**Effectiveness of Leadership and Management**

* To further develop the leadership structure, ensuring the management of all aspects of the school with clear communication and high aspiration for all
* Support the LA in providing support to vulnerable pupils in the wider community via commissioned provision (Cicely@Stafford)

**Quality of Education**

* To use Effective teacher programme to drive up teacher performance and share best practice
* To develop the effectiveness of subject leaders using research-based practice



**Residential Education**

* To establish the future of residence in partnership with the LA
* Create a staffing and opening contingency plan in the event where potential closure puts staffing levels at risk and full offer cannot be maintained.

**Behaviour and Attitudes**

* To develop our research-based practice approach to supporting pupils with challenging sexualised behaviour
* Refine whole school/class based and personalised behaviour and reward systems through research and training

**Health and Safety, Premises**

* To ensure that training for all staff is up to date, including for educational visits, enhancing our skill set and ensuring that we are compliant
* To upgrade the kitchen so that it is more efficient and fit for purpose
* To support the new Site Manager to become effective in the role

**Personal Development**

* Develop mental health provision alongside partner agencies via the LA to support pupil need (OFSTED)
* 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)

**Cicely Haughton School**

**School Improvement Plan Summary**

**2022-23**



**EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

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| **Desired Outcomes** | **Actions** | **Timescale** | **Lead** | **Monitoring** | **Budget** | **Success Criteria** | **Evaluation Comments** |
| **To further develop the leadership structure, ensuring the management of all aspects of the school with clear communication and high aspiration for all** | • Create a HLTA role to support staffing structures and to optimise strategic developments  • Refine the systems established last academic year | September 2023  September 2023  Review termly  Evaluation July 2023 | JAH  KRU | PSP/LAB | TLR roles  HLTA salary | • Clear defined roles for SLT/Middle Leaders communicated to all stakeholders, including pupils  • New roles grow and impact on the progress of the school  • LAB have confidence in the school’s structure and progress  • Parents and carers and staff have confidence in the school’s structure and progress for their child |  |
| **Support the LA in providing support to vulnerable pupils in the wider community via a commissioned provision (Cicely@Stafford)** | • Engage with the LA commissioner via contract meetings to demonstrate impact and value for money  • Engage with the LA and Councillors (Halit Halusi/Jonathon Price) re: growth of the provision across districts | Termly  December 2022  Evaluation July 2023 | CHA | PSP/LAB | TLR role  3k training and resources budget | • Fill places and demonstrate positive outcomes  • Reduce the number of children being permanently excluded in Staffordshire  • Support schools to be fully inclusive of children with SEMH and ASC |  |
| To support the LA SEND transformation plan via the Moorlands Hub | • Engage with the district Hub to provide impact and value for money in order to fulfil contract  • Engage with the LA and Councillors (Halit Halusi/Jonathon Price) re: growth of the provision across districts | Termly  December 2022  Evaluation July 2023 | PSP | LAB | Additional 0.2 TA salary | • Moorlands Hub continues to use CHS as a contracted service  • Mainstream schools utilise the service and stakeholder feedback is positive  • Outcomes for pupils are enhanced through early intervention  • Support MHAT with Outreach in other Staffordshire districts |  |

