ASH LEA

*Working together to be
the best that we can be*

ASH LEA SCHOOL - School Improvement Plan 2018 -19

CPD opportunities, provision and review.

Area to be developed and its derivation: **Leadership and Management**
• **'**Leaders and those responsible for governance should ensure that governors quickly develop a secure understanding of their roles and responsibilities in order to hold the school leadership team to account more effectively'. Ofsted 'next steps' following the inspection in May 2018

Where we are starting from:
• 'Governors are committed to the changes needed and are holding leaders to account more thoroughly than has been the case in the past'. Ofsted May, 2018

Objective	How we will get there / strategies	Lead / Provision	By when?	
Ensure that governors understand their roles and responsibilities in order that they can hold leaders to account robustly	• Conduct further external review of governance to determine the impact of recent development	Nottingham City Governor Services CoG / Notts County Council	20.12.18	
	• Complete Governance action plan that becomes a standard agenda item for each meeting (hyperlink to action plan September 2018)	CoG	27.09.18	
	• Governor external training	Nottingham City Governor Services	20.9.18	
	• Review of Governance	Nottingham City Governor Services	15.5.19	
	• Evaluate the impact of this training to ascertain effectiveness of the governing body and any other training needed	SG / DW / MN	27.3.19	
	• Analysis of the skills audit of Governing Body to identify any gaps in skills and knowledge from previous audit	SG	16.11.18	
	• Conduct an updated skills audit (4 new governors)	SG / Nottingham City governor services	15.5.19	

Area to be developed and its derivation**: Leadership and Management / Teaching and Learning / Outcomes for Pupils**
• **'Leaders and those responsible for governance should ensure that: they develop the role of middle leaders to add capacity to improve the effectiveness of subject implementation' Ofsted report 2018, Actions.** • **Maximising the impact of support staff on learning (based on AfA Module on the use of support staff from the LSIS 'Working with Learning Support Assistants, an Organisational Tool') completed by Kate Davies**

Where we are starting from:
- PR review meetings have been held with all support staff, supported and moderated by KD. Good habits have been established in all support staff using email to access their reviews, reviews being updated digitally. The Grade 5 team completed their meetings and paperwork within the day allocated. KD is confident that the Grade 5s can run these meetings without SLT support.
- KD has met with AfA lead Sue Garland-Grimes and assessed the impact of TAs currently in school through assessment documents and established a list of activities not in place and partly in place. Priorities established through this process.
- The Grade 5s have a clear understanding of how to manage the professional review process. Review meetings were held in a timely fashion and were supported and observed by SLT. The small group have ideas on how to change the PR review document itself and have been able to demonstrate that they are able to hold support staff to account.

Objective	How we will get there / strategies	Lead / Provision	By when?	
To hold Grade 5 Teaching Assistants to account for the monitoring and evaluation of the effectiveness of Support Staff and ensure that the is a	• To have fortnightly meetings with KD and Grade 5s with a specific framework focusing on the accountability agenda • To review the monitoring and evaluation systems for support staff and share outcomes with governors • For the Grade 5s to adapt current PR document (and that the process is slightly	KD working with AP LD and CJ KD to write brief report to governors to be added to head teacher's report KD to have ongoing support meetings and to use documents, research and information from the AfA with Sue GG	4.10.18 20.5.19 Until July 19 half termly	

sharper focus on the teaching and learning process by all	differentiated between different support staff roles). • To include expectations for participation in professional reviews into the support staff induction programme • To conduct a baseline review of strengths and areas for development working alongside a member of the Grade 5 TA team on strengths and areas for development • For Grade 5s to observe support staff alongside SLT member and to report on their strengths and areas for development as part of the PR process • To revise Grade 3 and Grade 4 responsibilities to ensure that there is a clear progression between the Grades and for these support staff members to take on operational or learning responsibilities to increase capacity and / or have an impact on outcomes for pupils	LD KD / CJ KD - specialist (Headteacher) to conduct audit through learning walk DW – Each Grade 5 will feedback to those within their PR team with a focus on contribution to recording IEP targets and embedding this into learning KD – To speak to class teachers and Grade 5s and refer to SIP and SEF for this. To be introduced and discussed with TAs during Professional review meetings	25.10.18 25.10.18 17.10.18 Wk beginning 26.11.18 9.11.18	

Area to be developed and its derivation: Leadership and Management, Teaching, Learning and Assessment, Outcomes for Pupils
- Review the current curriculum and identify SMSC, BV and careers within it
- Update the curriculum and share with staff, pupils and parents
- To write a teaching, learning and assessment policy based on staff views of what provision should look like

