post 16 curriculum and this will be added to the curriculum document July 2018.
To ensure that all staff carry out the roles and responsibilities of their posts.	
Support staff are confident in carrying out their roles and responsibilities within the new curriculum	
Support staff's performance management targets link directly to SIP	The school has no TLR lead on attendance and behaviour due to the position not being filled when advertised

<p>To ensure that the pupils have the optimum environment to develop and progress</p> <p>To write and publish a new school ethos and vision that is agreed and promoted by all staff.</p>	<p>in November 17. The SLT alongside the Grade 5 responsible for behaviour have taken on this caretaker role. This post will now be filled by September 18.</p> <p>A review of support staff's professional review was carried out by a grade 5 TA and a report written. A whole school staff meeting was used to set new targets based on the school improvement plan priorities. Interim meetings took place in May 18. Roles and responsibilities for grade 3, grade 4 and grade 5 TAs were shared with staff prior to setting professional review targets. Training needs for support staff were identified as part of the professional review and school have an established in school training and information for all new staff re: autism, Makaton, eating and drinking programmes, play, safeguarding, health and safety. Through setting targets based on the SIP, staff have become more informed of school priorities and are working towards these on a daily basis. Grade 5 TAs have been supported by KD in the professional review process to monitor support staff professional review</p> <p>Through consultation with staff, the new build was planned to ensure that the inside and outside spaces meet the needs of the range of pupils. The impact of the improved environment can be seen by the marked reduction in the number of behaviour incidents as well as the reports from the 2 learning walks that have taken place since the move back to Cotgrave, which have praised the calm and purposeful learning environment (see QA learning walks report)</p> <p>All stakeholders have been consulted and have had input into the development of the new school vision and ethos document. Staff have agreed to it and a learning walk, which focused on the school's values, vision and ethos, carried out by the school's EIA partner, a school governor and SLT, reported 'The difference in the environment meant that there were no barriers to learning, which in turn allows our vision and ethos to</p>
---	--

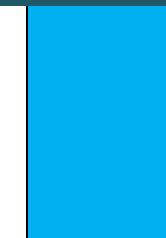
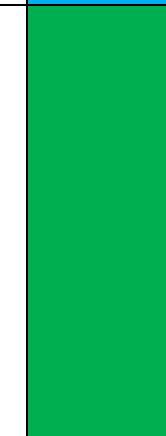
<p>To develop a provision mapping system across the school</p>	<p>become embedded in class life.'</p> <p>DW liaised with Newark Orchard about how they work on provision mapping. After this meeting, Ash Lea decided against developing a provision map. However, impact reports have been written for Pupil Premium and impact reports will be written for Sports Premium and Year 7 Catch Up by July 18.</p>
---	--

Last reviewed May 2018
Final Review July 2018

Quality of Teaching, Learning and Assessment

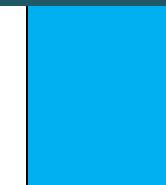
AREA 2	Quality of teaching, learning and assessment	Staff lead	SLT	Gov. lead	Jacqui Parry-Evans/Bob Nowicki
Intended Impact	<p>SLT has clear evidence, supported by pupils that the curriculum taught in each class meets the needs of the learners and impact on learning and consequent progress is positive</p> <p>Analysis of IEP data and other frameworks about progress and outcomes is used strategically by SLT to review the teaching and learning environment and plan provision which is evidence based and through which progress is monitored.</p> <p>Teachers strategically guide the work of TAs and support staff and there is strong evidence of collaborative working arrangements to ensure that TA input impacts positively on pupils' learning</p>				
	Not started	Beginn but hit a problem	On Course	Completed	

Objectives	Success Criteria	Lead	Other	Actions	Timescale	Progress
The curriculum meets the needs of all learners	<p>Teachers can evidence good progress for pupils</p> <p>Impact statement is written and any recommended changes to the curriculum are made and shared</p>	SLT	teacher s	<p>To develop a system of collaborative planning and sharing good practice across curriculum groups. Curriculum meeting time x 1 each term.</p>	Ongoing	