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| To support LAB members to check and challenge information provided to ensure governance is robust and to ensure increasingly effective governor engagement in school life and allow increased contact between wider staff team and governors. | • Establish a more consistent approach to governor visibility with a facilitator for regular contact/visits  • Invite school staff to present regularly at LAB meetings  • Cultivate a culture where lead staff within school have direct line of communication with governors with related responsibilities | September 2022  Termly  October 2022  Evaluation July 2023 | SCO  PSP | LAB  Directors | N/A | • LAB members ask questions and challenge based on information provided  • Staff supporting committees provide information to enable LAB members to make decisions  • Increased LAB member confidence in information provided  • Online Headteacher Report is utilised by LAB members to scrutinise school effectiveness  • Wellbeing survey feedback from staff show an increase in LAB impact |  |
| Ensure effective operational, strategic and financial security of the school is preserved | • Ensure school roll is full and where appropriate consider additional, manageable places  • Consider spend in other areas while ensuring operational capacity is not compromised  • Identify projects to increase income via charities, bids and LA initiatives  • Regular budgetary review  • Receive EHCP writing/portal training | September 2022  Monthly  December 2022  Monthly  September 2022  Evaluation July 2023 | JAH  PSP | PSP  LAB | N/A | • Income/Expenditure enables an effective staffing structure in place to meet pupil need  • Staff are confident to use the EHCP portal effectively  • Quality of Annual Review writing improves, securing appropriate provision |  |



**QUALITY OF EDUCATION**

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| **Desired Outcomes** | **Actions** | **Timescale** | **Lead** | **Monitoring** | **Budget** | **Success Criteria** | **Evaluation Comments** |
| **To use Effective teacher programme to drive up teacher performance and share best practice** | • Review the programme with teaching staff to ensure value in the process and commitment  • Support teachers to identify CPD internally and externally based on profiles | Restart – September 2023  Review - termly  Evaluation -  July 2023 | PSP |  | Variable dependent on training identified | • 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 |  |
| **To develop the effectiveness of subject leaders using research-based practice** | • Develop research-based practice model for all teachers  • Identify CPD for subject leader and colleagues  • Develop consistent subject leader files  • Programme of Monitoring and Action in place • Exemplars of evidence of progression created  • Coaching conversations introduced to support subject leader confidence | Introduction - September 2023  Review - termly  Evaluation -  July 2023 | KLH | JAH  PSP | Variable dependent on training identified | • Subject leaders are effective and speak with confidence and clarity about their subject • Lesson visits, book trawls, learning walks and pupil/staff feedback highlight impact • Curriculum creates opportunities to increase: independence (and preparation for life), resilience, confidence and enables pupils to develop interests and talents  • Display boards in communal areas to demonstrate progression of concepts |  |
| To develop the TLR role ‘Curriculum Lead’ to impact outcomes positively for pupils and the school | • Lead teacher/TA meetings  • Update LAB members at relevant meetings  • Lead on data and pupil progress  • Work alongside Curriculum leads across MHAT and with School Improvement Partners | Ongoing  Termly  Termly  Termly  Evaluation -  July 2023 | KLH | JAH  PSP | TLR role | • Teachers’ confidence and effectiveness as subject leaders improves  • Increased LAB confidence via information and data provided  • Overview and management of the curriculum on offer demonstrates outstanding pupil progress |  |

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| To develop the 1-1 intervention programme offer | • Using Assessment Tracking throughout the year – individual children will be identified for English and Maths interventions where required  • Class-based staff will liaise with tutors re: intervention focus, for reinforcement throughout class teaching  • Termly tracker meetings for pupil progress | September 2023, followed by half termly  Ongoing  Evaluation -  July 2023 | CBE DBE | JAH | National Tutoring Catch-up premium 60/40 with school | • RWI assessments will track the progress of individual children and individual interventions can be put into place if required  • Less children in the school will require RWI intervention  • Teachers and support staff are equipped with skills to deliver English and Maths across a range of stages, and this is consistent  • Children accessing the intervention programmes will show improvement, and narrow the gap towards age related expectations |  |
| To use the Sports Premium effectively to enhance curriculum delivery | • Review plan  • Inform staff of the policy and plan  • Ensure actions are fulfilled  • Review the impact of the actions | Review Termly  Evaluate July 2023 | JSH | JAH PSP | Refer to Sports Premium action plan | • Sports Premium action plan is fulfilled  • Pupil feedback demonstrates impact  • Data demonstrates improved engagement and positive behaviour  • Improve staff knowledge of the policy and plan |  |
| To use the Pupil Premium effectively to enhance curriculum delivery | • Review plan  • Inform staff of the policy and plan  • Ensure actions are fulfilled  • Review the impact of the actions  • Plan Pupil Premium Plus budget effectively into PEPs for LAC pupils | Review Termly  Evaluate July 2023 | JSH | JAH PSP | Refer to Pupil Premium action plan | • Pupil Premium action plan is fulfilled  • Pupil feedback demonstrates impact  • Positive behaviour and attainment data increases  • Efficient tracking of spending and their outcomes  • Improve staff knowledge of the policy and plan  • To use the Pupil Premium effectively to enhance curriculum delivery |  |
| To develop specific subject knowledge of Teaching Assistants | • Identify subjects for TAs and link in to teachers and PM  • Create action plan  • Identify training and research- based practice  • Review impact of training  • Evaluation/Impact report | October 2022  October 2022  February 2022  Evaluate July 2023 | KLH | JAH PSP | Variable dependent on training identified | • Increased subject-specific knowledge across the staff team via research-based practice  • Quality of offer to pupils improves  • Pupil progress improves  • Teaching Assistants are champions for a specific subject |  |

