



“Making a Difference for Everyone”

SEF/SDP
2019-20

Key:
(initials) Person responsible
Italics Ofsted report quote
 Time frame for completion
Bold Impact

SECTIONS	THE PHOENIX SCHOOL SUMMARY EVALUATION - NOVEMBER 2019
Context of the School	<p>We are a 153 place 3-19 non-maintained Special School, with a current NOR of 151 of which 8 are in our Early Years and 19 are in the sixth form. Our last inspection in September 2019 resulted in an Inadequate grade in all areas except Personal Development, for which the school was graded requires improvement.</p> <p>All our pupils have an Education Health Care Plan (EHCP) issued by a local authority or access via an assessment placement. We are designated for pupils with complex and profound needs.</p> <p>We are located across a split site (Clayton houses pupils in N-Y8 and is co-located with Cherry Lodge, a PCC Short Break provision, while Malborne houses Y9-Y14). We also run a community Hub within a local shopping precinct to facilitate WRL and community access for our young people.</p> <p>Pupils within school are from a range of different heritages, with 27 different home languages, it is representative of the City's population. We are proud of our rich cultural diversity and celebrate this diversity through a range of cultural events involving all members of our learning community.</p>
<p>A Quality of Education</p>	<p style="text-align: center;">Strengths</p> <p>We believe in nurturing a collaborative working approach at the Phoenix School. The newly launched curriculum, learning pathways and provision at our school is a culmination of our work with all stakeholders from families to external professionals. This reflects the leadership team's commitment to meeting individual needs and providing a fit for purpose, outcome focused provision. Curriculum targets are drawn, when and where possible from individual student EHCP outcomes (Evidenced by Family Group Reviews, Planning QA and AR meeting Autumn 2019 onwards).</p> <p>We hold a strong knowledge base within some members of our staffing group with specialist knowledge, in some cases qualifications, in specific areas of need or learning difficulties / disabilities (To be evidenced by our skills mapping exercise undertaken Spring 2020).</p> <p>We have a wide resource catalogue, including some ICT technologies and both high and low tech sensory equipment.</p> <p>The school fosters strong links with Health and Social care colleagues who are supporting the changes to policy, protocol and practice. The leadership has a firm commitment to gaining the most up to date input from other professionals (evidenced by reports and EHCP contributions).</p> <p>The Quality of education provided has been thoroughly reviewed, evaluated and reflected upon to inform change to improve outcomes for pupils.</p>
<p>B Behaviour and attitudes</p>	<p style="text-align: center;">Strengths</p> <p>Attendance is below the national average at 88% for Special schools. Unauthorised absence is higher than the national average for Special Schools (Census 2014-15 1.9%). The headline influencing factors are due to travel to parent's country of origin for extended periods of time and medical needs. Holidays in term time are no longer authorised and attendance letters are issued at the direction of the leadership team after discussion.</p> <p>Leadership recognise that the MIS had not been utilised effectively in the past to allow its use for attendance monitoring, this has been addressed and the system is now being utilised to produce reports to inform decision making. First day absence checks are in place.</p> <p>The leadership team have implemented new systems for recording and reporting utilising apps alongside statutory paper-based system. These are in the implementation stage and are still becoming embedded (Evidence by use of Bound and Numbered Book & Medical Tracker).</p>
<p>C Personal Development</p>	<p style="text-align: center;">Strengths</p> <p>The school's ethos promotes British values and prepares pupils for life in modern Britain, nurturing- respect, tolerance, individuality and democracy (School council, PHSC (wellbeing), The World Around Us).</p> <p>Leaders are working to ensure that pupils feel safe and valued. We have an active School Council each year who speak as a voice for our young people using a total communication approach, including representing us at Local Offer consultation groups.</p> <p>Pupils are taught how to keep themselves safe from risk within school, the community and online (Protective behaviours, SRE and PHSE).</p>

