

Self-Evaluation and School Development Plan 2021-2024

Updated 09.09.21

School Context:

Pitcheroak is an all-age special school (4-19 years) for learners with cognition and learning difficulties. There are **154** learners on roll (**28%** are female and **72%** are male). Learners mainly come from white British families (**73%**) with a small number of learners from other backgrounds such as Bangladeshi, Black African, Pakistani, Eastern European, and White/Black Caribbean families. All learners have an Education, Health and Care Plan and attainment on entry is well below age-related expectations. **36%** of the school population are eligible for Free School Meals and **40%** qualify as pupil premium. **39.5%** have an Autistic Spectrum Condition (ASC) and **6%** are from neighbouring local authorities such as Birmingham.



Overall Effectiveness: Good

Learner Numbers:

Total on roll	154	DfE Registered	143	Commissioned	153
Reception	KS1	KS2	KS3	KS4	KS5
9	17	41	31	28	28
FSM	PPG	EAL	LAC/P-LAC	Ever 6	
36%	40%	17%	5%	37%	

Primary areas of need:

ASC	SLD	MLD
39.5%	26%	14%
Downs	GDD	Other
8%	8%	4.5%

Vision:

We will be a centre of excellence that provides a high-quality, needs led, balanced education for all. We will share our expertise to promote awareness, social integration and tolerance within the wider community. We will effectively support learner development in the areas of communication, cognition, emotional well-being and personal and social development. We will respect and recognise the contributions and achievements of all learners as individuals in a safe and caring environment to secure better outcomes so that they can meet their full potential and prepare them for their futures.

Previous Ofsted inspection:

October 2018. Areas for improvement “...refine the detail of the curriculum so that all lessons fully meet the changing nature and needs of learners at the school.” And “...build more on incidental opportunities for learning.”

- Since the last inspection we have achieved the following awards: Basic Skills Award (July 2021); National Online Safety Certified School (May 2021); Leaders in Safeguarding Award (April 2021); Governor Mark (March 2021 for the second time); Leading Parent Partnership Award (March 2021 for the third time); AfPE at Distinction Level (November 2020).
- We also hold the following awards: Eco School Silver Award (June 2018); and Rights Respecting Bronze Award (January 2018).
- In March 2021 we completed an LA Safeguarding Audit which confirmed our safeguarding arrangements are effective.
- In May 2021 we submitted the Anti-Bullying Award and await the results for this external assessment in the Autumn Term 2021.
- We are currently working on the Elkan Award and the CPLD Quality Mark.
- We have developed a newly built provision ‘The Flexible Learning Centre’ (FLC) for learners in Post 16 to develop their independence and life skills.
- We work closely with Redditch Primary Heads and Worcestershire Special School Heads at regular network meetings (virtual since March 2020).
- We are committed to working with the LA to develop a county wide higher needs funding model for SEND learners.
- We attend Cross Local Authority Special school moderation and assessment network group.
- We are actively involved with Chads Grove Teaching Alliance on the Schools Direct programme. Several trainees have secured teaching posts in SEN schools.

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1. Quality of education – Grade 2

CURRICULUM INTENT, IMPLEMENTATION AND IMPACT			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> The curriculum is ambitious and designed to meet all learners' needs. It equips pupils with the knowledge and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for post school destinations, future learning or employment. Pupils follow a full range of subjects for as long as possible informed by potential destinations. AfPE quality mark (Nov 2020) reports that the PE curriculum is well planned, inspiring and challenging providing a wide range of physical activities which meet the needs of all pupils from EYFS through to KS5. 	<ul style="list-style-type: none"> Learner destination data Curriculum MTPs – core and aspect specific 14-19 pathways Enrichment programme 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Ensure subject leaders have adequate time to monitor and refine subject areas working collaboratively with Primary and Secondary colleagues to ensure continuity of provision from 4 to 19 (PBA). Subject leads to work towards attaining external verification on the quality of their subject e.g., Arts Mark, Healthy school, REQM, History Quality Mark and Food for Life (Subject leads). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Ensure the whole school curriculum remains under constant review to ensure pupil pathways continue to have clearly identifiable routes appropriate to different cohorts and appropriately personalised and understood by parents and carers. 	Additional PPA for all subject leads
PROGRESS AND ACHIEVEMENT			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> Most learners develop good knowledge, understanding and skills in all areas of the curriculum. Most learners make excellent progress from their well below age-related expectations starting points. Assessment tools matched to the needs of the varying cohorts of pupils enable teachers to track progress and identify individualised next steps that are relevant to their daily functioning and development for the future. 	<ul style="list-style-type: none"> EoKS data IEP analysis SOLAR progress data Subject leadership reports Pupil work scrutiny 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Maintain a high quality of teaching and learning (SHO). Ensure accreditation results are maintained as either met or exceeding targets for learners in KS4 and KS5. (JHO) Identify a rationale for determining curriculum to be accredited. (JHO). Develop and implement a process to improve target setting within SOLAR to ensure all pupils are appropriately challenged to make the best progress they are capable of (PBA). 	Exams - £1,000 SOLAR licence - £1,000