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| To create a HLTA role in school to support pupil development and organisational support of the school day | • Plan, agree timetable and communicate to all  • Identify course and support qualification  • Monitor lessons and review impact  • get stakeholder feedback | September 2022  September 2022  Ongoing  Evaluate July 2023 | JAH | PSP | HLTA course - £495 | • Timetable is effective in supporting pupil development and organisation of the school day  • Qualification achieved  • Stakeholder feedback demonstrates impact |  |
| To develop the Maths curriculum | • Ensure all teachers and support staff have clarity on planning structure  • Identify training needs  • Monitor the quality of teaching and pupil progress  • Review impact | September 2022  September 2022  Ongoing  Evaluate July 2023 | DBE | KLH  JAH  PSP | Variable dependent on training identified | • Increased subject-specific knowledge across the staff team  • Quality of offer to pupils improves  • Pupil progress improves |  |
| To develop the Music curriculum | • Ensure all teachers and support staff have clarity on planning structure  • Identify training needs  • Monitor the quality of teaching and pupil progress  • Review impact | September 2022  September 2022  Ongoing  Evaluate July 2023 | DBO | KLH  JAH  PSP | Variable dependent on training identified | • Increased subject-specific knowledge across the staff team  • Quality of offer to pupils improves  • Pupil progress improves |  |



**BEHAVIOUR AND ATTITUDES**

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| **Desired Outcomes** | **Actions** | **Timescale** | **Lead** | **Monitoring** | **Budget** | **Success Criteria** | **Evaluation Comments** |
| **Refine whole school/class based and personalised behaviour and reward systems through research and training** | • Collaborate with other behaviour leads to refine and research whole school behaviour tracking systems  • ARBOR –outline any amendments required to utilise current system more effectively  • Discuss the use of CLASS DOJO as a whole school behaviour and tracking system with the teachers and SLT to replace the recording of Excel behaviour sheets.  • Work with class teachers to evaluate current class based reward systems | October 2022  October 2022  September 2022  Ongoing  Evaluation -  July 2023 | JSH | JAH  PSP | N/A | • Networking and collaboration with other behaviour leads promotes positive outcomes for pupils.  • ARBOR system is impactful for pupils and user friendly for staff.  • Staff are consistent with systems implemented  • Pupils are engaged and behaviour for learning data improves |  |
| **To develop our research-based practice approach to supporting pupils with challenging sexualised behaviour** | • Training on sexualised behaviour accessed for all staff who work with pupils  • Develop approaches and curriculum | Training October 2022  January 2023  Evaluation July 2023 | JSH | PSP | Funding via MHAT cluster | • Staff have increased understanding of why pupils demonstrate sexualised behaviour  • Staff have increased confidence and strategies when responding to sexualised behaviour  • Programme in place that supports pupils to develop their own understanding and responses |  |
| PSHE/School Council/B Values  Assemblies – key dates |  |  |  |  |  |  |  |