	Staff have a clear understanding of early literacy and maths within the new curriculum	CM	LS//LB/TM	Lead staff to deliver staff training and information re: catch up/switch on.	Feb 18	
	Pupils are positive about the curriculum and their learning	SLT		To assess the impact of the new curriculum by: <ul style="list-style-type: none"> • Teacher questionnaires to summarise play and thinking skills, characteristics of effective learning, SMSC and British Values • Pupil questionnaires/pupil forum discussions • Parent questionnaire • Lesson plan scrutiny • Data analysis and progress report 	Nov 17 Jan 18 May 18 March 18 Sept 17/Feb 18	
	Parents have a clear understanding of the new curriculum					

	<p>Assessment demonstrates that subject specific learners needs are met.</p> <p>The curriculum meets the needs of AAC users</p>	Teachers LB KD	 CM / LB SH LB KE SC	<p>For staff to share good practice. To consider using a 'Teach meet' format to feedback on training and learning. To use curriculum meeting / whole staff meeting time for this.</p> <p>To identify the school's definition of subject specific learners, to identify pathways through curriculum, to update curriculum document and to ensure good outcomes for all subject specific learners.</p> <p>To summarise ASSET literacy and communication conference.</p> <p>To investigate strategies to enable AAC using to develop early literacy skills.</p> <p>To ensure IEP targets reflect these learning needs</p> <p>To trial approaches and evaluate impact.</p>	Ongoing	
--	---	--------------------------	-----------------------------------	--	---------	--

To effectively measure and analyse pupil progress	Appropriate tracking and assessment systems alongside IEPs are in place for all pupils All pupils EHC outcomes to be appropriate to their needs Effective moderation of systems ensures that data collected is valid Interventions and provision identified in pupil progress meetings are put in place Teachers can clearly demonstrate the impact of interventions and changes to provision Parents are well informed about their child's progress	SLT	Teachers	Audit/moderate IEP targets To review and review all pupils EHC outcomes	January 18 – December 18	
		LS		To share 'Evidence for Learning' with parents.	Nov 17	
		Teachers		To identify/devise appropriate frameworks for all pupils to enhance the evidence in the IEP in SIP working groups	Nov 17	
		Teachers	SLT	Write action plan based on evidence and data as part of pupil progress meeting. Measure impact of interventions and feed back to SLT	Sept 17/Feb 18/July 18	
		SG		To review and revise current pupil progress meeting held with teachers	Jan 18	
		SG		Analyse data to ensure that all groups are making good progress	2 x year	
		SG		Write data report outlining findings and actions and share with staff	Oct 17/Feb 18	

	and how they can support	LS		Write action plan as part of Achievement for All to increase parental engagement	Nov 18	
		LS		IEP meetings with parents to review IEPs and agree new targets EfL information to be shared with parents	Jan 18/June 18 Nov. 18	

Quality of Teaching, Learning and Assessment Review and Impact

The curriculum meets the needs of all learners	<p>Assessment and impact of the new curriculum</p> <p>Staff and parents were invited to complete questionnaires about the new curriculum. Staff worked in cross phase groups to reflect on the new curriculum as part of a whole staff meeting. Their responses indicated that they felt the curriculum meets the needs of most pupils and we are teaching most pupils in the way that they learn. Parents who responded were very positive about the curriculum and how it meets the needs of their children. (See parent and staff questionnaire reports for more in depth information on views and areas to develop)</p> <p>Pupils' views were gained through a learning walk by the school forum. Their views about the learning and the activities they saw were very positive. (See notes from learning walk)</p> <p>LB and CM, leads on subject specific learners, have added to the formal learners' curriculum. Although the timescale lapsed, the focus groups for switch on reading and catch up maths have now started. It is too early to measure the impact of these interventions but this will be done in July. Lead staff for these have shared</p>
---	---

