

**Effectiveness of Leadership and Management**

* To further improve staff members’ positive mental health
* In line with MHAT, revamp LAB structure with committees
* Support the LA in providing support to vulnerable pupils in the wider community via a SLA (Virtual School)and commissioned provision (Tillington)
* To support the LA SEND transformation plan
* The LAB and SLT identify succession planning via a risk register

**Personal Development, Behaviour and Welfare**

* To increase the profile of positive mental health by embedding the action plan, promoting outstanding relationships between adults and pupils
* To enhance the transition processes between Cicely Haughton and Loxley Hall via a research based approach to ensure pupils can transition positively
* To maintain the very strong culture of safeguarding by delivering the Safeguarding Action Plan

**Residential Education**

* To manage the Residential Admissions process, facilitating and maximising impact on pupil progress
* To establish the future of residence in partnership with the LA

**Quality of Teaching, Learning and Assessment**

* Use Effective teacher pilot to drive up teacher performance and share best practice
* Develop MAT-wide data collection to enable comparison, moderation and scrutiny

**Health and Safety, Premises**

* To ensure all support staff are included in the performance management cycle
* To support the Catering Manager in managing the budget and performance management of staff to provide an outstanding service to our students

**Outcomes for Children and Learners**

* Further improve outcomes for pupils by equipping staff with strategies, knowledge and environmental understanding in the promotion of positive mental health
* Develop the curriculum on offer to pupils via the increased curriculum areas for 2018-19
* To further develop staff knowledge and ability to deliver nurturing play activities in their classrooms to support pupil's emotional development, identify EHC targets throughout planning (OFSTED)
* Develop mental health provision alongside partner agencies via the LA to support pupil need (OFSTED)

**Cicely Haughton School**

**School Improvement Plan Summary**

**2018-2019**



**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2018/19**

PRIORITIES FOR DEVELOPMENT

Governance/ Strategic Development/ Working Practices / Outward Facing / Self-Evaluation/Performance Management

CPD/Staff Wellbeing/Partnership Working/Safeguarding /Financial Planning

**EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| **In line with MHAT, revamp LAB structure with committees**  | * New committees are effective
* Committees have tangible impacts on all aspects of pupil development
* Contributors to committees feel valued and empowered
 |  |
| To work effectively with Local Authorities to ensure pupils arrive at Cicely Haughton with correct resourcing | * Resources are in place and monitored regularly (Matrix/EN)
* Local Authority relationships strengthened
* EHC Plans reflect complex needs
* 2019/20 new pupils are identified early alongside local authorities
 |  |
| **To further improve staff members’ positive mental health** | * Audit staff wellbeing
* Investigate strategies
* Questionnaires from staff show improvement
* Mental Health Action Plan invested by all
* INSET focussed on staff well being
* Programme of staff wellbeing created
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| To implement the British Values action plan and evaluate impact | * Ownership of British Values action Plan by all staff
* Points on the action plan are prioritised and completed
* Action plan is reviewed and evaluated
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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| **To ensure all staff receive Performance Management** | * Programme is rolled out and in place for all staff during academic year 208/19
* Targets feed into the SDP
* Staff receiving performance Management feel valued and empowered
* Staff providing Performance Management have relevant training
* Pupils impacted positively
 |  |
| To ensure the school website dovetails with the MAT, fulfils legal responsibilities and retains and builds on the individuality and uniqueness of Cicely Haughton School | * All legislation is in place
* Increase usage by all stakeholders
* Class pages develop and are regularly updated
* Residential pages develop and are regularly updated
 |  |
| To contribute to the development of the MAT alongside the MAT Improvement Strategic Lead to support other schools in their development and receive training from other MAT schools | * Engage with Strategic Lead
* Support other schools to be more effective
* Utilise the strengths and expertise of other schools in the MAT to improve our performance
* MAT is strengthened by the sharing of expertise
 |  |
| To utilise the 2018/19 budget to maximise positive outcomes for pupils | * Usage of Pupil Premium and Sports Premium demonstrates best value and outcomes for pupils are enhanced
* Successful completion of Pupil Premium and Sports Premium Action Plans
 |  |
| Improve governor skills and knowledge base via Governorspace action plan | * LAB invest in programme
* Training improves LAB skills and knowledge, demonstrated by 2019 skills audit
* Rigorous challenge is effective and improves pupil outcomes
 |  |
| **Support the LA in providing support to vulnerable pupils in the wider community via a SLA (Virtual School)and commissioned provision (Tillington)** | * CHS is commissioned by the Virtual School
* Tillington resource opens in September 2019
* Pupils in Staffordshire benefit from provision and remain in mainstream settings
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| To update and refine safeguarding arrangements across school to ensure all pupils and staff are safeguarded to the highest of standards | * All documents are in place and up to date with latest guidance
* Documents are cascaded to staff and recorded
* Pupils and staff feel safe (questionnaires)
* Parents/Carers feel that their child is safe
* Safeguarding Development Plan is adhered to
 |  |
| **To support the LA SEND transformation plan**  | * Leek Hub is operational and grows to involve Cheadle and Biddulph district
* Mainstream schools utilise he service and stakeholder feedback is positive
* Outcomes for pupils are enhanced through early intervention
* LA roll out the hub model county-wide
 |  |
| **The LAB and SLT identify succession planning via a risk register** | * Risk register identifies key areas for succession planning
* Action plan created and successfully completed
* Develop aspiring leaders
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**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2018/19**

