



**Lime Academy Orton 2022-23  
School Improvement Plan (SIP)**

**Trust Priorities 2022-23**  
**To improve pupil outcomes**  
**To improve the Quality of Education**  
**To develop Our People**

**School Improvement Plan (SIP)**

2022-23 Objective – Ensure our learners have an individualised offer, they are happy, safe, empowered, and ready for what’s next

- QoE- Ensure EHCP outcomes are ambitious and personal to each learner, reflecting their individual aspirations within a curriculum offer driven by their learning characteristics*
- BAA-Staff are equipped with the prerequisite skills and expertise to provide a proactive culture of support for behaviour that means learners are happy and safe.*
- PD-Pupils have a voice, they are supported to make meaningful choices and have power/autonomy around their lives and their futures*
- LM-Staff have access to the right CPD and resources to ensure they have the skills, knowledge, and expertise to support learners*
- EYFS-Ensure that transitions into school for learners are informed and bespoke to meet their highly individual needs*
- 6th Form- Further develop local links to support our learners to be active, contributing members of their community*

**School Improvement Plan (SIP) 2022-2023**

- QoE - Ensure EHCP outcomes are ambitious and personal to each learner, reflecting their individual aspirations within a curriculum offer driven by their learning characteristics*
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- PD - Pupils have a voice, they are supported to make meaningful choices and have power/autonomy around their lives and their futures*



LM - Staff have access to the right CPD and resources to ensure they have the skills, knowledge, and expertise to support learners

**BRAG Rating**

Blue – completed      Green – on track      Yellow – on track with minor issues      Red – not on track

Objective	Key Actions	What will success look like?	Who?	Timescale	Resources	Key Commentary
<p><b>Quality of Education - Ensure EHCP outcomes are ambitious and personal to each learner, reflecting their individual aspirations within a curriculum offer driven by their learning characteristics</b></p> <p>EIF statements: - leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and</p>	<p><b>EHCP Outcomes</b> Mentoring of teachers in crafting outcomes for learners at the end of each key stage, utilising the curriculum and preparation for adulthood</p> <ul style="list-style-type: none"> <li>i. Strategic review of EHCP outcome quality and identification of priority ‘end of key stage outcome’ exercise</li> <li>ii. Preparation for Adulthood CPD for senior and middle leaders supporting EHCP outcome design</li> <li>iii. Revisit outcome design CPD for all teachers</li> </ul> <p>Development of an approach to provisions that outline the teaching offer at LAO and the intended impact of those approaches</p> <ul style="list-style-type: none"> <li>i. Audit of current best practice around provision in section F of the current cohort of EHCPs</li> <li>ii. Creation of a resource bank of provision statements for each of the four areas of need</li> <li>iii. Sharing with teaching staff during pathway development CPD</li> </ul>	<p>EHCP outcomes will seamlessly integrate into the curriculum offer at Lime Academy Orton for all its learners, they will form a golden thread impacting on bespoke provisions and the curriculum offer.</p>	AS / RLC	Sept 22	Time	Ongoing – year long project to cover full EHCP cycle for all; learners
	<p><b>Phonics and Reading</b> Finalise design of a flexible, appropriate, and robust phonetic scheme for implementation where appropriate</p>		Each learner’s individual curriculum offer incorporates a	RLC / SN / HJ AS	Sept 22 Jan 23	LA CPD Course
			AS / RLC	Jan 23	Leadership time	Review of provision statements in line with national practice, trialled in specific EHCP reviews.
			RLC	Apr 23		
			RLC	May 23		
						SIT visit has changed direction and decision to