<p>Relevant staff are now well equipped to assess and identify progress of learners operating at levels below National Curriculum including using the Engagement model, the process for which is now embedded.</p> <ul style="list-style-type: none"> Learners achieve well in accredited courses at the end of KS4 and KS5. Remote learning was well received and parents particularly of pupils with CLDD and those in Early Years, were enabled to familiarize themselves with tools and resources used in school, that they will be able to continue to use to support their child. 	<ul style="list-style-type: none"> Accreditation records KS4 and KS5 Examples of SWAYS and parent feedback 	<ul style="list-style-type: none"> Ensure the INSET plan reflects whole school priorities for teaching and learning (HTO, JHO). Ensure that training requests have a strong emphasis on CLDD pedagogy or subject specific training (SHO). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Refine the accreditation pathway for learners in 14-19 to extend the scope of the curriculum for the most able. 	
CURRICULUM			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> The curriculum is creative, age appropriate, differentiated, progressive, relevant and continually evolving to ensure that learners increase their knowledge and attain the necessary cultural capital (social assets of a person) that they need to succeed in life. Skills such as resilience, self-confidence, independence, social skills and self-esteem are explicitly taught in line with PSD targets. Learners study a full range of subjects and specialists teach their subject area where appropriate. The curriculum is well designed and builds towards a range of accredited outcomes such as Entry Level 1-3 or below. Staff receive training on 'So Safe' to ensure professional boundaries are consistently applied across the school. 	<ul style="list-style-type: none"> Subject leadership reports Curriculum Plans Evaluation from PWA Enrichment database Learner Feedback IEP analysis Parent feedback Timetable Staff list 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Publish curriculum materials and LTP on website (SHO). Review/ revise objectives and success criteria within MTP's for learners with ASD/ CLDD (PBA). Further develop the sensory and alternative curriculum. (FON). Track online safety across the curriculum (PBA, SBA). Achieve the anti-bullying award (JWO). Revise 'So Safe' as part of PSHE curriculum (CWA, JWO). Audit what is currently being taught for stranger danger, drugs, mental well-being (JWO). Devise whole school approach to road safety, on the LTP (JWO). Identify areas within the curriculum where safeguarding topics are taught (PBA). Monitor the range of TEACCH activities that are used to improve pupil progress for all pupils (CT's, HTO). 	<p>Capitation - £35,000</p> <p>Commando Joes 'RESPECT' Programme £5,000</p> <p>Themed Day - £2,000</p> <p>Post 16 Enrichment - £2,000</p> <p>Severn Arts Music - £1,000</p> <p>Artist in residence - £1,250</p>