PRIORITIES FOR DEVELOPMENT

Pedagogy / Curriculum/Achievement / Progress / Quality of Teaching

**QUALITY OF TEACHING AND LEARNING AND ASSESSMENT**

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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| **Use Effective teacher pilot to drive up teacher performance and share best practice** | * Pilot is disseminated to teachers who invest in programme
* Teachers effectively self-assess and monitoring is robust
* Teacher profiles show progress
* CPD is relevant and has a positive impact
* Pupils progress improves
* MHAT benefits from self-supporting schools
 |  |
| **Develop MAT-wide data collection to enable comparison, moderation and scrutiny** | * Data shared amongst schools
* Common format developed
* Increased monitoring and evaluation provides moderation
* Staff confidence increased
* LAB have increased confidence
* MHAT have overview of all schools’ performance
 |  |
| To use the newly obtained PE Level 6 qualification to enhance the PE provision for pupils through up skilling teachers  | * Level 6 qualification achieved
* Knowledge cascaded to staff via staff meetings, demonstrations, peer support
* Offer to pupils enhanced; outcomes improved
* Pupils lead healthier lifestyles
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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| To use the Sports Premium effectively to enhance curriculum delivery | * Sports Premium action plan is fulfilled
* Pupil feedback demonstrates impact
* BLOT data
 |  |
| To use the Pupil Premium effectively to enhance curriculum delivery | * Pupil Premium action plan is fulfilled
* Pupil feedback demonstrates impact
* BLOT data
 |   |
| To raise the profile of Writing in school, building upon previous years’ progress | * INSET identified and improves practice
* Staff understanding/confidence increased
* Increased Writing week focus
* Resources shared
* Pupils’ attitudes improve
 |  |
| To establish an effective baseline assessment that is age AND ability appropriate so that children can be baselined on entry and this used to establish future progress. | * Children have concrete baseline scores that can be used to inform planning, teaching and learning and progress throughout time in school
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**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2018/19**