Where we are starting from:
- The curriculum has been written and has been running across school for 2 years. Parents, staff and pupils have been surveyed on their views of the curriculum. Progress of some pupils in English and maths has been identified as an area for improvement. To improve outcomes in English and maths, Catch Up and Switch On baselines have been carried out for pupils across 3 classes and groups are now running in both initiatives.
- There have been some changes in the teaching staff since the introduction of the Ash Lea curriculum so there is a variation in familiarity and confidence within the curriculum
- Some assessment frameworks have changed since the curriculum was written and a new Ash Lea Assessment framework has been devised to more closely mirror the semi-formal curriculum
- All staff have had some training around EYFS and play

Objective	How we will get there / strategies	Lead / Provision	By when?	
Ensure that the curriculum is the right vehicle for pupils to reach their potential (2 year target)	• Devise a common planning format and trial across school for the spring term	SG	Dec 2018	
	• Audit lesson planning and identify changes to the planning template		March 2019	
	• To identify regular, dedicated SLT time around SIP priorities		Jan 2019	
	• Review pupil, parents, staff comments about curriculum (from previous review)		Feb 2019	
	• Review and update curriculum document based on new interventions and additional info (Post 16)		March 2019	
	• Meet with leaders of careers, BV, SMSC and R.E. to review current practice to ensure we are compliant		March 19	
	• Update curriculum in light of review of statutory elements		April 2019	
	• Develop criteria for learning walk and observation (teaching and learning policy)		May 2019	
	• Learning walk to establish what the AL curriculum looks like in each class		March 19	
			March 2019	

	• Pupil forum to identify pupils' views of what is working well		May 2019
	• Write a curriculum review report of current practice to feed into new teaching and learning policy		May 2019
	• Track 1 pupil from each pathway identifying:		
	○ How planning shows the teacher is addressing EHCP outcomes and IEP targets		
	○ Progression through the curriculum		June 2019
	• Identify priorities for CPD based on curriculum review		
	• Identify groups or individuals who may need additional interventions through pupil progress meetings		June 2019
	• Devise a common format for medium term planning, ensuring that SMSC, BV and careers are considered and identified		Dec18
	• Monitor the impact of interventions such as Catch Up and Switch On and ensure that interventions are written into the curriculum (target 1)		April 19
	• Plan a curriculum topic cycle across the whole school		15 & 21 May 2019

Area to be developed and its derivation: **Leadership and Management / Personal Development, Behaviour and Welfare**

- **'Leaders and those responsible for governance should ensure that: they develop the role of middle leaders to add capacity to improve the effectiveness of subject implementation' Ofsted report 2018, Actions.**
- **To develop to role of middle leaders to add capacity to leadership to help to continue to improve standards in school**

Where we are starting from:
- The school has ensured that responsibilities for teachers are decided on depending on what the school outlines as priorities from the SEF and SIP

Objective	How we will get there/strategies	Lead/Provision	When by?	
Develop the role of the PDBW team to improve the effectiveness of school systems leading to improved outcomes	- Review and adapt the personal specifications for each of the PDBW strands (Behaviour, Attendance and Wellbeing) - Advertise and appoint internally for these roles to start on September the 1st 2018 - Plan and implement induction programme for each member of staff with an emphasis on the accountability agenda - Update roles and responsibilities / action plan (link to this) - Baseline audit for each area and present this to governors	DW DW LS / CM for each of their areas of responsibility and they also need to support LD in writing her action plan	Interviews and staff chosen June 2018 24.10.18	
Ensure that all teachers fully understand their	- To revisit and review SIP responsibility document and accompanying roles	Governor interviews with teachers		

responsibility in relation to school improvement priorities and provide effective support and challenge for colleagues	• For teachers to contribute to the school's SEF and SIP • To submit action plan linked to SIP to appraiser • For appraisers to moderate the quality of these plans • To appoint a 'curriculum' lead to review the impact of the new curriculum on individual pupil outcomes	INSET day to complete these KD Re-check SG	26.10.18 9.11.19 23.3.18	

Area to be developed and its derivation: Personal Development, Behaviour and Welfare

- **'Leaders and those responsible for governance should ensure that: they develop the role of middle leaders to add capacity to improve the effectiveness of subject implementation' Ofsted report 2018, Actions.**

Where we are starting from:

- "All (pupils) are supported to develop their skills for life." Ofsted 2018
- Where behaviour incidents occur, the school is quick to work with individuals and review its interventions. This is recorded and monitored through the 'Behaviour Watch' system
- IEP targets may focus on behavioural challenges or wellbeing when this is a priority for the pupil
- Where appropriate, behaviour and attitude are discussed with pupils to create strategies they can use to ensure access to learning