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| To develop the TLR role ‘Positive Behaviour Manager’ to impact outcomes positively for pupils and the school | • Lead teacher/TA meetings  • Work alongside leads across MHAT and with School Improvement Partners  • Update LAB members at relevant meetings  • Work with S. Bosworth to create a bespoke curriculum offer to help pupils become more emotionally literate with a greater understanding of the brain and their functions.  • To utilise staff meetings to promote an ‘active curriculum’ as a positive behaviour management tool.  • To inform whole school meeting of PI data and report on trends/ actions/ support mechanisms.  • To continue to promote IBP’s/ Vulnerability RA as a working document and collaborate/ support staff when writing them.  • To write restraint reductions plans half termly to promote better outcomes for pupils.. | Ongoing  Termly  Termly  July 2023  Ongoing  Ongoing  Ongoing  Ongoing  Evaluation -  July 2023 | JSH | JAH  PSP | TLR role | • Staff gain increased support and confidence from qualified and knowledgeable training programme  • Data over time demonstrates proactive work and reduction in PI  • Increased LAB confidence via information and data provided  • Overview and management of the whole school ethos and culture demonstrates outstanding pupil progress  • Pupils’ emotional literacy improves and this impacts on their ability to respond to a range of situations |  |
| To ensure compliance with Keeping Children Safe in Education (KCSIE) 2022 | • To provide all stakeholders with the Part 1 Summary of Keeping Children Safe in Education 2022  • DSL / DDSL to complete the relevant training updates  • Information and resources to be shared with the staff team  • To complete the Safeguarding Audit 2022/23  • To generate report/pro-forma for MAT Directors  • Develop an overview of the schedule of planned safeguarding topics taught across the curriculum | September 2022  Ongoing  December 2022  January 2023  October 2022  Evaluation July 2023 | KRU | PSP  LAB | N/A | • All staff have had training and understand Keeping Children Safe in Education 2022  • DSL / DDSL have the knowledge to provide support and guidance to all staff  • Directors have a report which provides clarity of information and confidence in MHAT schools’ processes |  |



**PERSONAL DEVELOPMENT**

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| **Desired Outcomes** | **Actions** | **Timescale** | **Lead** | **Monitoring** | **Budget** | **Success Criteria** | **Evaluation Comments** |
| **Develop mental health provision alongside partner agencies via the LA to support pupil need (OFSTED)** | • Collaborate with other schools in MHAT/LA and identify MH services that are being used there.  • Training of staff – e.g. Mental Health Aid/ Emotion Coaching using Marnie  • Continue Wellbeing plan – half termly whole school activities  • Complete Pupil wellbeing survey  • Attendance – audit system used and work alongside VIP to increase training for attendance staff, ensuring systems are robust | Ongoing  Termly  Half Termly  January 2023  Half Termly  Evaluation July 2023 | CBE | JAH  KRU | MH SLA budgeted for | • Identify pathways of support  • Mental health support in CHS increases  • Pupil wellbeing is enhanced  • Training of staff is increased  • SLA with a MH service is acquired |  |
| **To further develop staff knowledge and ability to deliver nurturing play activities in their classrooms to support pupil's emotional development, identifying EHC targets throughout planning (OFSTED)** | - EHCP tracker document to be used throughout the year for all children focusing on their SEMH targets and small step targets  -KLH to refresh knowledge on completing during Teacher meeting  - KLH to review planning documentation from staff to ensure individual targets are being met and addressed during planned sessions | Evaluation July 2023 | KLH | JAH  PSP | N/A | • Pupils’ emotional development will be enhanced by nurture activities with evidence being provided from the Boxall Profile results  • Staff will identify in planning how EHC targets are being met through Nurture sessions using the Nurture Planning Document  • EHCP assessing and tracking system will demonstrate  • More individualised programmes will be put into place if children are not making progress towards their targets |  |