<ul style="list-style-type: none"> • Access to mainstream outreach projects has decreased over recent years due to limited opportunities. • All MTP's include language/ communication development opportunities. • The PE curriculum is a particular strength and supports learners to keep physically and mentally healthy. • Curriculum plans fully support the statutory requirement for Relationships/Relationships and Sex Education. • Teachers are aware of and well equipped to deliver the curriculum remotely thus continuing to meet the individual learning needs of pupils, as necessary during periods of isolation. • The AfPE quality mark (Nov 2020) reports that the PE curriculum enables very young children through to late teenagers access to develop their fundamental movement skills, handling of objects, understanding of their own body and health and levels of self-care. • The Leaders in Safeguarding Quality mark (April 2021) reports that pupils at the school receive highly effective information to help keep themselves safe including online safety information. 	<ul style="list-style-type: none"> • Learning walk info • Class code of conduct • Promotion of school values 	<ul style="list-style-type: none"> • Learners to achieve bronze Duke of Edinburgh Award (DLO). • Publish our outreach offer to mainstream Primary Schools (SHO). • FLC learners to access specialist subjects/ vocational provision off-site in line with their aspirations (SHO, RAD). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Explore BTEC and GCSE for 14-19 learners. • Share whole school approach of 'So Safe' with parents/ carers. • Explore the DfE document 'character education' and consider how this can be used to refine current provision and identify next steps for the 6 character benchmarks. • Pilot a structured curriculum afternoon for learners from KS3-KS5 for the most able learners to further develop character, resilience and confidence in learners. • Prioritise the arts across the school with external music and art specialist support. • Refurbish school hall to allow for 'black out' and lighting rig to be installed to re-brand the sports hall as a creative arts space. • Explore the possibility of an outreach satellite base at a mainstream school or College. • Explore the possibility of publishing online/ remote learning for other organisations for CLDD learners. 	<p>Hall Refurb £16,000 Lighting rig and curtains £15,000</p>
WORK RELATED LEARNING/ LIFE BEYOND SCHOOL			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> • The 14-19 curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. 	<ul style="list-style-type: none"> • LTP • Analysis of post school outcomes 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> • Allocate dedicated time to enable a member of the senior team to promote and oversee WRL tracking outcomes for learners (JHO). 	<p>College Provision - £15,000</p>