	<p>Pupils strengths and achievements are celebrated and supported by the positive ethos within school (certificates and celebration assemblies, website, Evidence for Learning, reception screens and photo of the week displays).</p> <p>Tailored Digital Passports for all pupils with a focus on EHCP areas and PFA outcomes including communication, incorporate high aspirations for all learners in relation to their development as an individual (Digital Passports, September 2019 onwards)</p> <p>We hold a number of recognised awards including; Sports Platinum award, Sports day, School games Music: Choir, Arts mark Gold.</p> <p>Our extra-curricular activities and enhanced curriculum aspects include; Sound baths, School Residentials, Extended Schools Provision, Work Experience, Specialist textiles tutor, Horticulture, Forest Schools, Play Therapy, Hub, Music Therapy, Lego Therapy, Aromatherapy, Early Vocalisers Group, Shakespeare Performances and School Choir.</p>
D Leadership and management	<p style="text-align: center;">Strengths</p> <p>Schools arrangements for Safeguarding are becoming effective, the current leadership share a culture of relentless vigilance (evidenced reporting and recording procedures). The school is on a journey of change.</p> <p>Leaders share a vision for excellence and have ambitious aspirations for all our pupils. QA systems (Teaching, Learning & Assessment) are evolving and they are starting to become embedded to monitor staff performance. QA outcomes feed CPD and drive improvement in practice.</p> <p>A skills-based curriculum has been developed which links to areas of interest and the locality (Evidenced by curriculum map) The school began the implementation of this in September 2019 it is becoming embedded.</p> <p>Leaders have an ongoing passionate commitment to improving provision and the lives of the children and young people in our school, alongside an unwavering commitment to the safeguarding of all pupils.</p>
E Early Years Foundations Stage	<p style="text-align: center;">Strengths</p> <p>Leadership and Teaching in Early Years is further on in its implementation journey in comparison the rest of the school. Staff are engaging well with the use of new technologies to evidence and track the progress of children (Evidenced by use of Evidence for Learning).</p> <p>Behaviour for learning and conduct of pupils is appropriate to the complexity of needs. (Evidenced by individual pupil records).</p> <p>Some Pupils make accelerated progress from starting point (Evidenced by individual progress from starting points, this is especially evident in relation to physical development and communication development).</p> <p>A stimulating environment organised around pupil interest and the curriculum is becoming evident with an aspiration to provide rich, varied and imaginative experiences for learners.</p> <p>Rigorous and meaningful use of developmental assessments and baselining has begun, informed by short and narrative observations and beginning to be completed with plans to work in collaboration with families (Evidenced by EYFS profiles).</p> <p>Teachers use EHCP targets within planning to meet the individual needs of the children.</p>
F Post 16	<p style="text-align: center;">Strengths</p> <p>Post 16 provision is now acutely focussed on Preparation for Adulthood.</p> <p>Provision and timetables are planned on an individual basis driven by aspirational outcomes (Evidenced by EHCPs and timetables).</p> <p>A full curriculum review was undertaken resulting in the new Post 16 curriculum offer.</p> <p>Use of our community Hub to allow for 'real world' experience of employment within a community environment.</p>
G Overall Effectiveness	<p>The school judges the overall effectiveness to be Inadequate because:</p> <ul style="list-style-type: none"> The quality of Education is Poor

- Safeguarding is becoming effective, but historic issues continue to require urgent remedial actions to ensure that the workforce have been recruited safely. The school is on target to achieve these necessary remedial actions by the end of December 2019.

NEXT STEPS.....

A
Quality of Education

Ofsted Sept 2019:

- *The curriculum that leaders have designed is very new. Curriculum plans are not established. Leaders need to make sure that there are appropriate plans in place for all subjects. Leaders need to ensure that these are adhered to by all teachers.*
- *The use of pupils' EHC plans is not good enough. Too many teachers do not plan for what each pupil needs to learn. Pupils do not make the steps of progress that they should. Leaders know that the quality of the EHC plans is not suitable. They now need to make sure that the quality improves rapidly. Leaders need to ensure that pupils receive the best-quality provision that meets pupils' needs.*
- *Too many teachers and support staff do not have the necessary training to help pupils with profound SEND learn well. More specialist training is required for staff. More appropriate resources are required for pupils to access learning activities at their level.*

External QA process to ensure internal judgements are secure:

1. Commission external, independent review to inform next steps in development planning and ensure the very best offer is in place to meet the needs of all pupils (CW).