<p><i>cultural capital they need to succeed in life</i></p> <p><i>- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge</i></p> <p><i>-teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.</i></p> <p><i>-teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise</i></p> <p><i>-teachers and leaders use assessment well, for example to help</i></p>	<ul style="list-style-type: none"> <li>i. Communication and reading strategy written, pulling together where practice is best</li> <li>ii. Reading texts and phonics strategy devised, costed and actioned.</li> <li>iii. Shared with staff as part of a CPD strategy for reading.</li> </ul>	<p>wide range of opportunities for them to develop their early read, communication and when and where appropriate phonics skills. Reading at LAO is clearly articulated fully embedded within the school's curriculum</p>	AS	Sept 22	-	<p>utilise Little Wandle has now changed focus to also incorporate Development of bespoke text to engage and inspire learners that incorporates appropriate phonics level being developed by Tls and trialled</p> <p>CPD delivered and working party established for the implementation of phonics in Inspire classes, led by RW.</p> <p>Baselining project initiated and data capture designed for this term.</p>		
	<ul style="list-style-type: none"> <li>ii. Reading texts and phonics strategy devised, costed and actioned.</li> </ul>		RW	Nov 22	Central fund bid			
	<ul style="list-style-type: none"> <li>iii. Shared with staff as part of a CPD strategy for reading.</li> </ul>		AS	Jan-Mar 23				
	<p>Coaching for middle leaders from SLT QofE lead</p> <ul style="list-style-type: none"> <li>i. Intent discussion and information gathering</li> <li>ii. Audit of current resources and approaches to phonics and reading</li> <li>iii. Continuous mentoring and 1:1 development of leadership skills</li> </ul>		AS / RW	Sept 22 Oct 22	Leadership PPA Leadership PPA			
	<p>Resourcing and CPD relating to reading and phonics strategically crafted and delivered in house</p> <ul style="list-style-type: none"> <li>i. Staff CPD around phonics and reading delivered</li> <li>ii. Resources mapped for the 6 contexts and developmental phonic strategy and ordered</li> <li>iii. QA learning walks to monitor</li> </ul>		AS/RW	Ongoing across year	Full staff meeting time			
	<ul style="list-style-type: none"> <li>i. Staff CPD around phonics and reading delivered</li> </ul>		AS / RW RW	Jan-Mar 23 Nov 22				
	<ul style="list-style-type: none"> <li>ii. Resources mapped for the 6 contexts and developmental phonic strategy and ordered</li> </ul>		AS / RW	Apr 23				
	<ul style="list-style-type: none"> <li>iii. QA learning walks to monitor</li> </ul>							
	<p><b>Teaching Approaches and leadership of Learning</b></p> <p>Development of teachers as leaders in the classroom through modelling of best practice via Lead Teacher rapid improvement.</p> <ul style="list-style-type: none"> <li>i. Every teacher to have a rapid improvement partner from the Lead Teacher team, dedicated time for mentoring and support</li> </ul>		Leaders of learning at all levels demonstrate high ambition and quality outcomes for our learners	AS / Lead Teachers	Ongoing across the year – individual time frames		Teacher PPA	CPD is running as planned across the year with specific improvement focus and key links to NPQs.

<p>learners embed and use knowledge fluently or to check understanding and inform teaching.</p>	<ul style="list-style-type: none"> <li>ii. Observations of teaching where practice is best, including debrief and analysis of leadership of learning</li> <li>iii. Action planning established for individuals related to development priorities, tracked and QA'd by DHT</li> </ul>		AS / SN	Sept 22	<p>1 hour directed time per week Resource bank £200 curriculum</p> <p>Leadership time</p>	<p>Acknowledgement of cognitive overload and the need for repetition and revisit embedded.</p> <p>Review of roles and responsibilities following the appointment of two new AHTs, to include specific support role for QofE beginning summer term.</p> <p>CPD delivered and best practice modelled by AS and TH in all proactive classes.</p> <p>SH leading on approaches on the Engage pathway, modelling best practice and hosting observation sessions of her practice to the teaching team.</p>
	<p>CPD via the NPQ programme</p> <ul style="list-style-type: none"> <li>i. Every teacher and senior leader enrolled on an NPQ programme facilitated by Ambition Institute</li> <li>ii. Dedicated study time built into teacher directed time each week, utilised effectively</li> <li>iii. Monitoring of individual progress by CPD lead</li> </ul>		Teachers	Ongoing across the year		
	<p>Further bespoke teaching approaches to be designed and implemented within the Engage- proactive pathway.</p> <ul style="list-style-type: none"> <li>i. Implementation of approach to Developmental Movement Play across proactive classes, training and best practice video in place and CPD delivered</li> <li>ii. Devised bespoke approaches to augment curriculum offer i.e. 'sensology'.</li> <li>iii. Monitoring and mentoring of teachers on this pathway with strong QA thread, link to support with behaviours that may challenge</li> </ul>		RLC			
			AS / TH	Dec 22		
			AS / TH	Feb 23		
			AS / TH / SH	Spring and Summer Term 23		