PRIORITIES FOR DEVELOPMENT

Curriculum Assessment Tracker / Social, Emotional Profiling /

 Behaviour for Learning indicators / BLOT Data

**OUTCOMES FOR PUPILS**

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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| **To further improve outcomes for pupils by equipping staff with strategies, knowledge and environmental understanding in the promotion of positive mental health** | * Pupils mental health needs are better understood
* Interventions have a positive impact
* BLOT/PI data is positively impacted
 |  |
| Review of BLOT system to meet the needs of LHCHP  | * Improvements in the way information is recorded and shared with other agencies to support the individual better
* Ownership of system explored
* New system explored
 |  |
| **Develop the curriculum on offer to pupils via the increased curriculum areas for 2018-19** | * Utilise the additional learning areas via effective planning (DT/Cooking/HRF)
* Pupils engage positively
* BfL is improved
* Outcomes for pupils are enhanced
* Improved curriculum on offer
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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| **To further develop staff knowledge and ability to deliver nurturing play activities in their classrooms to support pupil's emotional development, identify EHC targets throughout planning (OFSTED)** | * Staff will feel confident delivering nurturing play sessions to the pupils
* Staff will have the resources accessible to deliver nurturing play sessions
* Pupils’ emotional development will be enhanced by nurture activities
* Staff will identify in planning how EHC targets are being met through PSHE sessions
 |  |
| **Develop mental health provision alongside partner agencies via the LA to support pupil need (OFSTED)** | * Engage with LA to identify pathways
* Mental health support in CHS increases
* Pupil wellbeing is enhanced
* Training of staff is increased
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**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2018/19**

PRIORITIES FOR DEVELOPMENT

Emotional Curriculum / Mental Health / Emotional Support Unit / Behaviour Management / Care, Support and Guidance / FLSW / Transition

**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF PUPILS**

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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| **To increase the profile of positive mental health by embedding the action plan, promoting outstanding relationships between adults and pupils** | * Staff are more knowledgeable
* Activities impact positively on pupils’ mental health
* Staff audit identifies areas for training
* Staff follow up audit demonstrates deepened understanding
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| To increase the role of the school nurse to have a positive impact on pupil development | * Improved access to training and resources
* Drop in clinics and relaxation
* Pupil feedback demonstrates positive impact
 |  |
| **To enhance the transition processes between Cicely Haughton and Loxley Hall via a research based approach to ensure pupils can transition positively** | * Continued liaison with Keele University via research based approach and evaluation of this piece of work
* Impact on sessions for pupils
* Pupil feedback
* Blot data
* LHS data
* Data between LHS and CHS is robust and shared
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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| To further develop the role of Acdemy SCIPr instructor in line with Lodden Guidance. | * Liaison with Leslie Schofield as SCIPr lead
* Attendance at SCIPr network meetings
* Attendance at assessment and training sessions for academies
* Successfully complete training/assessments to enable license to be held
 |  |
| **To maintain the very strong culture of safeguarding by delivering the Safeguarding Action Plan**  | * Ownership of Safeguarding action Plan by all staff
* Points on the action plan are prioritised and completed
* Action plan is reviewed and evaluated
 |  |



**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2018/19**

PRIORITIES FOR DEVELOPMENT

Quality Assurance / Impact & Outcomes / Staff Development / Ofsted

**RESIDENTIAL EDUCATION**

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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| **To manage the Residential Admissions process, facilitating and maximising impact on pupil progress** | * Service meets contracted number of residents
* Positive pupil feedback
* Effective and efficient process
* All data to Local Authority within timeframes
* Quarterly reports and compliance meetings
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| **To establish the future of residence in partnership with the LA** | * Achieve a contract for 2019-20
* Identify how residence can evolve to meet the demands and expectations of the local authority
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| Ofsted’s recommendations for development are:  |
| * The school’s safeguarding development plan does not include timescales to help managers to identify when action should be completed.
* Incident reports do not always include children’s views.
 |

 | * To RAG rate the safeguarding action plan and amend the timescales accordingly to enable the DSL to complete specific tasks by specific date
* To ensure that the Incident & Physical Intervention Logs have a section in a child friendly format to record and report their views after a significant event.
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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| To contribute to and lead Head of Care/Head meetings, being an advocate for outstanding residential provision  | * Shared good practice
* Profile of residence raised
* Active contribution and collaboration with other residential provisions
 |  |
| To further develop impact data to demonstrate the continued delivery of outstanding practice | * Data for stakeholders
* To amend the current Life Skills Audit in line with the LA Desired Outcomes
* To amend the current 6 Monthly Review documentation to track and trace individual pupil progress
 |  |
| To support new staff in completing relevant stages of NVQ level training, including induction for new staff members | * Staff feel supported to complete relevant stage
* Stages completed successfully
* SCIP training
* Successful induction period completed
 |  |
| To improve the range, quality and delivery of activities based on Stakeholder feedback. | * For staff to offer a wide range of activities using their personal strengths and areas of interest.
* To provide on / off site activities.
* To monitor the overall quality of activities offered to stakeholders via weekly evaluation forms.
 |  |
| To fulfil the Residential Development Plan (see plan for details) | * Ownership of plan by all SLT and RSW staff
* Actions towards objectives identified, prioritised
* Monitoring an Evaluation completed
 |  |