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| To develop the TLR role ‘Wellbeing Lead’ to impact outcomes positively for pupils and to ensure that staff balance their workload and home life to ensure that they are best equipped to be successful in their role in school | • Support staff with workload, ensuring staff have time to complete the tasks completed  • Complete Staff wellbeing survey  • Ensure good communication between staff and managers  • Staff Wellbeing opportunities introduced e.g. staff socials, wellbeing Wednesdays, Circuit/Fitness training  • Provide staff with information about ways to look after their wellbeing  • Lead on Wellbeing data and pupil progress  • Work alongside leads across MHAT and with School Improvement Partners  • Update LAB members at relevant meetings | Ongoing  May 2023  Ongoing  October 2022  Half termly  Termly  Termly  Termly  Evaluation July 2023 | CBE | PSP | Variable dependent on support identified | • Staff Wellbeing Plan is implemented and staff engage with it  • Improved staff attendance  • Increased communication in decision making  • Staff gain increased support and confidence from qualified and knowledgeable training programme  • Data over time demonstrates impact on pupils and staff  • Increased LAB confidence via information and data provided  • Overview and management of the whole school ethos and culture demonstrates outstanding pupil progress  • Staff wellbeing survey results demonstrate impact |  |
| To improve our Annual Review report writing for Education, Health and Care Plans (EHCPs), via Staffordshire’s EHC Portal. | • Receive EHCP writing/portal training | September 2022  Evaluation July 2023 | JAH | PSP | N/A | • Updated EHC portal information is disseminated to staff  • Staff are confident to use the EHCP portal effectively  • Quality of Annual Review writing improves, securing appropriate provision |  |



**RESIDENCE**

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| **Desired Outcomes** | **Actions** | **Timescale** | **Lead** | **Monitoring** | **Budget** | **Success Criteria** | **Evaluation Comments** |
| **Consider the funding threat to the residential provision and work with Trust colleagues and Clearsilver to formulate a proactive response which outlines the range of benefits of retaining the service.** | • Clear contingency plan for financial and operational implications  • Cost analysis of loss of funding to whole school offer and staffing structure  • Create financial impact statement including cost analysis, include potential costs to other local authority departments from the loss of social protection residence offers.  • Coherent strategy and argument for retention including data, spend to save costs, case studies and other relevant evidence  • Contact media sources and professionals to advertise outstanding offer which is being threatened | November 2022  November 2022  September 2022  October 2022  December 2022  Evaluation January 2023 | PSP | LAB  Directors | 6k for PR agency identified | • Clear contingency plan for financial and operational implications  • Cost analysis of loss of funding to whole school offer and staffing structure  • Create financial impact statement including cost analysis, include potential costs to other local authority departments from the loss of social protection residence offers.  • Coherent strategy and argument for retention including data, spend to save costs, case studies and other relevant evidence  • Contact media sources and professionals to advertise outstanding offer which is being threatened  • Consult stakeholders and pupils on benefits of residence |  |
| **Create a staffing and opening contingency plan in the event where potential closure puts staffing levels at risk and full offer cannot be maintained.** | • Consistent staff consultation to allay fears about employment  • Share strategy with whole staff team  • Consistent review of rotas and ensure effective supervision and staff voice is heard  • Succession planning for potential DHOC retirement | Ongoing  Ongoing  Half termly  January 2023  Evaluation July 2023 | KRU | PSP | Support staff overtime where required | • Staff are equipped with current information and feel supported  • The service continues to deliver outstanding outcomes for pupils |  |