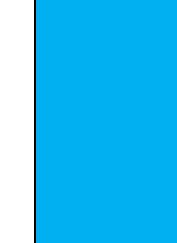
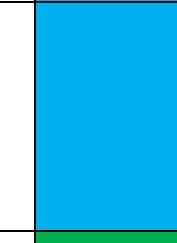
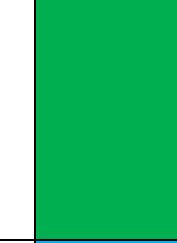
<p>To effectively measure and analyse pupil progress</p>	<p>information with all staff as part of a whole staff meeting.</p> <p>The lead for SMSC and British Values has written a report on how these are taught within our curriculum. This was completed after teachers completed a questionnaire on this.</p> <p>Teachers have started planning in groups or pairs and time is set aside for this at the end of each term in preparation for the next term. This enables teachers to draw on others' strengths and areas of expertise. Teachers in Post 16 have been reviewing the curriculum taught and accredited pathways.</p> <p>Asset literacy continues to be used only in the class in which staff attended training. Sharing of this and other AAC communication and literacy approaches remains an outstanding action.</p> <p>The progress and achievement reports for 2016 – 2017 and the interim progress report February 2018 indicate that pupils are making good progress in IEP targets and other assessment frameworks. This, along with parent, staff and pupil views of the curriculum, demonstrate that the new curriculum has a positive impact on learning and engagement but there are still areas to address as the curriculum review continues over the next year.</p> <p>During the year there have been 2 audits of IEPs through moderation with class teams, between teachers and by SLT. This has ensured that progress towards targets has been accurately recorded (see audit reports). As a result of these meetings, teachers are now setting targets with another teacher. The interim progress and achievement report showed the progress of each pupil in terms of IEPs and other assessment frameworks. Progress was analysed individually, in key stages, by gender, Pupil Premium/LAC and ethnic minorities (see interim progress report). The report indicates that all groups are making good progress and</p>
---	---

<p>To adapt teaching/provision based on progress data</p>	<p>actions from the report were shared with staff.</p> <p>Teachers had training for setting EHCP outcomes in Jan 2018, led by the school EP. As a result of this, guidelines have been written for writing outcomes and the medium term (key stage) and shorter term (year) outcomes will be reviewed by SLT as EHCPs are written over the next year.</p>
<p>To ensure that parents are well informed of their child's progress</p>	<p>Alongside the IEPs, teachers have been researching tracking/assessment frameworks. 4 curriculum meetings were used for teachers to look at existing frameworks and to agree or adapt frameworks. For the pre-formal learners, school believes that Routes for Learning remains the most appropriate framework. The group looking at tracking frameworks for the semi-formal learners have taken Development Matters and have added/are adding in other frameworks such as AET progression, NC end of year expectations, Pathways assessment for AAC users, EYFS B Squared. Currently the areas completed are Personal, Social and Emotional Development, Maths, Reading and Physical Development. The group aims to complete all areas before the end of the academic year in order to baseline pupils on it for the beginning of 2018-2019. Until this is completed, previous tracking assessments will continue to be used to give progress data.</p> <p>All teachers have met with SLT for one pupil progress meeting this year (the other one is planned for June 2018). A new template for the meeting has been written and used with greater emphasis on the progress of LAC and those entitled to Pupil Premium. As part of the meeting an action plan is written for the class and individual pupils where needed and the actions reviewed in the next meeting. This ensures that any actions are monitored.</p> <p>Parents were involved in the reviewing and setting of IEPs in January and the same format will be used in June. All parents were invited in for a meeting with the class teacher to review the existing IEP and decide on priorities for the new one. If parents were unable to attend, a telephone meeting was set up. More than 90% parents took part in the review and setting of IEPs. This has resulted in parents being well informed of progress in IEPs, part of identifying priority areas of learning and aware of how they can support learning at home. Evidence for Learning has not yet been shared with parents due to some issues around what is being shared. Guidelines will be written by SLT/LS and evidence will now be shared with parents from September 2018</p>