Objective	How we will get there/strategies	Lead / Provision	When by	
Develop the new extended leadership role around supporting pupils' behaviour, attendance and wellbeing towards embedding a coherent, whole school strategy towards mental health and wellbeing.	Audit pupils accessing support from external agencies to see what support we currently have available to support our pupil wellbeing.	CM - CAMHS, EHAF, SaLT, OT etc to support with this	22.11.18	
	Audit whole school wellbeing support needs in order to prioritise need and make referrals as required.	CM	14.12.18	
	Develop an emotional support programme for key individual pupils – identified from audit of need	CM/LS	1.2.19	
	Audit of IEPs for wellbeing and behaviour targets / links	CM – to support teachers to embed these into IEP documents	11.1.19 11.1.19	
	Clarify a protocol for making a referral / how to request additional support, when class staff have a concern.	LS/CM		
	To set up a structure whereby Behaviour, Attendance and Well-being is monitored, analysed and acted on throughout the year.	LS (Behaviour) CM (Attendance)	Ongoing	
		CM	Ongoing	

	Identify pupils whose attendance is impacted because of complex health needs and identify strategies to support learning	LS	6.12.18 Apr 19 July 19	
	Whole school leadership (SLT and Governors) have a shared understanding of current Behaviour and Attendance data through termly reports	LS/CM – this lead depends on what the issue is. LD to be used to target support where the physical management is an issue	Ongoing	
	Identify classes and individual students with repeating behavioural incidents and meet with teachers/teaching assistants to discuss additional support required and behaviour management strategies	LS to take over LAC responsibility	Complete Nov 19	
	Further embed pupil premium and other additional funding into pupils' IEPs so that there is greater precision in how the impact is measured	NPQSL qualification to focus on this		

Area to be developed and its derivation: Outcomes for Pupils
- Develop assessment and tracking frameworks to meet the needs of all pupils
- Baseline all pupils on appropriate tracking frameworks
- Secure a consistent evidence base
- Identify good and outstanding progress for pupils based on additional assessment frameworks

Where we are starting from:
- An Ash Lea assessment framework for semi-formal and formal learners has been written with levels from approx. P3 to Yr 2 outcomes. The assessment system is based on Development Matters as the Ash Lea curriculum closely follows the EYFS curriculum. Teachers are currently making baseline assessments of pupils on this.
- A KS4/P16 tracking document has been devised using MAPP to track progress through accredited routes. Teachers are currently making baseline assessments of pupils on this.
- Switch On is being trialled in 2 classes and Catch Up is being trialled in one class.
- All classes are recording progress in IEPs on Evidence for Learning but evidence in other frameworks is not consistent. Some staff are very confident in recording evidence, but others are less confident. Some classes have effective systems in place to capture evidence.
- Progress in other frameworks is based on the same criteria and rates of progress for all pupils

Objective	How we will get there/strategies	Lead/Provision	When by?	
To be able to measure pupil progress more precisely by developing an assessment system for the semi-formal curriculum.	- Continue to attend the assessment and monitoring group for the LA's special schools. xx - To take this assessment to this group for peer review - Complete writing of outstanding areas of learning - Define Ash Lea levels in terms of DM, P Levels etc and ensure	SG 2 days cover for teacher to write remaining areas of learning OD to put assessment framework on EfL	19/11/18 04/03/19 Summer term Oct 18 Oct 18	

	consistency across areas of learning		
To baseline pupils in new assessment frameworks	• Teachers to work with pupils' previous teacher to baseline	Teachers	30/11/18
		SG 2x Curriculum meeting xx	Oct 18
To evaluate effectiveness of assessment frameworks	• Develop a tracking proforma to record progress	SG	07/01/19
	• Outline new framework to all staff xx	SG	07/06/19
	• Staff survey on assessment frameworks	SG	1 x term
	• Special schools' assessment group moderation	SG with Cath Paige	06/03/19
	• Cross reference AL levels with pre key stage standards	SG	25/01/19
	• Pre key stage standards trainingxx Pre key stage standards moderation	LS/CM	29/03/19
To identify good and outstanding progress for pupils within assessment frameworks	• Analyse rates of progress over last 2 years (where data is available)	SG	03/05/19
	• Identify cohorts and compare rates of progress for individual pupils within cohorts	SG	10/07/19
Analyse maths provision across the school to ensure that teaching of maths supports all pupils to make good or better progress		LB	25/04/19
	• Audit maths data and analyse trends	LB	
	• Triangulate evidence through observation/pupil views, work scrutiny, data	LB	Easter 2019
	• Write a rationale for maths provision from Early Years to Post 16 including how it fits within Ash Lea curriculum and National Curriculum	LB	May 2019
		LB	April and September 2019