<ul style="list-style-type: none"> • Learners in KS5 access College to increase their vocational awareness and familiarisation with locations outside of school. • 100% of learners' secure positive post school destinations. • Learners are supported to develop cultural awareness in our society and to develop interests in other subjects/ areas of life. • Careers guidance and transition is good and supported by an external advisor from Worcestershire Local Enterprise Partnership. • Learners in Key Stage 5 attend appropriate work experience placements off-site. • Learners in year 11 generally stay on into Sixth form: <ul style="list-style-type: none"> ○ 2021 - 93% stayed on; 1 x learner went to the local College ○ 2020 – 91% stayed on; 1 x learner went to STAR College ○ 2019 - 70% stayed on and 30% went to the local College • Learners that leave at the end of KS5 secure positive educational placements <ul style="list-style-type: none"> ○ 2021 – 100% ○ 2020 – 90% went into F/T education; 1 x learner went into day care provision with adult social care ○ 2019 - 83% secured positive educational placements; 1 x learner left mid-year to stay at home with their family. • Learners are confident and positive about being in the Sixth Form. 	<ul style="list-style-type: none"> • Destination data • HOW College monitoring • WEX evaluations/ log • Enrichment database • Observation records of placements • External monitoring with Matt Tope • Careers strategy • Feedback from placement providers • Careers MTP's • Careers Quality Mark Portfolio • Life Beyond School Event • IAG advisor records of conversations • EHCP views and records 	<ul style="list-style-type: none"> • Incorporate opportunities to explore careers within the science curriculum at KS3-KS4 (CWA). • Transform expectations of employment through internal WEX opportunities (RAD). • Develop the onsite horticulture provision to include a school shop for the sale of produce to support the development of work skills and financial capability (RAD). • FLC learners to take responsibility for ordering and purchasing whole school food technology items (RAD). • Maintain 100% of leavers securing positive destinations (SHO). • Continue to support learners with College placements for familiarisation and new locations (RAD). • Continue to support learners with applications and interviews as required (14-19 Teachers). • Purchase IAG from Worcestershire LEP to ensure personalised transition for each individual learner (SHO). • Develop the FLC curriculum to identify opportunities for individuals/ pairs of learners to access the wider community (RAD). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Promote the 'world of work' as part of the calendar for 14-19. • Invite parents/ carers into school so that they can share what they do for work with 14-19 learners. • Continue to review and revise the 14-19 curriculum to ensure it is creative and reflects new initiatives meeting the needs of the changing population preparing them for life beyond school. 	<p>IAG SLA - £6,000 Careers and Information Award - £1,000 Level 6 training costs for TA3</p>
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<ul style="list-style-type: none"> Learners are well supported to reach appropriate destinations beyond school and succeed in securing college and work placements. Learners are ready for the next stage of education, employment or training as a consequence of the good careers programme and personalised planning that is in place. The AfPE quality mark (Nov 2020) notes that there are extensive opportunities for young people to develop leadership skills and gain other appropriate accreditation to support their transition into the wider workforce and adult life. 	<ul style="list-style-type: none"> Link careers advisor in school Careers strategy portfolio Careers curriculum Attendance Learner feedback 	<ul style="list-style-type: none"> Extend internal and external work-related learning opportunities for KS5 CLDD learners so that they have meaningful placements with auxiliary staff in school. Develop the Post 16 curriculum to support CLDD learners to explore positive alternatives to work placements. Enable all learners in KS5 to experience meaningful work experience placements. Review WEX programme and evaluate all off-site opportunities. Work with the IAG co-ordinator and local employers to promote careers awareness and develop employability skills. Use the employer link (Wendy at BOBST) and employer related activities through school careers (Gatsby). Continue to stimulate a team approach and explore ways to liaise regularly to ensure all practitioners have a secure and shared understanding of the Gatsby Benchmarks. Level 3 TA to achieve a level 6 diploma in career guidance and development. Fully embed a programme of careers education and guidance that is known and understood by learners, teachers and Governors (Benchmark 1). 	
SUBJECT LEADERSHIP/ QUALITY OF TEACHING AND LEARNING			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> Teachers have good knowledge of the subjects they teach. Teaching over time (3 years) is good + as verified by the external SIP. Subject leads provide support for those teaching outside their main area of expertise, this is facilitated by the additional subject specific PPA. 	<ul style="list-style-type: none"> SIP reports Work scrutiny Planning Standards files Moderation reports 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Further embed the monitoring system for literacy and numeracy targets across the curriculum (PBA). Continue to refine the approach used when teaching reading so that learners' confidence and enjoyment in reading grows (ABR). 	<p>SIP SLA - £1,500 Swimming qualification - £400 per teacher TV Screens - £600 per screen</p>

<ul style="list-style-type: none"> • Teachers present subject matter clearly, promoting appropriate discussion about the subject they are teaching. • Teachers check learners’ understanding systematically, identifying misconceptions and provide clear, direct feedback with an emphasis on supporting independence. • In the SIP report (June 2021) it is confirmed that the quality of teaching at Pitcheroak School is good. Teachers observed demonstrated thorough subject knowledge which they successfully shared with their pupils. The report confirms that Numeracy and IT skills are successfully incorporated into the majority of lessons and questioning, where appropriate, was good including the use of open questions encouraging further discussion. • In the Basic Skills Quality Mark Report (July 2021) it states that a clear strength...is the strategic approach...with strong...subject leads who have the drive to keep moving forward and striving to find the best for their pupils. 	<ul style="list-style-type: none"> • Subject leadership handbook • CPD log • Subject Leadership files • Subject Obs • Annual subject report to Governors • Observation Records • Staff feedback • PM documents 	<ul style="list-style-type: none"> • Continue to promote independent skills and further develop differentiation strategies and personalisation (HTO). • Refine the system for IEP target setting and determining ‘good’ and ‘outstanding’ progress for learners (JWO). • Continue to collate outstanding work and evidence matched to SOLAR criteria, in foundation subjects to further develop standards files and verify the consistency of judgements made by teachers (PBA/Subject leads). • Streamline the system for collating evidence to verify the consistency of judgements made by teachers in foundation subjects in recognition of not overburdening teachers (Subject leads). • Further develop teaching and learning for CLDD pupils to ensure that there is a sharper focus on pace and variety in all lessons (HTO). • Facilitate teachers of CLDD groups to collaboratively work together to share ideas about effective practice within CLDD classes (HTO). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Enhance monitoring of pupil progress, with subject leads providing information (including information from learning walks). • Create a concise record for interventions, where start and end data is easily used to measure progress and impact. • Ensure that subject leads continue to have protected time to monitor and refine their subject to ensure consistency across all key stages. 	
CPD			
Evaluation	Evidence	Further Development	Budget