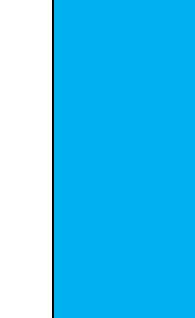
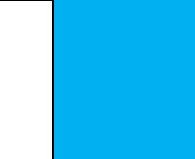
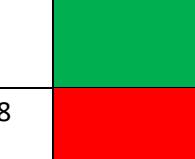
Personal Development, Behaviour and Welfare

AREA 3	Personal development, behaviour and welfare	Staff lead	Kate Davies	Gov. lead	Marie Nicolson/Steve Gardner
Intended Impact	Pupils are supported to be as physically, mentally, emotionally and socially healthy as they can possibly be. Pupils input into whole school decision making Pupils attend regularly and punctually				
	Not started	Begun but hit a problem	On Course	Completed	

Objectives	Success Criteria	Lead	Other	Actions	Timescale	Progress
Pupils are active participants in their own learning and able to contribute their ideas and views		SC		<p>Decide on format to glean pupil views</p> <ul style="list-style-type: none"> • Decide on which skills pupils need in order to do this. In particular with those who may be advocates for others • To write protocols for the forum • To read through Equality Policy and ensure that the forum meets its aspirations • Establish how the group meets and reports to governors 	Nov 17	

	<p>That pupils contribute meaningfully to pupil forums</p> <p>For the school ethos and vision to be monitored and upheld by the pupil forum</p> <p>Pupils contribute meaningfully into EHCP. IEP transition meetings</p> <p>Wikis successfully used to support the expression of pupil voice for transition</p> <p>To ensure that pupils understand their contribution to their learning (IEP / EHC) and how well they have achieved their outcomes</p>	LD/SC		To review last year's EHC review contribution from pupils	Jan 18	
		Teachers		To devise a pupil centred plan for transition at year 9 which will be reviewed at least annually alongside the WIKI	Jan 18	
		LS / LD / AP	NP / KD / HK / AM / SC	<p>To use wikis in meetings with a pilot group of pupils from year 8 and above</p> <p>To ascertain what good practice is in using wikis in this context gleaned from school staff, parents and other external agencies</p>	<p>April 18</p> <p>July 18</p>	
		Teachers Wiki champions		Update list on who has wikis and who champions are	Oct 17	

Staff are knowledgeable about the support systems and structures in place across the school to support pupils with social, emotional and mental health difficulties and other issues that drive behaviours.	School is working in partnership with families around supporting behaviour and mental health through the IEP process To have assessment tools that help measure and monitor pupils' mental health and wellbeing	SLT	LuD	Review of roles and responsibilities relating to Behaviour	Sep-17	
		SLT / LuD	Teachers	To ensure that pupils who have significant and / or challenging behaviour have IEPs that address these needs.	Oct-17	
		LuD	Teachers	For behaviour lead to input into these IEPs; writing and reviewing. This to be written into the IEP timeline	During IEP review periods	
		SG	LuD / NM	Research assessment tools and strategies	Dec. 17	
		Teachers		To pilot the 'Boxall Profile' assessment / or other suitable system with one pupil around emotional wellbeing	Jan. 17	