Impact: external report feeds into 2020-21 SDP and externally moderated and tested SEF judgements are secure so that leaders can plan strategically to bring about improvements for pupils

2. Clear cycle of QA and expectations at all leadership levels (curriculum, T&L and strategic) is in place, for which the outcome directly impacts on the quality of education and lived experiences of our pupils (AS)
 - a. Implementation of two-tiered teaching and learning QA; Termly Family Group Review with each teaching team for the mapping of educational provision (CW, AS, SN, SM) and termly Pupil Progress Review between each family lead teacher and AS by Spring 2020
 - b. Implement and embed a scrutiny of planning cycle as part of QA of curriculum delivery, breadth and use of individual EHCP targets (AS) by Nov 2019
 - c. Use of regular lesson visits with clear, defined purpose to monitor the quality of provision across the school (AS/SN/SM) implemented by Nov 2019 then ongoing
 - d. Use of learning walks with clear focus on organisational and pastoral elements that support learning and engagement (SM & SN) implemented by Oct 2019 then ongoing
 - e. Twice yearly data capture points for individual pupil progress to analysis (AS) by Feb 2020 & July 2020
 - f. Ongoing monitoring of Evidence for Learning assessment recording system, reviewed with Family Group Leads termly as a part of Pupil Progress Reviews (AS) implemented by Nov 2019 then termly

Impact: enhanced outcomes for pupils demonstrated by qualitative data including teacher judgement, case studies and multiple sources of observational evidence.

Curriculum development and embedding:

3. Forming of cross-Key Stage curriculum teams for each of our areas of learning, as an organisation tool for our curriculum development (SLT). Dedicated meeting time will be given fortnightly to developing the curriculum, which will be driven and coordinated by a lead teacher for each curriculum team. By Oct 2019
 - a. Continuous review of the skills base within our curriculum document, tailoring target guidance to reflect the developmental progression of our cohort of pupils (AS, Curriculum Teams). Specific areas of focus will be around; Phonics, Fine and Gross motor skills, Attention and Engagement, Sounds of Intent. Ongoing 2019-20

Impact: So that pupils each have further individualisation of their daily provision through the increased accuracy of our curriculum document and staff's enhanced knowledge of educational development across all key stages.

4. Embedding of practices concerning the translation of long and medium term planning to the short term. Full implementation of the lesson plan proforma developed in the previous year (AS, Teaching Staff) implemented by Sept 2019 then termly

Impact: So that pupils have teachers that plan lessons that will evidence the links between the curriculum document (LTP and MTP) and demonstrate the consistency and quality of impact evaluations of lessons and how this informs future planning.

5. Professional Development programme to support Practice and Pedagogy – incorporating external specialists when and where needed to review current provision, followed by design and delivery of bespoke CPD package for Teachers and support staff. Planned so far for all staff involved in T&L:
 - a) Phonics (letters and sounds phases 1-3) (CW) by Feb 2020
 - b) ICWs (CW & SP) by Feb 2020
 - c) PMLD (AS & YG) by Mar 2020

Impact: Pupils are taught by teachers and supported by teaching assistants with the correct skills and knowledge base to enhance their learning.

6. Planning for success – use of EHCP targets to inform and guide lesson planning (AS) implemented across all Family Groups by Jan 2020

Impact: Pupils have tailored learning opportunities through their curriculum to prepare them for their next stage in learning and adult life.

7. Joint, cross-phase moderation of Evidence for Learning- introduction of WAGOLL by April 2020, then termly.

Impact: Pupils have teachers who have a clear understanding of the school's assessment system, who use this knowledge to plan for their individual development

Outcomes:

8. EHCPs
 - a. Implementation of an outcome mapping document to guide teachers in developing individually aspirational outcome targets for pupils (Devised AS, implemented SM, SN), Impact: upon QA sampling (AS) an overall increase in the consistency of the quality of EHCP outcome targets and achievement of small steps within outcomes (link to 2. Tracker). By October 2019 then ongoing.
 - b. Review of the annual review report written by teachers to improve the format, shifting focus to highlighting 'acquired strengths' and progress towards end of Key Stage outcomes (AS). By Sept 2019
 - c. Implementation of new/revised EHCP target overview sheet for immediate implementation and embedding into curriculum planning in for each individual pupils, which upon its completion will form part of their individual Digital Passport. (Devised AS, implemented SLT) by Oct 2019
 - d. Full revision of each EHCP as part of annual review cycle to ensure it is fit for purpose and high-quality utilising electronic EHCP, revised Section L and newly implemented level of administration support. (SLT) by Sept 2019, completed for all pupils by July 2020

Impact: Increased confidence placed upon teacher judgement by SLT, improved scaffolding of discussions with families about their child's evidenced achievements by class teachers and improved efficiency of the review process. Pupils have EHCPs that reflect their individual needs, they incorporate aspirational targets which are embedded into the curriculum they experience which, in turn support their preparation for adult life.