<ul style="list-style-type: none"> • Opportunities are planned for at all levels and promote whole school priorities. • CPD opportunities are linked to the PM process. • The PM of all staff is robust, and mediocrity is challenged. Leaders focus on improving staff subject and pedagogical knowledge to enhance teaching and learning. • CPD enhances good classroom practice and subject knowledge which is built up and improves over time. • Induction for new starters covers statutory elements of working with children. The specialist aspects of internal training is currently on an individual voluntary basis. 	<ul style="list-style-type: none"> • Staff training records • Head reports to Governors • Lesson obs • PM records • Standards files • Teacher PM Pay Panel Report • TA PM booklets • Support staff PM documents • Movement from MPS to UPS • CPLD portfolio of evidence 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> • Complete, submit and achieve the Bronze Level for CPLD mark (SHO). • Ensure 'best practice' observation opportunities continue to be facilitated within the induction process for new teachers (SHO). • Ensure that ECT (Early Career Teachers) benefit from their entitlement to a fully funded, two-year package of structured training and support (HTO). • Ensure that ECT's have dedicated time set aside to focus on their development within the timetable (PBA). • Continue to train Primary teachers up to ASA Level 1 in swimming (CKE, MWR). • Identify and invest in Bikeability training for staff members to enable them to deliver schemes to KS2/ KS3 learners (CKE, MWR). • Continue to support the Schools Direct SEND trainee teacher programme (SHO, HTO). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Frequently review and identify CPD needs at all levels, so that training can be put in place to respond to identified need. • Monitor the impact on pupil progress of the implementation of skills and knowledge learnt through training. • Identify suitable core SEN modules for new starter induction for online learning within the first three months of commencement. • Develop the NQT/ ECT programme to formalise training opportunities. • Develop a programme of progressive core training elements for staff to enhance knowledge and 	<p>Online learning for new staff £1,000 CPLD mark £1,000 CPD £12,000 Income £1,200 per each ECT 5% additional PPA time for ECT's</p>
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		<p>understanding of SEND/ ASC. Training offered could include: PECS/ AAC/ narrative communication/ communication aids/ word aware/ workbox/ intensive interaction/ sensory integration/ TEACCH/ Signalong.</p> <ul style="list-style-type: none"> • Achieve the CPLD mark (Gold). • Explore the functions of the National Online Safety package to ensure that they are being used as effectively as possible and provide best value for money. • Devise a bespoke 'school to school' programme of support working with local primary schools supporting SEND pupils. This could include some or all of the following: <ul style="list-style-type: none"> ○ Staff exchange ○ Behaviour management ○ Differentiation and personalisation ○ Assessment support ○ Communication strategies ○ Sensory processing and ○ ASD practice 	
COMMUNICATION			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> • We have 3 x qualified Signalong tutors on the staffing body who offer training courses for staff and families. • Resources and materials reflect the teacher's ambitious intentions and high expectations for each learner ensuring that individual targets and needs are consistently met by using identified communication strategies. • Communication strategies are used with increasing consistency. Signing and symbols are well used to help develop learners' comprehension and expressive skills. 	<ul style="list-style-type: none"> • Display boards • IEP target analysis • Observation data • STP's • Learning walk outcomes • CFE outcomes • Learner passports 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> • Ensure that all staff know and promote each learner's primary mode of communication (FON). • Achieve the Elklan Award (FON). • Refresh and increase staff training and awareness of the importance of the use of Signalong throughout school day (FON). • Further promote 'word aware' and 'colourful semantics' as a strategy for improving communication (JHO, ABR). • Ensure learners that need specific communication support have accurate and up to date 'passports' in place that 	<p>Comm. Resources - £1,000 Soundfield - £10,000 OoR resources - £1,000</p>