	<p><b>Assessment for Learning</b> Fully embed of the use of EFL consistently across the school</p> <ul style="list-style-type: none"> <li>i. Clear timeline and expectations set at the beginning of Autumn term re: best practice and milestones</li> <li>ii. Individual monitoring weekly, department best practice sharing every three weeks and showcasing half termly.</li> </ul> <p>Full embedding of tags, specifically around the effective use of the Engagement Model.</p> <ul style="list-style-type: none"> <li>i. New tags devised and implemented for areas of the curriculum to allow further monitoring and filtering</li> <li>ii. Approaches shared with all teaching staff and disseminated to class teams</li> <li>iii. Leaders to monitor and feedback on areas of individual responsibility using tags</li> </ul> <p>Further engagement of parents in EFL and supporting learning opportunities at home</p> <ul style="list-style-type: none"> <li>i. Review of current activity from parents on EFL, audit logins and active users</li> <li>ii. Showcase at open evening, on newsletters and family coffee morning</li> <li>iii. Family support team to contact individual families and offer support and guidance on how to engage with the system</li> </ul>	<p>EFL is fully utilised across the school, with timely, robust evidence that is consistent and used well to inform next steps in learning</p>	<p>AS / SN AS / SN  AS AS SLT / Lead Teachers AS AS / CW PG / NA / JP</p>	<p>Sept 22 Ongoing across the year  Oct 22 Nov 22 Mar 23 Oct 22 Feb 23 Mar 23</p>	<p>Department meeting time  Whole staff meeting time  Leadership time Events organised</p>	<p>Best practice shared in twice half termly teachers meetings in departments, and across both sites.  Clear evidence of parental engagement increases</p>
<p><b>Behaviour, Attitudes and Attendance - Staff are equipped with the prerequisite skills and expertise to provide a proactive culture of support for behaviour that means</b></p>	<p><b>Recording and Reporting</b> Reporting incidents related to behaviours that my challenge is reviewed, including staff voice.</p> <ul style="list-style-type: none"> <li>i. Analysis from DHT on patterns and trends.</li> <li>ii. Discussion at SLT around serious incidents and appropriate planning carried out to reduce this.</li> <li>iii. Monthly monitoring and reports are to be developed and utilised to include greater depth analysis</li> </ul>	<p>Robust and detailed records are available that show snapshot and over time monitoring and positive support analysis to inform next steps</p>	<p><del>CW</del> SN</p>	<p>Ongoing across year</p>	<p>Leadership time  Leadership time</p>	<p>Change of leadership capacity with redeployment of trust DHT has impacted on implementation timescale within this area.</p>

<p>learners are happy and safe.</p> <p>Staff will have the knowledge and skill set to know how to act in specific situation where behaviours that may challenge are present.</p>	<ul style="list-style-type: none"> <li>i. Analysis of the Bound and Numbered book-correlate to Digital Passport</li> <li>ii. Ensure stakeholders are informed of changes in procedures as necessary</li> <li>iii. Rigorous timely checks are scheduled and completed by SLT member responsible</li> </ul>		<p>CW</p> <p>SN</p>	<p>October ½ term first sign post.</p> <p>Ongoing across year</p>	<p>Leadership time then department time as needed</p>	
	<ul style="list-style-type: none"> <li>i. Relevant records are kept up to date and analysed by DHT/HT</li> <li>ii. Discussion of necessary changes to be had at SLT and relevant teaching staff.</li> <li>iii. Ensure that external agencies are made away if there are high tariff behaviours displayed.</li> </ul> <p>Electronic significant incident form (SIF) tracking and monitoring system trialled</p> <ul style="list-style-type: none"> <li>i. Alert system in place to signal SLT.</li> <li>ii. Link to Digital Passports as necessary.</li> <li>iii. Analyse patterns and trends in Significant incidents to inform next steps.</li> </ul>		<p>CW</p> <p>SN</p> <p>SLT- whole Staff</p>	<p>Created pre new year. Introduced by end of September 22</p>	<p>Staff training time.</p>	
	<p><b>Positive Behaviour Support</b></p> <p>Proactive SLT support around daily practice (positive support and conduct for learning) with allocation of peer adult mentoring and or Team Leader support where highlighted</p>	<p>Timely and effective proactive and responsive systems are in place to support all learners and staff in their positive support</p>	<p>SLT and Lead Teachers</p>	<p>On going throughout the year.</p>		