IEB involvement = moderation of SLT QA Judgements

Ongoing Evaluation:

Autumn:

Spring:

Summer:

NEXT STEPS.....

B
Behaviours
and
Attitudes

■ *There are too many different systems for recording behaviour and welfare incidents, including where a member of staff has needed to physically intervene. Leaders cannot analyse these well to see what is working and what needs to change for a pupil. Leaders have changed the behaviour policy. Staff need to follow the newly agreed approaches.*

Embed new behaviour practice:

1. Implementation of new school-wide Behaviour Policy
 - a. Development of a behaviour plan that provides clear guidance, support and ethos to all staff working within the school (CW) by Sept 2019
 - b. Planning and delivery of a series of whole-school training workshops around the new Behaviour Policy and agreed positive support practice (SN) by Oct 2019
 - c. The implementation and embedding of a school-wide 'protective behaviours' approach, following on from initial training in the previous academic year. All staff will have a clear understanding on agreed practice and how to keep themselves and others safe (Evidenced by observations of ongoing practice and training records). (SN) training July 2019 for implementation Sept 2019 onwards
 - d. Embedding of positive support language across the school through our Team Teach refresher training for all staff this academic year (SM/BP) from Sept 2019 onwards
 - e. Learning walks and lesson visits utilised to QA the consistent implementation of the whole school behaviour policy, introducing use of use of TA feedback slips in addition to LW and LV written feedback. (SLT) Jan 2020 then ongoing.

Impact: Pupils and staff feel safe, valued, listen to and respected due to a consistent and shared approach to positive support within the school

Systems and structures:

2. Implementation of Medical tracker and MyConcern
 - a. Roll out of Medical Tracker with staff at all levels (AS) Sept 2019
 - b. Analysis of strategic analysis of incidents to develop a strategic overview and allow for behaviour analysis (SM) Half termly – Autumn 2019 onwards
 - c. Introduction of 1 page, 'red book' guides to ensure staff complete the bound and numbered book with accurate information and appropriate detail (SM) by Nov 2019
 - d. Removal of all school wide paper-based reporting and recording in relation to behaviour that challenged, incidents, accidents and injury to remove confusion (CW) by Aut 2019

Impact: staff have clear mechanisms for reporting and recording to ensure that timely and accurate information is stored and analysed to inform future planning and positive support plans for pupils

Review Vision and ethos:

3. Whole school vision and ethos review completed with school community.
 - a. Development of an innovative, inspirational and ambitious values and mission statement for the school that reflects the needs and dynamics of a diverse special school community. (Evidenced by whole staff input during minutes meetings, notes from school council sessions and a completed values and mission statement document) (SLT) by July 2020

Impact: A shared vision influences the actions of all within the school community to support pupils to progress academically and flourish

Ongoing Evaluation:

Autumn:

Spring:

Summer:

NEXT STEPS.....

C
Personal Development

Wellbeing:

1. We will embed the use of medical tracker across the school for the sharing of information, care plans, signing in of medications and reporting of administration. (MWT)
 - a. Whole school training will be in place for administration of medications and medical tracker recording systems, including first aid (AS). By Sep 2019
2. Competency training
 - a. Enteral feeding and specialist medical intervention will be supported with training from the specialist community nursing team where required (AS). Starting Sept 2019 then ongoing
 - b. All staff completing these tasks will have competency refreshers and be signed off for the individual pupils they support. (AS) Annually

Impact: Pupils are supported by well trained, competent staff in relation to their medical needs which in turn allows them to access the curriculum

Medical Welfare Team

3. The implementation of a medical welfare team who will be strategically led to support across school with training, medical and educational enrichment for pupils with complex disabilities (AS, MWT). By September 2019

Impact: Teachers are supported in meeting the medical needs of pupils, allowing them to focus on Teaching and Learning to support pupils progress and strong outcomes

4. Protective behaviours:
 - a) Dissemination of Protective Behaviours Training to staff (SN) By Sept 2019
 - b) FSW access to full 2 day training course (SN) By Summer 2020
 - c) Development of a culture of 'safe challenge' between staff (SN) Sept 2019 onwards