<ul style="list-style-type: none"> Learners with CLDD are more engaged in learning. Teachers have greater confidence teaching pupils with a variety of needs. In the SIP report (June 2021) it confirms that the school uses the Singalong strategy. This was observed in use by teachers and ATs in many sessions. 	<ul style="list-style-type: none"> OoR Soundfield in teaching spaces 	<p>clearly identify strategies for the development of language and communication skills (HTO, FON).</p> <ul style="list-style-type: none"> Develop understanding of all staff to support total communication environments and autism friendly environments (FON). Enable teachers of CLDD groups to collaboratively work together to share 'best practice' ideas (HTO). Develop the intentional communication of learners through the use of 'Sounds of Intent Framework' (KBI). Ensure all lessons have a 'talking' element within the STP to encourage learners to engage in communication (ABR). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Further develop the knowledge set of each AT2 to ensure that each Key Stage lead is able to focus on developing resources for communication and standardisation of OoR. Develop the use of word mats to accompany 'Signalong' manuals and ensure that they are accessible on the staff shared area. 	
ASSESSMENT			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> Teachers and learners use assessment well. Assessment tools matched to the needs of the varying cohorts of pupils enable teachers to track progress and identify individualised next steps that are relevant to their daily functioning and development for the future. Relevant staff are now well equipped to assess and identify progress of learners operating at levels below National Curriculum including using the Engagement model, the process for which is now embedded. 	<ul style="list-style-type: none"> SOLAR data EoY reports Staff feedback 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Ensure that all staff are familiar with how to upload evidence on SOLAR so that this can be used in moderation and discussions about pupil progress (PBA). Maintain standards files and attendance at internal and external moderation meetings as part of the Cross Local Authority special school network to validate teacher assessment (PBA). Achieve 100% of IEP targets being well communicated to pupils and staff (JWO). 	<p>SOLAR licence fee – as above</p>

<ul style="list-style-type: none"> Leaders have an understanding of the importance of assessment processes that support teachers to teach but do not create unnecessary burdens for staff. Scrutiny of learner work is routinely undertaken both internally and externally to moderate levels and to help ensure accurate assessment of learner levels. Regular INSET is provided to ensure that the use of assessment is effective. In the LA SIP report (Dec 2019) it reports that leaders use the SOLAR assessment tool to track pupils' skill development including a breakdown of key groups. This is used to make evaluations of progress for different cohorts and inform future planning/ decision making. In the IEP analysis (Feb 2020) it is clear that IEP targets for Cognition and Learning as well as SEMH are well written and relevant to the needs of the child. In this analysis it confirmed that 94% of IEP targets were effectively communicated for staff and pupil use. 		<ul style="list-style-type: none"> Ensure that information on display in all classrooms, e.g. 'All about Me – Communication Passport' and 'Recognition boards' are standardised and the expectations for staff are clear (HTO, FON). Ensure that appropriate pupil information such as risk assessment and TEACCH recording are accessible to staff within the class. (HTO) Explore the potential of SOLAR for routine reporting on progress and end of year reports. (PBA) <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Use SOLAR to ensure rigorous tracking of pupil progress and identification of pupils not on track, with intervention planning to address their needs. Explore the potential of SOLAR for routine reporting on progress and end of year reports. Provide opportunities to share information with parents/ carers about SOLAR and methods of tracking and measuring progress. Develop the website to include a parent/ carer Portal so that they can see their child's evidence and progress including evidence uploaded to SOLAR. 	
LEARNER OUTCOMES – VULNERABLE GROUPS			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> Learners from vulnerable groups (LAC, EAL, FSM, PPG) make good and often outstanding progress. Looked After Children (LAC) reviews, Team Around the Child (TAC), and short break reviews hosted by the school ensure that the progress of those learners is very closely 	<ul style="list-style-type: none"> LAC records PPG tracking grids Learner progress data PEP documents 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Continue to monitor and evaluate the impact of LAC spending (HTO). Continue to monitor and evaluate the impact of PPG spending (HTO). <p>By the end of July 2024:</p>	

