

SCHOOL IMPROVEMENT PLAN

SECTION ONE:

ACHIEVEMENT OF PUPILS

ATTAINMENT PROGRESS TRACKING

Priority 1. Ensure Achievement is outstanding for 2014-15

WHERE ARE WE NOW 2014	WHERE DO WE WANT TO BE	THREE YEAR PLAN - 2013-14 complete
<ul style="list-style-type: none"> Achievement: Outstanding Overall school target in English 93%, Maths 91% achieved Vast majority of pupils across all KS's achieved & exceeded progress targets <p>2014 KS2 SATS scores KS2: 6 pupils sat English tests 1 child scored L5 in reading 3 pupils scored level 4 in reading/1 pupil L3 1 child scored L4 in grammar 3pupils scored L3 in grammar Maths KS 2 SATS scores: 4 pupils sat tests 4 pupils attained L3 100% Y7 pupils achieved ASDAN Key Steps Award Yr 9 100% of pupils achieved ASDAN Diploma in Life Skills Award</p> <ul style="list-style-type: none"> Tracking system securely in place Assessment procedures in place working effectively and regularly reviewed Revised BSquared linked to new NC in place External SIP review validation annually (3yrs) judges school achievement as outstanding based on evidence for 2014 – outstanding to be quality assured by Durham October2014 Highly effective Self Improving Schools partnership with mainstream schools 	<ul style="list-style-type: none"> Evidence that the majority of pupils make outstanding progress across English, Maths & Science given their starting points School targets are validated by the SIP to be highly challenging. Assessments are streamlined linked to core skills Computer based tracking system in place that illustrates accurate progress over time linked to new NC - that supports RAP Benchmarking against similar schools nationally continues to demonstrate value added as outstanding with a number of pupils performing in the top (2.5%) & the vast majority in the middle (68%) nationally in literacy, numeracy and science. <p>ACCOUNTABILITIES</p> <p>Monitored by: Governors Quality & Achievement Committee Student leaders</p> <p>Strategic lead: Associate Head</p> <p>Leads</p> <p>TLR Basic Skills: Basic Skills leader TLR KS3: Leader TLR SpLD: Outreach</p> <p>Responsible/Implemented by: All teaching staff</p>	<p>2014-15</p> <ul style="list-style-type: none"> Continue to evidence accountability for raising standards in core subjects Raise standards in writing & grammar skills across high and able cohorts Review assessment arrangements linked to the new NC Leaders continue to ensure the accuracy of assessment through internal & external moderation (links to new NC) Train new staff (data interrogation/moderation) Continue to work in partnership with local schools to raise achievement Student leaders development <p>2015-17</p> <ul style="list-style-type: none"> Implementation of new data tracking system assists with analysis to include class progress /cohort progress/gender – links to new NC implementation Continue to refine accountability for maintaining outstanding pupil progress through a variety of interventions Train new staff interrogation of data/diagnostic assessment Student leaders development Pupil Premium & Catch Up Premium

PLEASE NOTE THAT CHANGES IN LEGISLATION, SCHOOL SELF EVALUATION PRIORITIES MAY HAVE AN IMPACT ON SCHOOL PRIORITIES

SCHOOL IMPROVEMENT PLAN

TEACHING AND LEARNING

SECTION TWO:

Priority 2.	Teaching and Learning	Ensure Teaching and Learning is outstanding 2014-2015
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WHERE ARE WE NOW 2014	WHERE DO WE WANT TO BE	THREE YEAR PLAN – 2013-14 complete
<ul style="list-style-type: none"> Teaching 100 % good or better Phase 2 focused training and coaching model implemented re: good to outstanding teaching Appraisal linked to the quality of teaching and learning Following focused interventions, the percentage of lessons judged as having high impact on pupils learning has increased from 57% outstanding to 69 % including commissioned teachers, 82% outstanding permanent staff 	<ul style="list-style-type: none"> Excellence in teaching -3 year improvement trend of 100 % good or better teaching Securely consolidate 80% outstanding teaching Teachers make consistent judgements and share them with each other e.g. within a subject, across a year grp, cohort grps & between adjacent year groups. Assessment both formative and summative, accurately informs planning and well targeted intervention Teaching staff are reflective on their teaching and consistently develop pupils as confident and competent learners who engage in creative learning opportunities. Teachers confident to move forward & address areas identified for development Staff confident & encourage each other to take a certain amount of measured risk 	<p>2014-15</p> <ul style="list-style-type: none"> Continuing professional development New National Curriculum To extend self-evaluation of the impact of T&L across all staff as part of a comprehensive appraisal process Continue to improve % of outstanding teaching Further develop co-teaching model <p style="text-align: center;">Focus – History , Art</p> <hr/> <p>2015-17</p> <ul style="list-style-type: none"> To ensure continued improvement of exceptionally high impact of teaching on learning above 80% Continue cycle of co-teaching between staff including TAs Develop and extend the interactive learning environment through technology to enhance creative learning and teaching Commission trainers for teaching appropriate pedagogy and new developments for pupils with autism.
	<p>Accountabilities</p> <p>Monitored by: Governors Quality & Achievement committee</p> <p>Strategic Leads: Associate Head and Head of Outreach</p> <p>Leads: Assistant Head/ Middle Leaders</p> <p>Implemented by: All staff</p> <p>Responsible Teaching staff</p>	