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| Ensure adherence to National minimum standard changes that come into effect from September 2022. | • Head of Care to implement new standards into residential working practices.  • Change relevant documentation.  • Ensure staff team is aware of changes. | September 2022  September 2022  September 2022  Evaluation July 2023 | KRU | PSP | N/A | • The residential provision is compliant with changes  • Documentation reflects this and is understood by practitioners |  |
| To support new staff in completing relevant stages of NVQ level training, including induction for new staff members | • Complete induction of new staff  • Provide ongoing support  • Regularly review progress | September 2022  Ongoing  Termly  Evaluation July 2023 | KRU | PSP | N/A | • Staff feel supported to complete relevant stage  • Stages completed successfully  • SCIP training completed  • Successful induction period completed |  |
| To improve the range, quality and delivery of activities based on Stakeholder feedback. | • Review the activities on offer  • Create updated timetable  • Review pupil feedback and monitor the overall quality of activities offered to stakeholders via weekly evaluation forms | September 2022  October 2022  Termly  Evaluation July 2023 | KHO | KRU |  | • Feedback from pupils identifies that activities have met pupil strengths and areas of interest.  • Reports to LAB and LA commissioners highlight pupil progress |  |



**HEALTH AND SAFETY-PREMISES-ADMINISTRATION**

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| **Desired Outcomes** | **Actions** | **Timescale** | **Lead** | **Monitoring** | **Budget** | **Success Criteria** | **Evaluation Comments** |
| **To support the new Site Manager to become an effective in the role** | • Identify training needs and access courses  • Ensure all compliance is scheduled for the year  • Complete a maintenance plan for 2021/22 ensuring that a systematic planned approach to update the school building is followed | September 2022  September 2022  September 2022  Evaluation July 2023 | JAH  DBU | PSP | Budget for training  maintenance action plan in place | • Qualifications are secured  • All aspects of compliance are understood  • Internal and External H&S reports identify quality practice and procedures  • Maintenance plan is completed efficiently  • Resources are used effectively |  |
| **To upgrade the kitchen so that it is more efficient and fit for purpose** | • Review the proposals received  • Liaise with contractors for updated costs  • Provide proposal to LAB and then Directors for consideration | October 2022  November 2022  January 2022  Evaluation July 2023 | TFU  LLA | PSP | Reserves | • LAB and Directors make an informed decision in the best interests of the school, and in conjunction with the future of residence  • New kitchen is planned and ready for September 2023 |  |
| **To ensure that training for all staff is up to date, including for educational visits, enhancing our skill set and ensuring that we are compliant** | • Review the training tracker  • Highlight where staff need to re-qualify or qualify for the first time  • Provide reports to LAB  • Systems and processes in place for educational visits are clear, robust and understood by all staff | Half termly  Ongoing  Termly  Evaluation July 2023 | DBU | PSP | Budget for training | • All outstanding courses are completed  • All staff increase understanding of importance of up to date training  • All staff are upskilled and are qualified in relevant areas  • Training tracker is up to date and identifies when training updates are required  • Increased LAB confidence via information and data provided |  |
| To monitor the subsidence in both the laundry and classroom | • Liaise with LA and companies  • Follow advice and actions  • Update LAB as required | Ongoing  Evaluation July 2023 | TFU | PSP | LA input  MHAT  Reserves | • School building is safe and any remedial work is actioned swiftly |  |
| To consider a bid to develop the Outbuildings in the courtyard | • Liaise with LA to get information  • Liaise with contractors for costs  • Provide proposal to LAB and then Directors for consideration | January 2023  January 2023  January 2023  Evaluation July 2023 | PSP | LAB | Reserves | • LAB and Directors make an informed decision in the best interests of the school, and in conjunction with the future of residence |  |

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| To consider an Astroturf project | • Review the proposals received  • Liaise with contractors for updated costs  • Provide proposal to LAB and then Directors for consideration | January 2023  February 2022  February 2022  Evaluation July 2023 | TFU  JSH | PSP | Reserves | • LAB and Directors make an informed decision in the best interests of the school, and in conjunction with the future of residence  • Astro is planned and ready for September 2023 |  |