To increase the attendance of pupils	<p>SLT can evidence how the use of data informs actions aimed at maintaining a high level of attendance for pupils</p> <p>All staff are clear about their role in ensuring pupils attend regularly and punctually</p> <p>Parents are clear and confident about the policy relating to the regular attendance of all pupils</p>	DW / LuD / Governors	Reception Team	<p>Review and update the pupil attendance policy and procedure with particular focus on</p> <ul style="list-style-type: none"> • Criteria for authorised absence • Good practice for pupils accessing other activities during the school day <p>Establishing the role of parents</p>	Oct-17	
		SLT		Analyse attendance data 16-17 for all pupils below 90% and identify reasons why	Nov 17	
		DW		Consult with all teaching staff on what their current role and responsibilities are around managing attendance	Dec 17	
		DW		Write a procedure with clear indicators for when a pupil's absence requires additional support.	Feb 18	
		DW		To identify what this support is and who does it	March 18	
		DW / LS		AfA project to focus on attendance and engagement with parents	Nov 17	

Personal Development, Behaviour and Welfare

Pupils are active participants in their own learning and able to contribute their ideas and views

Although the format of the pupil forum has been agreed, it has met only once to look at the curriculum and learning in each class. This has been due to lead staff going on maternity leave and then the replacement lead having an extended absence. As a result, many of the actions will carry over to the next academic year.

A review of pupils' views for EHCP reviews was carried out. As a result, guidelines for pupils' views was written and shared with staff and will be implemented from September 2018. WIKIs have been written for those in Year 8 and 9 and pupil-centred transition plans have been devised and implemented this year for those in Year 9. A clearer view of the pupil's aspirations for life after school enables the school to plan the pathway accordingly in line with the Preparing for Adulthood document.

Staff are knowledgeable about the support systems and structures in place across the school to support pupils with social, emotional and mental health difficulties and other issues that drive behaviours.

SG, lead on pupils' mental health, has completed training in children and young people's mental health and has shared information with staff as part of a whole staff meeting. Support around emotional regulation and sensory processing from NM, Occupational Therapist, on an individual or class basis has also developed staff understanding of how these can affect mental health and behaviour. A greater understanding of pupils' mental health is supporting staff to understand the underlying factors which can lead to pupils displaying challenging behaviour. Support systems for pupils such as right state ALDs, happiness box and social stories are supporting pupils' emotional regulation and this, along with other factors such as the improved environment, has resulted in a reduction of behaviour incidents.

There has not been a behaviour lead TLR this year and so this post has been taken on by SLT in a caretaking capacity with the support of a Grade 5 TA for behaviour. This post will be filled from Sept 18

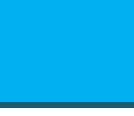
Outcomes for Pupils

AREA 4	Outcomes for pupils	Staff lead	Sandra Gell	Gov. lead	Jeremy Pickering/Ben
--------	---------------------	------------	-------------	-----------	----------------------

Last reviewed	May 2018
Final Review	July 2018

					Whitmarsh/ Yvonne Wilson
Intended Impact	Pupils are set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these Pupils contribution to and participation in their learning is meaningful and self-directed Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications				
	Not started	Beginn but hit a problem	On Course	Completed	

Objectives	Success Criteria	Lead	Other	Actions	Timescale	Progress
To set targets that reflect pupils' priority learning To put interventions in place so that targets are met	Moderation of IEPs indicates that targets are appropriate and aspirational When IEPs are moderated by SLT that all are found to be broadly appropriate Pupils make good progress in IEPs and other assessment frameworks	SLT		Review IEPs and RAG rated targets to ensure aspiration and good or outstanding progress	Oct-17	
		SG		Moderate IEP targets to ensure that they reflect EHC priority areas	Sept 17/Feb 18	
		Teachers		Timetable IEP review meetings and target setting with other professionals	Jan/June 18	
		SLT		To develop clear guidance on wording of IEPs and EHC outcomes, in particular around early developmental / social, emotional and behavioural targets.	May 18	
A pupil-centred approach is embedded into policy and practice (the school)	A pupil-centred approach is embedded into all learning, meetings and IEP setting and review	LD/SC	All staff	To review and write protocols for appropriate language and actions relating to all pupils	Feb 18	
		DW		Update and share revised Equality Policy	Jan 18	
		Teachers		See notes above for use of wikis		