Impact: Pupils are supported by a team of staff who are positive in their support of them and of each other. The school has a culture of safety, where safe challenging is not only expected, but welcomed to support the very best outcomes for all pupils

SRE:

5. Access the support of ABC who we have employed to deliver bespoke SRE sessions with our Key Stage 4 and Post 16 young people, with support from our Wellbeing curriculum team (SM). By October 2019

Impact: Pupils have high quality learning experiences from a specialist to give them the skills they need to keep themselves safe

Enrichment opportunities:

6. As a part of our extended curriculum aspects we will continue to employ and support specialist teachers, tutors and professionals in the following areas;
 - i. Janice – Design Technology
 - ii. Eleanor – Music and Sound
 - iii. Ruth - Arts
 - iv. Hydrotherapy
 - v. Sensory room
 - vi. Rebound Therapy
 - vii. Play Therapy
 - viii. Music Therapy
 - ix. Jim – Horticulture

	x. Horse riding for the Disabled
Impact: Pupils have access to appropriate enrichment opportunities within the school day	
Ongoing Evaluation:	
Autumn:	
Spring:	
Summer:	

NEXT STEPS.....	
D Leadership and management	<p>■ Safeguarding procedures and processes for the recruitment of staff have not been rigorous and robust for some time. New staff who have been employed have not been correctly checked in line with statutory expectations. Leaders need external support from the local authority to review all procedures and ensure that appropriate checks have been made. The training of staff needs to be prioritised. Leaders need to regularly review the quality of child protection practices to continue to improve the safeguarding culture.</p> <p>Safeguarding</p> <ol style="list-style-type: none"> 1. Embedding the use of My Concern across the school <ol style="list-style-type: none"> a. All staff will know how to report a concern in person, who to report to and how this should then be recorded (DSLs). <u>By Oct 2019</u> b. All staff will be able to report a concern using My Concern (DSLs). <u>By Oct 2019</u> c. Displays in both staff rooms of the school will highlight the importance of using My Concern and the purpose within our school (PG/SM) <u>By Sept 2019</u> d. External audit of school's use to check any gaps in practice and ensure it is used fully to safeguard pupils (HS) <u>by Nov 2019 then termly</u> 2. Electronic signing in and out <ol style="list-style-type: none"> a. The introduction of a new electronic signing in and out system (InVentry) will be in place <u>by Dec 2019</u> and used by all staff and visitors on the premises (PN) <u>by January 2020</u> b. Training will be provided to staff directly using the system and school-wide training will occur to inform all of agreed practice around visitors in the building, access to the fob system and the safe challenge of visitors and external professionals (SN) <u>by Jan 2020</u> 3. Review of SCR and QA of historic Safer Recruitment practices to ensure that pupils are supported by staff who are safe and appropriately vetted <ol style="list-style-type: none"> a. Undertake audit of personnel files with new SBM to form an action plan (CW & PN) <u>by Dec 2019</u> b. Plan and begin implementation of a cycle of DBS revisits. (PN) <u>Autumn 2019</u> c. Redesign the SCR template to provide a fit for purpose system (PN) <u>by Sept 2019</u> d. Revisit any gaps in personnel files to ensure all are fully compliant (PN) <u>begin Sept 2019 and complete Feb 2020</u> 4. CCTV on Clayton site entrance <ol style="list-style-type: none"> a. Installation of CCTV supported access to site on both pedestrian and vehicle access gate to ensure that staff can check visitors to site before entering the premises. (PN) <u>by May 2020</u>. 5. Staff training <ol style="list-style-type: none"> a. Training sessions to include 'lessons learnt' in relation to safeguarding concern Feb 2019. Including EVC, Behaviour Policy and Safeguarding update. (SN) <u>by end of Oct 2019</u>

- b. Implementation of revised, centre specific TeamTeach refreshers in response to updated training materials, new Advanced Tutor and lessons learned. (SM & BP) Autumn 2019 onwards
- c. New Manual Handling training implementation for all staff to ensure consistency in approach to supporting postural management (AS, VG & HC) By Dec 2019 then annually
- d. Programme of managing and meeting medical needs training:
 - General medical update for all teachers & support staff training covering Asthma, Epi Pen, Diabetes and administration of medication (Nurse) Sept 2019
 - Specialist training for Medical Welfare Team on Managing Medications in Schools (AS) by Sept 2019
 - Pupil Specific training in relation to invasive procedures by specialist community nursing team (Nurse) Sept 2019, then ongoing.
 - Train the trainer in relation to paediatric first aid to allow greater flexibility in staff training (AS)
- 6. 2 days of Safeguarding and child protection training (additional INSET) to ensure all staff are aware of their duties in relation to KCSIE 2019 (CW) Oct 2019
- 7. Use of Every system for record keeping in relation to mandatory policy reading and sharing of documentation (PN) Oct 2019 onwards
- 8. External Audit of Safeguarding, by Autumn 2019 with revisits in Spring and Summer 2020 (CW)