	<ul style="list-style-type: none"> <li>i. Systems in place around culture and behaviours for learning. UPR.</li> <li>ii. Ensuring that there is visible leadership for known children who display behaviours that may challenge</li> <li>iii. Creation and roll out of a high quality and fit for purpose QA system</li> </ul>	<p>of learners is fully established - staff know where to go to seek and gain support, they are confident in their daily practice. Their actions are based on established theory and knowledge within this domain.</p>	DHT	<p>Created oct ½ Implemented through the following 2 ½ terms.</p>	<p>Training for DHT then cascade</p>	
	<ul style="list-style-type: none"> <li>i. Development of culture around behaviours and triggers to be more proactive than reactive.</li> <li>ii. Aim to decrease crisis behaviours through debrief system from crisis behaviours.</li> </ul>		DHT			
	<p>Use of STEPS resources and bespoke CPD input at a whole school, team and individual staff level</p> <ul style="list-style-type: none"> <li>i. DHT to be trained in STEPS.</li> <li>ii. Further embed knowledge of behaviour and culture as needed in the class/personnel context.</li> </ul>					
	<p><b>Relationships: Pupils and Staff</b> Refresh, recap, introduce Program of CPD develop to span the academic year to support staff knowledge and application of the knowledge with a specific focus on:</p> <ul style="list-style-type: none"> <li>i. Behaviour analysis and planning for successes</li> <li>ii. <i>Building and sustaining positive relationships</i></li> </ul>		SLT RM	Dec 22		
<p><b>Personal Development</b> - <b>Pupils have a voice, they are supported to make meaningful choices and have power/autonomy</b></p>	<p><b>Pupil Voice</b> Research systems used within other SEND settings with similar cohort nationally to inform the development of mechanisms to capture individual pupils voice for all levels of learner at LAO</p> <ul style="list-style-type: none"> <li>i. DHT to visit other similar provisions.</li> <li>ii. DHT to explore the use of EfL for pupil voice</li> </ul>	<p>Pupil voice and advocacy is an integral part of EHCP reviews and PEP planning. It enables and empowers learners to voice their preferences and inform decisions</p>	SN	Dec 2022	Leadership time	Visits to other settings undertaken- the move to a standardised national EHCP template will need

around their lives and their futures	<p>Trial of potential systems to be undertaken with cohort at key transition points</p> <ul style="list-style-type: none"> <li>i. Review of transition paperwork for pupils coming to Malborne to Clayton and those moving on.</li> <li>ii. PfA outcomes embedded from Yr9 onwards</li> </ul> <p>Whole school roll out, with option to share within the wider Trust</p> <ul style="list-style-type: none"> <li>i. Dissemination of good practice by training and exemplars</li> <li>ii. Creation of Top Tips document</li> </ul>	<p>about their provision and next steps at a level appropriate to their individual cognition</p>	<p>SN/HJ</p> <p>SN</p>	<p>July 23</p>	<p>Leadership time</p>	<p>to be inc. at a later date.</p>
	<p><b>Learner impact on school</b></p> <p>Develop and implement Learner identity #thisisme as a fundamental part of the PSHE curriculum offer for learners at all levels, expand on staff and parental advocacy via Digital Passports to incorporate self-advocacy, voice and choice- document to display pupil character and personality</p> <ul style="list-style-type: none"> <li>i. Create a system for all stakeholders such as respite care providers and extended family (Including grandparents and siblings where appropriate) to contribute to #thisisme</li> <li>ii. Embed practice of digital passport review including #thisisme at parent's evening</li> </ul>	<p>They are supported to convey their own identity and character, they are celebrated for their uniqueness. Pupils have increasing autonomy in school as they get older, leading to greater choice in their learning and Curriculum enhancement experiences.</p>	<p>SN/SK</p>	<p>July 23</p>	<p>Leadership time</p> <p>PPA time</p>	<p>Tag rolled out on EFL</p>
	<p><b>POST16.</b></p> <p>PfA links- Raise the profile of, and ensure staff are aware of PfA opportunities across the curriculum offer from entry to exit</p> <ul style="list-style-type: none"> <li>I. CIAG-establish links with Trust CIAG specialist to inform practice and provision</li> <li>II. DofE- Develop skills domain, establish cost effective expedition options to ensure longevity of program.</li> <li>III. Vocational- Re-launch of the Hub provision</li> </ul>	<p>Staff on both sites will be familiar with the PfA outcomes as outlined in the Curriculum and be able to highlight them in current practise. CIAG: Appropriate learners will have</p>	<p>SN/HJ</p> <p>SN</p>	<p>May 2023</p> <p>March 2023</p>	<p>Leadership time</p> <p>Leadership time</p>	<p>CIAG rewritten and on the website</p>