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SCHOOL IMPROVEMENT PLAN

SECTION THREE

Behaviour, Attendance, SMSC & Pupil Safety

Priority 3

Ensure Behaviour, Attendance, SMSC & Pupil Safety continues to be outstanding 2014-15

WHERE ARE WE NOW 2014	WHERE DO WE WANT TO BE	THREE YEAR PLAN 2013-14 complete
<ul style="list-style-type: none"> Attendance is above the national special school average 90% School attendance 95.1% Pupils who came on roll at the school with serious behaviour problems now have good and improved conduct Bullying incidents and incidents of other forms of discrimination are rare occurrences and pupils are aware how to remain safe due to excellent pastoral support and systems. Phase 2: to embed restorative practice across the Central and to parents/families has been implemented (Ongoing) A trained lead practitioner and a school guiding team is established to further embed restorative practice. 	<ul style="list-style-type: none"> Attendance to be 95% or above No fixed term exclusions Mindfulness – Develop resilient young people Behaviour Diagnostic review Training programmes facilitate and support parents/carers to acquire the skills and understanding of behaviour management strategies that lead to positive pupil outcomes linked to Restorative Approaches/Mindfulness Pupil and students leaders continue to impact on School Improvement through behaviour and safety strategy. A behaviour management tool clearly highlights patterns of pupil behaviour that enables timely intervention strategies with improved conduct and learning outcomes for pupils.. <p>Accountabilities</p> <p>Monitored by: Impact Group/Governors</p> <p>Strategic lead Leads Assistant Head Leadership & Guiding Team</p> <p>Implemented by: All Staff</p> <p>Responsible: All staff</p>	<p>2014-15</p> <ul style="list-style-type: none"> Attendance to be 95% or above 0% fixed term exclusions Trial strategies to increase pupil’s well-being through confidence, building resilience & removing barriers to learning Develop resilient young people Conduct a diagnostic review of behaviour. Further evidence case studies of interventions for pupils with behaviour issues Facilitate training for pupils, parents/carers and teaching staff re: Positive approaches to behaviour with review of pupil outcomes and links to RP. <p>2015-17</p> <ul style="list-style-type: none"> Continued improved attendance Continue to embed Restorative Practice & Mindfulness Audit ICT behaviour management tool Continuous training for new staff re: strategy for implementing positive attitudes to behaviour Facilitate consistent safety procedures & practice across the school
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SCHOOL IMPROVEMENT PLAN

SECTION FOUR:

LEADERSHIP

Priority 4 LEADERSHIP Ensure leadership and overall effectiveness continues to be outstanding 2014-15

WHERE ARE WE NOW 2014	WHERE DO WE WANT TO BE 2015	THREE YEAR PLAN – 2013-14 complete
<ul style="list-style-type: none"> Curriculum audited in line with proposed new NC Personalised curriculum design in place with curriculum drivers Phase 1 of the school's staffing structure implemented. New SALT appointed New school name & logo agreed and new governors constitution complete Website reviewed – further work to complete a virtual learning environment Data analysis demonstrates performance of groups of learners linked to Pupil & School Sports Premium Implementation of new appraisal linked to teacher standards Targeted professional development, evaluated against impact on achievement Business plan complete for schools to commission service to support KS1 pupils in mainstream 	<ul style="list-style-type: none"> A staffing structure that meets the pupils and staff needs and enhances our specialist provision Robust appraisal cycle and CPD seamlessly embeds engagement of all staff in school improvement A culture of continuous improvement is embedded across school and Self Improving school partners (Middle Leaders) to support succession planning of future leaders Our outreach service continues to have high impact and value for the partner schools Achieve ASC Friendly status Enhanced specialist provision using expert staff who are well trained Local leaders across services work seamlessly in partnership with Central's outreach team to support vulnerable pupils, young people and their families across partner schools Implement the commissioned needs based model to supported SEMH KS 1 pupils across central schools <p>Accountabilities</p> <p>Monitored by: Quality & Achievement Finance buildings committee governors</p> <p>Strategic Lead: Head Teacher</p> <p>Leads: Leadership Team</p> <p>Implemented by: Partner schools HT's/All staff</p> <p>Responsible: All staff</p>	<p>2014-15</p> <ul style="list-style-type: none"> Ensure the school's staffing structure meets pupils and staff needs Enhance our specialist provision using expert staff skills Agree priorities to reflect a tiered approach to Sp & LT provision within Central school Achieve 'ASC Friendly Status' & Autism Accreditation Continuing professional development <ul style="list-style-type: none"> Further develop middle lea Enhance our specialist provision using expert staff skills <p>2015-2017</p> <ul style="list-style-type: none"> Embrace emerging technologies Implement phase 2 of the school staffing structure ASC School Accreditation achieved To further develop new governors to challenge and hold the school to account To lead and support implementation of an SEN strategy across the Central Area of the borough Leadership development
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