**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2017/18**

PRIORITIES FOR DEVELOPMENT

PRIORITIES FOR DEVELOPMENT

Office / Site / Maintenance / Asset Management / CIF Funding / Catering

**HEALTH AND SAFETY-PREMISES-ADMINISTRATION**

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| Desired Outcomes | Success Criterion  | Evaluation Comments |
| To manage the CIF bid (outbuildings), maximising the budgets for the benefits of our students, minimising the disruption on school | * CIF bid is successful
* Works completed to desired specification
* Additional works completed and utilised by pupils
* Management of funds/liaison with E3 is efficient
* All Health and safety procedures are adhered to
* Curriculum offer to pupils is enhanced
 |  |
| To complete a maintenance plan for 2018/19 ensuring that a systematic planned approach to update the school building is followed | * Maintenance plan is completed efficiently
* Resources are used effectively
 |  |
| **To support the Catering Manager in managing the budget and performance management of staff to provide an outstanding service to our students**  | * Value for money
* Stakeholder feedback
* Staff feel valued through Performance management process
* Managers feel trained and supported through process, developing management skills further
 |  |
| Desired Outcomes | Success Criterion  | Evaluation Comments |
| To support the Office Manager in delivering effective Performance management to the office team | * Staff feel valued through Performance management process
* Managers feel trained and supported through process, developing management skills further
 |  |
| To support the Transition Manager in delivering effective Performance management to the office team | * Staff feel valued through Performance management process
* Managers feel trained and supported through process, developing management skills further
 |  |
| To support the Site Manager in delivering effective Performance management to the team | * Staff feel valued through Performance management process
* Managers feel trained and supported through process, developing management skills further
 |  |
| To review and complete actions towards the Asset Management Plan | * Actions reviewed and prioritised
* Compliance ensured
 |  |
| To review the Asbestos Register with all staff, ensuring compliance  | * Register reviewed
* Staff awareness
* CPD for staff
* Compliance ensured
 |  |

**Integrated Development and Improvement Priorities-MAT and Academies.**

**A Shared Vision 2018/19.**

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| --- | --- |
|  **Desired Outcome** | **Success Criteria** |
| **Finance-** Establish improved value for money indicators and comparative data of staffing structures and spending against other academies. | Investigate the usefulness of creating some high level internal financial KPI’s in the format of a dashboard.All academies to contribute to the data harvest to enable comparative data exercise.Establish a model with relevance to special schools with appropriate KPI’s. |
| **Governance-** Provide a common framework of operation across the LAB’s of all academies in terms of committees and their terms of reference; embedding new systems that provide high quality information to the LAB and Directors. | Improve systems to quality assure academies without significantly increasing headteacher workloadEnsure consistent and robust levels of support, challenge and accountability across all academies.Enable school to school support with LAB’s.Link the process of the LAB’s to the Ofsted framework and the monitoring of school performance to the SEF and the areas of the SDP.Provide a system to support succession planning as the Trust looks to provide CPD opportunities to aspiring leaders.Reviewed LAB skills audit with desired actions.Provide a common framework of operation across the LAB’s of all academies in terms of committees and their terms of reference. |
| **Standards-** Establish a School Improvement Partner model to provide support and challenge to senior leaders and facilitate QA processes for the CEO. | Establish principles of the SIP.Establish non-negotiables.Co-produce SIP template.Re-establish peer groups.Organise schedule of visits.Provide added value of leadership towards school improvement.Enhance QA systems and processes for CEO. |
| **Strategy-**Keep abreast of National, Regional, Sub-Regional and Local developments, priorities, themes, concerns and directions of travel, to best inform MAT strategy for school improvement and sustainable growth | Exploration of how the Trust can support mainstream MAT’S with their SEND delivery in terms of CPD and Outreach support.Established relationships with other MAT’s developing business opportunities within the Outreach model.Introduce the Leek Prototype into other Districts. |