		<p>access to bespoke CIAG. All learners in year 9 and above will participate in DofE. Learners will have the opportunity to participate in an Expedition in the local Community with an overnight camping stay at our Clayton site.</p> <p>The Hub will be made fit for purpose and open to the public.</p>	SN/HJ/JB	<p>January 2023</p> <p>June 2023</p>	<p>PPA/Leadership time</p> <p>Funding from DofE for specialist equipment</p> <p>Funding from Trust to complete building alterations and install heating, new signage and painting outside</p>	<p>All learners enrolled on DofE platform and bid placed with DofE for camping equipment Bid successful Expedition planned for weekend 27/28<sup>th</sup> May 2023</p> <p>Initial plans drawn up</p>
	<p><b>Sex and Relationships Education</b> Mapping PSHE provision across the school to be completed to impact on next steps and further enhancement.</p> <p>i. Review PSHE provision in LAO curriculum</p> <p>Specialist facilitator training to be completed by SRE Lead (SK) to inform whole staff and teacher CPD sessions</p> <p>i. PSHE lead to attend training ii. Dissemination to staff via CPD sessions</p> <p>Parent sessions</p> <p>i. FSW to champion and arrange session</p>	<p>All staff at all levels know and understand how to support our learners in developing their knowledge at an appropriate level to their developmental stage.</p> <p>We help learners to be safe and to keep themselves safe and healthy as possible.</p>	<p>SK</p> <p>SK/RLC</p> <p>RLC/PG/JP/NA</p>	<p>Dec 22</p> <p>Sept 22</p> <p>July 23</p>	<p>Leadership time</p>	<p><i>First parents SRE workshop completed November 2022, positive verbal feedback given from attendee</i></p>

	<ul style="list-style-type: none"> <li>ii. Sharing of good practise from specialist Diverse training</li> </ul> <p>Consider use of EFL TAGs to facilitate QA</p> <ul style="list-style-type: none"> <li>i. Design and implement PSHE tags following Curriculum Review</li> </ul> <p>Development and dissemination of school specific RSE philosophy</p> <ul style="list-style-type: none"> <li>i. Delivery of CPD to Teachers and TA's</li> </ul> <p>Healthy lifestyles focus within curriculum develop – Development of bespoke, school specific training and Top Tips in relation to movement, postural management, Physical Education</p> <ul style="list-style-type: none"> <li>i. Review of PE offer for pupils on Inspire Pathway, including off site learning opportunities.</li> <li>ii. Develop opportunities for off-site PE activities.</li> <li>iii. Disseminate to staff via CPD.</li> </ul>		<p>SN</p> <p>SK/AS</p> <p>RLC/SK</p> <p>SN/LS</p>	<p>July 23</p> <p>July 23</p> <p>July 23</p>		
<p><b>Early Years - Ensure that transitions into school for learners are informed and bespoke to meet their highly individual needs</b></p>	<p><b>Admissions</b></p> <p>Procedure review, with a clear flowchart of events/actions to be completed by appropriate staff</p> <ul style="list-style-type: none"> <li>i. Working party to audit current procedures, strengths and weaknesses analysis</li> <li>ii. Design of a flow chart for steps to admissions</li> <li>iii. Review of introductory paperwork and data collection</li> </ul> <p>Use of Digital Passport template as part of pre-admission paperwork</p>	<p>At point of entry our Early Years team have detailed knowledge of the learner to support and facilitate successful and smooth transitions into school, reducing transition related stress for the child and supporting</p>	<p>AS / SH / FSW / GF</p> <p>AS / SH</p>	<p>Apr 23</p> <p>Apr 23</p> <p>May 23</p> <p>Apr 23</p>	<p>Leadership time</p>	<p>Robust succession planning between AS and SH around admissions and transitions.</p> <p>Teachers at key transition points piloting lead from</p>