<p>monitored, and the right support is put in place to meet academic and wider needs.</p> <ul style="list-style-type: none"> The school has been highly commended by the Virtual Heads for its standard of reporting. 		<ul style="list-style-type: none"> Explore the PPG award to celebrate the school's good practice. 	
LEARNER OUTCOMES – EYFS			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> 100% of learners entering the school in Reception make 'emerging' progress against the ELG's. Increasingly more children enter the EY's department with Autism and CLDD. Staff are knowledgeable in the delivery of the revised EYFS curriculum and encourage learning through structured play activities. The school's assessment tool (SOLAR) has been revised in line with the revised EYFS framework ready for implementation from Sept 2021. Learners in EY's are happy and engaged in practical learning experiences that develop their knowledge and skills capitalising on their interests and motivations. The majority of learners in EY's find making relationships hard and some display challenging behaviours due to their cognition and learning difficulties, in particular their communication. This has an impact on their progress in PSED (Making Relationships, Managing Feelings and Behaviour and Self-confidence and Self-awareness). 	<ul style="list-style-type: none"> Learning journals Observations RoA's IEP trackers EY's progress data - SOLAR 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Commission an external review of EY's provision (HTO). Identify and purchase age-appropriate resources that will support development across the 7 key aspects in Development Matters (HTO). Continue to maintain evidence of progress through the use of Tapestry so that next steps in learning is identified (FON). Use SOLAR to target set for Reception as opposed to teacher production (FON, HTO). Increase the % of learners in Reception achieving expected levels (FON). Support pupils to make expected progress or better in PSED in the EY's department by introducing a range of new initiatives such as parachute play, brain breaks etc. to promote sharing, turn-taking and interaction between pupils and staff (HTO). Increase attainment levels in PSED with the introduction of a 'feelings board' in all EY's classrooms so that staff can model and teach children about the feelings that they are displaying and to promote self-awareness. Staff also having feelings cue cards on lanyards so these can be used consistently in and outside the classroom (HTO). <p>By the end of July 2024:</p>	

		<ul style="list-style-type: none"> Review and extend the range of support to families (through parent workshops, signposting to services) and include them in family learning experiences such as parent engagement activities. 	
LEARNER OUTCOMES – KS1-KS3			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> Learners in KS1 – KS3 make good progress in terms of prior attainment. Pupil targets for achievement are set in line with their previous progress and are tracked termly for core subjects. 	<ul style="list-style-type: none"> SOLAR Individual tracking grids Reading records 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Evaluate the effectiveness of target setting within SOLAR for EoKS1, 2 and 3 for all learners (PBA). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Introduce an outreach programme to support mainstream pupils that have been referred to Pitcheroak to sustain the placement. Appoint an outreach/ intervention/ inclusion teacher to personalise the curriculum to meet the needs of the most able as well as supporting mainstream colleagues. 	<p>Outreach/ intervention/ inclusion teacher appointment £30,000</p>
LEARNER OUTCOMES – 14-19			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> Learners make good progress and achieve a good range of accreditations either meeting or exceeding expected learning outcomes. Learners develop valuable life skills that support their transition to life beyond school. 	<ul style="list-style-type: none"> Accreditation results 14-19 curriculum 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Extend opportunities for KS4 learners to include an appropriate accredited science course (CWA). Ensure that the BKSB testing system is embedded across 14-19 on annual basis (JHO). Continue to deliver 14-19 functional skills in streamed sets tracking and moderating progress on a termly basis (JHO). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Extend options for learners in 14-19 with greater range of vocationally accredited subjects. Extend opportunities for more able learners to follow Art and Science courses within a mainstream setting. 	

		<ul style="list-style-type: none">• Monitor progression of personal development characteristics through the use of SOLAR alongside BKSB assessment.	
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2. Behaviour and Attitudes – Grade 2

POSITIVE BEHAVIOUR FOR LEARNING			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> Behaviour is good, class sizes are small and groups are well organised according to key stage and level of ability and learning style. There is a sustained pattern of improvement in learners' behaviour over time. Good behaviour is apparent which leads to high levels of engagement in lessons and around school. All staff promote the moral development of learners by acting as role models and demonstrating an 'emotion coaching' approach when managing behaviour. