**Effectiveness of Leadership and Management**

* Consider enhancing our civil leadership by increasing our NOR to support the demand for SEMH places from Local Authorities
* Support the LA in providing support to vulnerable pupils in the wider community via commissioned provision (Cicely@Stafford)
* To support the LA SEND transformation plan via the extension of the Leek Hub project
* To ensure all staff receive Performance Management



**Residential Education**

* To establish the future of residence in partnership with the LA
* To fulfil any recommendations from our last OFSTED inspection

**Quality of Education**

* Use Effective teacher pilot to drive up teacher performance and share best practice
* To improve the Writing ability of all pupils, increasing long term expected attainment results
* Implement and analyse the impact of the new curriculum on offer to pupils for 2019-20

**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)

**Health and Safety, Premises**

* To improve the Gym area to ensure that it is functional and in keeping with the high standards of the rest of the school premises

**Behaviour and Attitudes**

* To have implemented our new online behaviour system successfully
* Design effective, personalised timetables for our hard to reach pupils ensuring that the curriculum on offer engages, builds relationships and provides a platform to successful learning

**Cicely Haughton School**

**School Improvement Plan Summary**

**2018-2019**



**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2019/20**

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 |
| **Consider enhancing our civil leadership by increasing our NOR to support the demand for SEMH places from Local Authorities** | * Engage with the LA in regards to increasing provision for Staffordshire SEMH primary pupils * Develop a strategy to increase capacity both in terms of space, resources (staff) and pricing structure of places * Engage with other authorities in regards to their requirements for SEMH primary places |  |
| **Support the LA in providing support to vulnerable pupils in the wider community via a commissioned provision (Cicely@Stafford)** | * Establish the provision within the LA and schools * 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** | * 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 |  |

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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 2019/20 * Targets feed into the SDP * Staff receiving performance Management feel valued and empowered * Staff providing Performance Management have relevant training * Pupils impacted positively |  |
| Support the LA in providing support to vulnerable pupils in the wider community via a SLA (Virtual School) | * CHS is commissioned by the Virtual School * Pupils in Staffordshire benefit from provision and remain in mainstream settings * Evaluation from LA results in contract extension |  |
| 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 support aspiring middle leaders to achieve their NPQML | * Facilitate course * Provide support * School led projects have an impact * Qualification is achieved * Candidates’ personal development impacts positively on school outcomes |  |
| To ensure TAs performance management is linked to the SDP and whole school ethos and focus | * Relevant training given * Evidence provided for all * Documentation reflects this * Outcomes for pupils are enhanced |  |
| To support governors to check and challenge information provided to ensure governance is robust | * Governors are aware of responsibilities * Committee set up enable governors to ask questions based on information provided * Staff supporting committees provide information to enable governors to make decisions * Increased governor confidence in information provided |  |



**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2019/20**

PRIORITIES FOR DEVELOPMENT

Pedagogy / Curriculum/Achievement / Progress / Quality of Teaching

**QUALITY OF EDUCATION**

|  |  |  |
| --- | --- | --- |
| Desired Outcomes | Success Criterion | Evaluation Comments |
| **Use Effective teacher pilot to drive up teacher performance and share best practice** | * 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 improve the Writing ability of all pupils, increasing long term expected attainment results** | * Pupils at the end of KS2 are able to achieve the expected criteria for Writing * Guidance from moderation in June 2019 to be implemented |  |
| **Implement and analyse the impact of the new curriculum on offer to pupils for 2019-20** | * Staff identify developments via their own subject development plans * New curriculum strands are implemented * Lesson observations, book trawls, learning walks and pupil/staff feedback highlight positive impact * Curriculum creates opportunities to increase: independence (and preparation for life), resilience, confidence and enables pupils to develop interests and talents * Evaluation highlights steps towards 2020/21 |  |

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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 * Behaviour and attainment data increases * Efficient tracking of spending and their outcomes |  |
| 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 improve the SPAG attainment of pupils | * Identify an appropriate scheme and deliver appropriate training * Ensure utilisation throughout all classes where relevant * Evaluate success of scheme with regard to: Improved spelling ages for all pupils Improved SPAG scores at the end of KS2 |  |



**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2019/20**

PRIORITIES FOR DEVELOPMENT

Curriculum Assessment Tracker / Social, Emotional Profiling /

Behaviour for Learning indicators / BLOT Data

**BEHAVIOUR AND ATTITUDES**

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| Desired Outcomes | Success Criterion | Evaluation Comments |
| **To have implemented our new online behaviour system successfully** | * Staff are trained to use the system * Improvements in the way information is recorded and shared with other agencies to support the individual better * Pupils’ commitment to learning is increased * Where identified, bullying and discrimination is challenged effectively |  |
| To further develop the role of Academy 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 * Deliver refresher and foundation courses across MHAT |  |
| 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 |  |

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| Desired Outcomes | Success Criterion | Evaluation Comments |
| **Design effective, personalised timetables for our hard to reach pupils ensuring that the curriculum on offer engages, builds relationships and provides a platform to successful learning** | * Identify pupils early * Identify motivators and use this to design a bespoke timetable * Positive engagement with parents and carers * Improved mental health, engaging with services where appropriate * Improved pupil engagement * Reduce pupil withdrawal from learning * Increased pupil commitment to learning |  |



**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2019/20**

PRIORITIES FOR DEVELOPMENT

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

**PERSONAL DEVELOPMENT**

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| --- | --- | --- |
| Desired Outcomes | Success Criterion | Evaluation Comments |
| **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 * SLA with a MH service acquired |  |
| To adopt the strategies provided by Keele University analysis to enhance our transition package to all of our leavers | * Report findings are disseminated to staff * Strategies are followed * Positive impact for current cohort is demonstrated by the success of transitions * Feedback from schools and families demonstrate successful transitions |  |
| 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 * Plan permeated throughout school via assemblies/teaching and ethos |  |

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| Desired Outcomes | Success Criterion | Evaluation Comments |
| To improve our Annual Review report writing for Education, Health and Care Plans (EHCPs), ensuring that objectives are central to the planning and assessment of pupils’ progress, and all staff working with each pupil are aware | * New EHC portal information is disseminated to staff * Staff confident to use portal * Quality of reports improve * Positive impact on pupil outcomes |  |
| **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 |  |



**CICELY HAUGHTON SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2019/20**

PRIORITIES FOR DEVELOPMENT

Quality Assurance / Impact & Outcomes / Staff Development / Ofsted

**RESIDENTIAL EDUCATION**

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| Desired Outcomes | Success Criterion | Evaluation Comments |
| **To establish the future of residence in partnership with the LA** | * Provide data to the LA which demonstrates the positive impact of Residence * Liaise with the press and figures of influence to promote our service * Work alongside our partner school, Loxley Hall and MHAT * Identify how residence can evolve to meet the demands and expectations of the local authority * Achieve a contract for 2019-20 |  |
| 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 2019/20**

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 improve the Gym area to ensure that it is functional and in keeping with the high standards of the rest of the school premises** | * Appropriate remedial work is carried out following analysis * Decoration complete * Usage increase for school day and residence * Guarantee for future damage included in works carried out |  |
| To complete a maintenance plan for 2019/20 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 to provide an outstanding service to our students | * Review 2018/19 spend and quality of service * Continued quality of service for 2019/20 * Value for money * Stakeholder feedback * Catering Manager feels supported through the process |  |
| Desired Outcomes | Success Criterion | Evaluation Comments |
| To support the Catering 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 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 ensure that training for all staff is up to date, enhancing our skill set and ensuring that we are compliant | * 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 * H&S Audit recognises improvements (achieve Level 4 minimum) |  |

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

**A Shared Vision 2019/20**

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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 workload  Ensure 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. |