	<ul style="list-style-type: none"> <li>i. Digital passport utilised to collect information for new starters – lead by the class teacher</li> <li>ii. Opportunity for staff across the department to be involved in the process to be built into transitions</li> </ul> <p>EHCP interim reviews to be completed within 12 weeks of learner commencing placement at the school to meet statutory transition reviews and ensure that the learners EHCP outcomes are fit for purpose</p> <ul style="list-style-type: none"> <li>i. Reviews hosted according to individual timeframes by DHT</li> <li>ii. Focus on strengths and areas of need review following admissions period to QA the plans of learners joining the school and appropriate outcomes</li> <li>iii. Succession planning to mentor and empower the head of Early Years Lead Teacher in leading these reviews</li> </ul>	<p>parents to feel confident in the school and provisions made for their child.</p>	<p>EY Class Teachers</p> <p>AS</p> <p>AS</p> <p>AS / SH</p>	<p>Within 12 weeks of entry to school</p> <p>Across the year</p>	<p>Pathway meeting time</p> <p>Teacher PPA / Leadership time</p>	<p>Digital Passport – SY and KH.</p> <p>All interim / transfer in EHCP reviews completed. EHCP ‘check in’ reviews completed with families for all new learners in Early Years prior to annual review.</p>
<p><b>Post 16 - Further develop local links to support our learners to be active, contributing members of their community during their time in school and as they progress into adult life</b></p>	<p><b>Offsite Provision</b></p> <p>Seek appropriate opportunities for our learners to access the local community, including but not limited to educational and social provision within the community</p> <ul style="list-style-type: none"> <li>i. Evaluation of current provisions for P16 learners</li> <li>ii. Establishment of new links with Westraven and Helping hands</li> </ul> <p>Forge links with a wider range of local providers to expand the experience learners have an inform next destinations, choices for adult life</p> <ul style="list-style-type: none"> <li>i. Evaluation of local providers including value for money.</li> <li>ii. Implementation of P16 link groups</li> <li>iii. Review of link groups</li> </ul>	<p>Our learners have a wealth of community based learning opportunities to prepare them for adult life and inform their choices and destinations, these choices are reflected in their #ThisisMe profile</p>	<p>SN/HJ</p> <p>SN/HJ</p> <p>SN/HJ/JB</p>	<p>Oct 22</p> <p>Dec 22</p> <p>July 23</p> <p>Oct 22</p>	<p>Teacher PPA/ Leadership time</p> <p>Teacher PPA/ Leadership time</p>	

	<p>Use of Hub as a community learning venue, establishing links that can be used by our learners</p> <ul style="list-style-type: none"> <li>i. Establishment of Hub timetable</li> <li>ii. Renew the signage at the Hub</li> <li>iii. Re-opening and re-launch of the Hub</li> </ul> <p>Expand community-based learning opportunities that are high quality, linked to learner individual outcomes and support community integration</p> <ul style="list-style-type: none"> <li>i. Evaluation of opportunities for pupils.</li> <li>ii. Development of hub and collaborative working with Community members such as NHW co-ordinator.</li> </ul>		SN/HJ	July 23	Finance for signage	
	<p><b>Work Experience opportunities</b></p> <p>Gather learner aspirations as a starting point to inform and drive work related learning experiences where relevant and suitable</p> <ul style="list-style-type: none"> <li>i. Implementation of #thisisme as a starting point</li> <li>ii. Creation of opportunities within the PfA framework &amp; LAO CIEAG policy</li> </ul> <p>Review 'in house' opportunities and explore further options for our learners</p> <ul style="list-style-type: none"> <li>i. Audit of 'in house' and stakeholder skills to be able to offer taught skills sessions to pupils.</li> <li>ii. Explore the possibility of linking new employment skills being linked to DofE</li> <li>iii. Implementation of further 'in house' work experience opportunities</li> </ul> <p>Job-Coach/Facilitator training for selected staff to support WEX</p> <ul style="list-style-type: none"> <li>i. Selection of 2 staff to attend TSI training</li> <li>ii. Establish connection with Hornbeam careers advisor</li> </ul>	<p>Internal and External WEX opportunities are available for learners where this is appropriate. They are supported by trained job coaches to succeed.</p>	SN/HJ	Oct 23 Dec 23	Joint Leadership time	
			RM	Jan 23	Leadership time	
			PG		£300 CPD cost _ release time	

	iii. Embed new CEIAG policy with timeframes of support for FSW					
Leadership and Management - Staff have access to the right CPD and resources to ensure they have the skills, knowledge, and expertise to support learners	<b>Safeguarding</b> Review established systems of Safeguarding through audit trails.	Internal Safeguarding procedures audit available as a Case study of skills, knowledge and systems in place to support safeguarding.  Clear evidence of staff understanding of procedures and practices connected to Safeguarding tested and established.  Community engagement is audited and developed.				
	I. Audit of use of My Concern and actions taken carried out		CW	Dec 22	Subscription	
	II. Staff Questionnaire issued to gather evidence of confidence around Safeguarding CPD and how to address any concerns.		RLC	Jan 23		
	III. Case studies drawn up to illustrate skills knowledge and expertise around Safeguarding procedures including absence monitoring.		RLC	Feb 23		
	Continue to ensure staff have access to all aspects of Safeguarding CPD			CW	Sep 22	
	I. Annual Safeguarding including updated KCSIE, Prevent and CIC CPD delivered to all staff			All	Ongoing	
	II. DSL's receive up to date CPD and renewal CPD carefully monitored and logged			RLC	Feb 23	
	III. Safeguarding CPD is 'tested' as part of ascertaining knowledge and understanding gained.					
	<b>Community engagement</b>			RLC	Jan 23	Survey Monkey
	I. Audit the current community involvement with LAO and consider in what ways this could be developed to enhance the experiences of our learners.				Jan 23	
	II. Design a plan of action to develop community engagement through the work of the FSW team.				March 23 onwards	ICT resource at key events
	III. Plan a project to encourage community engagement				July 23	
IV. Review project.			July 23			
V. Re-establishment of Parent survey			Ongoing			
VI. Spotlight Parent View						

	<p><b>CPD</b> All staff follow appropriate CPD to develop professionally in their specific roles</p> <p>I. Training across the year planned to facilitate weekly CPD opportunities for staff at all levels, with clearly defined and focussed INSET day use (2 year cycle to ensure all statutory and required training met)</p> <p>II. All teachers complete NPQ CPD qualifications in specific professional field and share best practice with Family groups or staff groups as appropriate, co-ordinated by CPD Co-Ordinator</p> <p>III. CPD schedule to be amended to facilitate directed study time with 1265</p> <p>IV. Staff undertaking CPD will complete a questionnaire around the usefulness of the CPD to Quality Assurance its successfulness and how far it will impact on practice</p> <p>V. CPD co-ordinator will keep records of all CPD to provide Head Teacher with an overview of professional development needs being addressed.</p> <p>VI. Reflective Practice will be planned within / Curriculum Teams and Pathway leads to share best practice.</p>	<p>All staff complete worthwhile CPD and share best practice with others as appropriate. Effective CPD opportunities are carefully monitored and quality assured.</p>	<p>RLC</p>	<p>Sep 22</p>	<p>Directed time allocations</p> <p>External CPD providers were cost implications</p> <p>1265</p>	<p>CPD calendars in place for each term, following priorities from the SEF and SIP.</p> <p>Inclusion of directed time for NPQ study this year.</p> <p>Attendance by DHTs at leading teaching and learning Trust working party group – implementing training and themes from all NPQs.</p> <p>NPQ focus included on CPD calendar and development of ‘bitesize’ theory for the beginnings of all CPD sessions.</p>
	<p><b>Shared Values</b> RESPECT</p>	<p>All staff illustrate and evidence is available of</p>	<p>KJ</p>	<p>Sept INSET</p>		

	I.	Directed time allocated to provided opportunities for staff to meet and discuss the Trust wide revised Values and recognise and take ownership of their use within our context	understanding and facilitation of RESPECT and shared values of the Trust within the everyday life of the Academy.	RLC/KW	Autumn 22	INSET allocation	
	II.	Raise profile of shared values – info graphics etc across the school					
III.	Specific examples collated of shared values from school activities and learning experiences.						
<b>Reporting to governors</b>							
I.	Schedule of reporting to governors established and published to SLT	Regular liaison with Governing Body and QA sessions established with clear action points agreed after each meeting.	ALL	Ongoing	AC member expenses		
II.	Agreed report format developed by the Trust and used by SLT						
III.	Termly focuses on site Gov visits with clearly defined agenda/focus – links to specific member of SLT/ELT		KJ	Oct 22			