Analyse reading provision across the school to ensure that teaching of reading supports all pupils to make good or better progress	• Evaluate the impact of Catch Up in terms of pupil progress • Inform parents of maths provision through parent workshop	Reading learning walk Data assessment CM/SG Reading books shared between home and school	07/03/19	
To develop a more consistent evidence base for progress/attainment through Evidence for Learning	• Audit reading and writing in all three strands of the Ash Lea Curriculum, across the school • Baseline pupils identified as at an appropriate level • Set up Switch on style intervention groups in classes 3, 5, and 6. • Roll out staff training in Switch On principles to allow wider access to Switch on reading sessions • Explore the availability of reading schemes for AAC users • Class teacher to assess the impact of Look to Read for AAC user • Develop school library facility – band books to help accessibility of reading material to all • Audit parent response to shared reading, and run workshop around helping your child to read Moderation of evidence • SLT to share examples of good practice • Develop guidelines on evidence to be shared with all staff	2 x twilight training sessions in house Named TA to support library promotion / Governor working party to support book banding Whole school staff meetings x 2 Curriculum meetings x 2 SLT	24/04 & 08/05 24/04/19 06/05/19 07/019 24/05/19	

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Area to be developed and its derivation: **Outcomes for Pupils / Post 16**
- To meet the needs of the changing post 16 cohort.
- For all pupils to have a purposeful and aspirational planned route through their final years at Ash Lea to equip them to live a fulfilled and autonomous life

Where we are starting from:

- A good understanding of assessment systems being used across the school and in other establishments
- IEP assessment system in place which is linked to EHC plan; showing that pupils were making good or outstanding progress
- A focus group of teachers have started to write a semi-formal assessment framework, based on Development Matters
- Post 16 teachers have researched appropriate Entry Level qualifications and will adopt an assessment framework based on those courses
- Catch Up maths and Switch On reading groups started in the summer term to develop learning in literacy and maths for more formal learners
- Evidence for Learning app is used across the school to collect evidence and match to assessment and tracking frameworks

Objective	How we will get there / strategies	Lead / Provision	By when?	
For each pupil from Year 9 to have a clear pathway through post 16 with regard to their provision and assessment and that they show progress through this

To ensure that each pupil's pathway has sufficient and the highest challenge | For Year 9 transition review meeting to focus on more sharply on PfA (including personalised accreditation routes) | AP - ready for year 9 meetings to start | 9.11.19 | |
| | To review and revise Year 9 meeting format and report to SLT and governors | AP | 21.3.19 | |
| | Adjust review documentation and meeting accordingly | RB to check that Class teachers are completing this for each review meeting from when the Year 9 reviews start | 12.11.19 | |
| | To ensure that meeting format incorporates pupil voice and parental views | AP – Grade 4 (AC) to support with person-centred multi-media advocacy following the removal of LA funding for wikis
KD – to follow up WIKI funding possibilities with RIX | 9.11.18 | |
| | To ensure that the outcomes of the Year 9 reviews are effectively informing planning and IEPs | For Governors to QA links between transition plan, IEPs and provision. SG as part of IEP moderation | | |

Area to be developed and its derivation: **Outcomes for Pupils / Post 16 –** Further implementation of the Careers Strategy

Where we are starting from:
- Gatsby Benchmarking Audit commenced and that has highlighted the need to work with external careers partners
- To illustrate within the Ash Lea Curriculum where Careers are taught
- N2D2 grant applied for enhancement of work experience

Objective	How we will get there / strategies	Lead / Provision	By when?	
To ensure that the Careers Strategy has value and impact on outcomes for all pupils across the school	Scrutinise lesson planning to ensure good inclusion of career opportunities and implement changes if needed following this	DW – To audit current planning	19.11.18	
	For all staff to be aware of the importance of the Career Strategy via whole staff meeting and to fully understand their responsibility within this	NP – Support from Careers advisor to complete this	5.11.18	
	Further develop opportunities for work experience outside school	If N2D2 Grant awarded to be used to enhance this work	28.2.19	
	Develop links with potential local employers	NP to lead on pathway A and B and Heather to lead on pathway C		
	For all pupils to have work experience appropriate to their needs.	NP		
	To employ the services of an appropriate, independent careers advisor	KD to QA the rigour with which this is implemented and to ensure that this meets aspirations and outcomes	17.12.18	
	Audit medium term planning to ensure effective and appropriate enrichment that meets the needs of a diverse post 16 population	KD Scrutinise planning in this regard and make recommendations accordingly		
	Including books and information within the common room	AS to ensure this is in place as part of her common room responsibility Appropriate shelving needed for this		