Impact: all staff are appropriately vetted, they conduct themselves in the manner and to the standards expected to ensure that pupils are safe and well cared for

Raise the profile of the school and community engagement:

- 9. The head teacher will work to continue to develop regional and national links (CW)
 - a. Membership local school groups, teaching school alliances and national organisations (LA PFA Steering Groups, FLSE and Head Space for example) will support the school with a wider network of professional support and advice (CW) Sept 2019 onwards
- 10. Development of our media presence for the school to widen communication with and participation of parents (AS)
 - a. The implementation of electronic systems for communicating to parents will be a priority this academic year, this includes;
 - Introduction of Medical Tracker online reporting for Medication administration, care plans and first aid reporting to families (AS) by October 2019, live with families February 2020.
 - Use of Evidence for Learning across the school following success in Early Years to share success and achievement with families (AS) by November 2019, Live with families May 2020
 - Redesign of the school website (AS & CW) Nov 2019, live Dec 2019
 - Implementation of school social media to share successes and information (AS) by January 2020
- 11. Parent/carer access to Evidence for Learning (AS)
 - a. Following an initially reporting-only period from Summer 2020 parents and carers will have access to contribute to their child's Evidence for Learning profile online, sending comments and images to their secure cloud-based portfolio (AS). By Sep 2020

Impact: parents are more informed in relation to their child's learning journey and school experience.

Embed the role of Family Group Leaders:

- 12. Within their roles Family Group Leaders will become champions for teaching and learning within their department, demonstrating increased quality of education and outcomes for pupils- Evidenced by learning walks, Family Group Reviews and pupil progress meetings (AS) Sept 2019 onwards
- 13. The school leadership team will introduce a devolved quality assurance and monitoring model, empowering the extended leadership team and curriculum leads to drive forward excellent practice and share knowledge and skills bases (CW). Oct 2019 onwards

Establish Curriculum Teams:

14. We will collate as a team of teachers and informed roles and responsibilities document, demonstrating the expectations within each area of the teaching team (AS). By Summer 2020
15. Through the establishment of curriculum teams for each area of learning and designated leads within those teams we will implement an effective model of curriculum review and effectiveness (AS). Sept 2019
16. Curriculum teams will undertake a transfer of individual subject SEFs/Policies and Action Plans to learning area documents in order to bring cohesion to our curriculum model. By Spring 2020
17. Development of 'Topic on a page' to act as an initial scoping document for FG planning when introducing new themes. (CW/AS) by Dec 2019

Impact: teachers support each other to implement the new curriculum to ensure that it is fit for purpose and supports pupils individual learning appropriately

ICT Infrastructure

18. A full audit and infrastructure review will take place in the Autumn 2019 term, with the view to tendering for a future-proof ICT provider and support solution to be in place for Spring 2020 (AS/PN).

Impact: A fit for purpose ICT infrastructure supports pupils access to learning

Governors are not effective. They need to review their own practices. They need to provide appropriate challenge and support to the school to ensure that the quality of education and the safeguarding of pupils are of good quality.

Governance:

19. New IEB to be appointed by the LA (John Lewis) by Jan 2020
20. IEB ensures the school successfully becomes an Academy as part of a MAT, successfully passing due diligence (IEB) by Sept 2020

Impact: school leadership provided with expert support and challenged to bring about rapid and sustained improvement

Impact: School transitions from maintained sector to become a sponsored Academy as part of a Multi-Academy Trust

Wellbeing of staff:

21. A review will be undertaken of our termly wellbeing team meetings and the efficacy of our well-being practice (SN) Aut 2019
22. The senior leadership team will embed systems for the improvement of communication and protocols, this includes;
 - a. Introduction and ongoing support for daily briefings for staff each with distinct purpose and information sharing (SLT) starting Sept 2019
 - b. Collaborative working with the administration team to develop written short-form protocols for procedures and practices within school (SLT, PN, ADMIN). Ongoing
23. Purchase of EAP (Employee Assistance Program) and roll out to staff (CW & PN) Oct 2019
24. Introduction of 'Friday Mugs', Photo of the week and 'Joy' wall to share positive thoughts and celebrate successes amongst staff (SN) Nov 2019
25. KIT meetings with teachers termly to 'check in' by SLT (SN & SM) Autumn 2019 and termly thereafter
26. INSET on staff wellbeing and strategies to cope with stress, pressure and negativity – support to 'make their own weather' Oct 2019
27. Introduction of collaborative working practices in Family Groups and use of ICT to reduce teacher workload. Sept 2019

Impact: Staff are equipped with a range of opportunities to seek support for their wellbeing and to support themselves in their own positivity

Staffing review –All staff, teaching non-teaching and learning staff:

28. Review staffing structure systems in similar settings in neighbouring regions (SN)
29. Project and plan anticipated staffing level required for September 2020 onwards to inform business plan (SN)

- 30. Prepare a full financial analysis of the staff in costs of the current model and proposed alternatives to inform next steps and decision making (PN)
- 31. Prepare a full business plan (CW, SN, PN)
- 32. Consultation with unions and staff if and when needed (CW)
- 33. Implement formal process, IF required (CW)

Impact: staffing meets the needs of our learners and response to the NOR and financial position of the school

Embed use of Every system

- 34. Implementation of and utilising The Every system to track risks, action ongoing health and safety and share policies with staff (PN) Nov 2019
- 35. Training to be provided to SLT and Administration teams in the short term and a rollout of training with whole staff beginning with KCSIE 2019 training, early autumn term. Oct 2019

Impact: clear records in place to ensure staff have confirmed they are aware of necessary policies and protocol.

Impact: the school response in a timely manner to facilities needs to ensure it is a safe environment for it's learners

Ongoing Evaluation:

- Autumn:**
- Spring:**
- Summer:**

NEXT STEPS.....

E
Early Years
Foundations
Stage

REF: Quality of Education

Provision based learning:

1. Continuation and review of a highly stimulating environment for learning that promotes a rich, varied and stimulating experiences for young children working within the Early Years. (Evidenced by learning walks, lesson observation feedback and environment audits)
 - a) An audit completed with a report detailing strengths, areas for development and recommendations (SN). By Spring 2019
 - b) The Early Years playroom will be redesigned and equipped with resources that create a stimulating learning environment for continuous provision. (SP) by end of Spring 2020
 - c) The outdoor space in Early Years will be resourced to provide an outdoor learning environment reflecting our 6 areas of learning (SP) by end of Spring 2020

Impact: Pupils have access to a simulating environment suitable to their level of needs that supports their access to learning

Ongoing Evaluation:

- Autumn:**
- Spring:**
- Summer:**

NEXT STEPS.....

F
Post 16

REF: Quality of Education

PfA:

1. To develop our leadership input at regional executive board level, to ensure our pupils are represented in authority wide developments through steering groups and LA PFA panels (CW / AS). Autumn 2019 onwards
2. Leadership representation in Health, Education and EHCP subgroups to influence regional developments (CW / AS). Autumn 2019 onwards

Impact: Students are prepared for their next stage of learning and their adult life

Community partnerships:

WRL (inc Hub):

3. To develop the range of community engagement and employment opportunities provided by our Hub charity and coffee shop.
 - a. Utilising links with special schools and FE colleges within the Peterborough area (SM). Spring 2020
 - b. Promoting the opportunities and community involvement work through local business networking (SM). Spring 2020

Impact: Students have access to real life learning opportunities to transfer skills achieved in a classroom environment

Careers

4. Review and self-evaluation of the schools effectiveness against Gatsby benchmarks and the formation of an action plan to address areas of development with clear timescales and resourcing (SM). Autumn 2019

Impact: Clear next steps are highlighted to drive forward next steps in improvements

Peterborough SEND Post 16 offer:

5. We will continue to support the LA with leadership and pupil representation at Local Offer steering groups and provide feedback on the impact this has on our families (CW). Ongoing

Impact: Our students have a voice in the developments in P16 regionally to influence provision and practice

Ongoing Evaluation:

Autumn:

Spring:

Summer:

2020-21

2021-22