can describe what it is and how it ensures this happens)		Teachers		Pupils are involved in reviewing their progress towards IEP targets and other self-assessment (as appropriate)	Jul-18	
To develop a clear and inclusive curriculum pathway for all pupils	<p>For all pupils' needs to be addressed in the post 16 curriculum document</p> <p>Parents and pupils are well informed of options and placements post 18</p> <p>Pupils have the necessary skills, qualifications and knowledge for life after school</p>	NP	HK/AP/K D/SC	To re-write curriculum for post 16 pupils to include those pupils working on pre-formal and semi-formal	Mar 18	
		SLT/NP		Re-evaluate accreditation courses ensuring that all pupils' future needs can be met	April 18	
		SLT		Audit current practice. Evaluate whether learning is appropriate to need.	April 18	
		NP		Develop appropriate work experience placements in school and in the community for identified pupils	Nov 17	
				Organise careers guidance briefings, workshops from external agencies to inform pupils and their parents of Post 18 options	Oct 17/ongoing	

Outcomes for Pupils	
To set targets that reflect pupils' priority learning	<p>Over the year there has been a focus on linking IEPs to EHCP outcomes. Where targets have been set that are not linked to the EHCP, this has been challenged and, where necessary, new outcomes are added to the EHCP to reflect the changing priorities or needs. Because the targets are set with class teams, other professionals, e.g. SaLT and parents, it has resulted in targets that reflect pupils' priority learning. Parents have overwhelmingly indicated that they are happy with the targets set, feel part of the process and that their ideas are listened to (Survey Monkey questionnaire)</p> <p>Where pupils are not on target, interventions are discussed as part of the pupil progress meeting and an</p>

<p>To put interventions in place so that targets are met</p> <p>A pupil-centred approach is embedded into policy and practice (the school can describe what it is and how it ensures this happens)</p> <p>To develop a clear and inclusive curriculum pathway for all pupils</p>	<p>action plan drawn up with timescales and reviewed at the next pupil progress meeting.</p> <p>Pupils can express their views, likes etc. through WIKIs, which are shared as part of the EHCP review. All pupils will eventually have WIKIs -currently 51 pupils have a WIKI .Protocols for language have not yet been written – this remains an outstanding action. How pupils review their progress is different across the school. Some pupils have their own IEP progress charts that they fill in. For others, reviewing their own progress is more informal.</p> <p>HK and NP have written a new two year curriculum map for post 16. It has areas to be covered for the three groups of learners – pre, semi and formal. The topics are linked to accredited courses in the life skills challenge by Asdan where appropriate. Where there are gaps, AIM awards units will be followed. These units have not yet been identified as AIM are doing a restructure and some of the units will be disappearing/ changing . Sue Chance from Aim will be coming in to meet HK and NP before the end of term to identify these and look at suitable alternatives where necessary.</p> <p>In addition to these exam bodies we will also be running AQA English and maths.</p> <p>From these units we will be taking our tracking documents using the exam criteria as our statements. As we are not yet familiar with AQA the tracking documents are not yet complete. This is a priority for the autumn term.</p> <p>Pupils have undertaken numerous visits to post 16 providers, as well as providers coming in to school . AP is working to get these providers to come to parents evening where we usually have information and drop in sessions for parents.</p> <p>The work experience / careers has been an area for development. Currently school is working with Natasha McCracken, a careers consultant and Graham Wood, an enterprise coordinator to develop careers in school. NP and HK have identified where careers and enterprise opportunities can be included on our curriculum map. DW and NP are also working with Anne Harrison- Jeil from Mencap who is working to source work experience placements.</p>
---	--

	<p>Currently, one pupil is undergoing a work experience placement at the cancer research shop in West Bridgford and another has an initial interview at Tiffin in West Bridgford. School is also in the process of applying for a £10,000 grant to support work placements in the future.</p>
--	---