Area to be developed and its derivation**: Teaching and Learning / Post 16**
- To meet the needs of the changing post 16 cohort.
- For all pupils to have a purposeful and aspirational planned route through their final years at Ash Lea to equip them to live a fulfilled and autonomous life

Where we are starting from: Applied for N2D2 grant

Objective	How we will get there / strategies	Lead / Provision	By when?	
To refresh and update the independent travel programme	Review current programme for strengths and developments	HK	28.9.18	
		Governor		
	Visit other settings		28.9.18	
	Arrange training for appropriate strategy chosen	HK	10.12.18	
		HK (to pass this on to those TAs supporting Travel training	21.12.18	
	To highlight pupils within post 16 and KS4 whose EHCPs and aspirations require independent travel (done as a travel training team)	A baseline for each student within post 16 and KS4 for to independent travel (at an appropriate level) and to ensure that this is set up on Evidence for Learning		
	To include parents in setting up these plans to ensure that they feel comfortable and can contribute to these plans	HK – Each class teacher to discuss this with families		
		HK		

Area to be developed and its derivation: Outcomes for Pupils / Post 16

Where we are starting from:
- All pupils regardless of additional needs are now within the Post 16 group and are following a Post 16 Study Programme

Objective	How we will get there / strategies	Lead / Provision	By when?	
To devise overarching curriculum document which includes curriculum, assessment and tracking pathways in ensure that all pupils have equality over opportunity and provision Trialling and establishing an assessment system whereby all pupils in post 16 have an accredited and measurable pathway that meets their aspirations and EHCP outcomes To develop a way to work efficiently and effectively through the accreditation process and ensure that this is an established way of working within the whole post 16 team (how this is embedded into IEPs and related to EHC outcomes)	Establish a way of assessing progress towards qualification / accreditation To use MAPP to evaluate progress in English, maths and communication To evaluate its effectiveness and value as a tool at the January 19 and June 19 data points (is it valuable and meaningful) To meet with Oliver to explore the feasibility of using evidence for learning to meet the requirements of accreditation recording To moderate a sample of Post 16 IEPs to ensure that links to accreditation are made where appropriate	HK HK HK – For Heather to get feedback from SG about its usability from a reporting perspective HK / NP to work with OD HK	19/9/2018 26/10/2018 7/1/2019 and 17/6/2019 14.1.19 25/4/2019 14/1/2019	

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Area to be developed and its derivation**: Teaching and Learning / Early Years**

Where we are starting from:
- E4L shared with parents
- E4L is established as a recording tool across school
- There are three apprentices and many other new staff within the primary team
- Training through the Totem Pole gave staff an understanding of how to enable learning and progression through play and the school has many excellent EY / play practitioners.

Objective	How we will get there / strategies	Lead / Provision	By when?	
Evaluate the impact of sharing Evidence for Learning with parents to ascertain whether this further engages parents in their child's learning at school and at home.	For all staff to ensure that they have a sound grasp of E4L so that there is an evidence base that has breadth and contributions from all those who work with the child. Survey to ascertain parental views.	Each Grade 5 to ensure that their support staff team understand this during PR and monitor throughout the year. YW to provide support and training for new staff given (within responsibility for E4L) VS/LS - survey to be introduced during the next IEP review phase and completed during that week.	All PR to be completed by the 16.11.18	
For excellent practice with regard to play, understanding of characteristics of effective learning and its meaningful recording are embedded into all support staff	E4L moderation – All individuals to be tagged so that successes and areas for development can be shared following moderation. All support staff to be observed and Grade 5 observations to highlight any	SLT – see moderation schedule – this offers advice. LD -Briefing time used to support staff with tagging and adding frameworks to EFL	6.12.18 1.19	

practice so that the learning is maximised	training needs as indicated within the new TA PR document. Whole staff meeting to revisit routes for learning, characteristics of effective learning, equals play scheme and introduce AL assessment to all staff. VS/LD to attend Hub meetings and ensure that pertinent training and information is shared through morning briefings. To re-establish links with local EY provision so that ideas and practice are refreshed	Grade 5s and SLT to carry out observations VS – KD to plan this session alongside VS LD to work with VS on whole school staff meetings. VS – funding for this training and cover if needed VS – link with CCLS and identify staff and pupils to attend free play sessions.	6.3.19 done by 11.2.19 28.11.18 04.06.19 17.12.18	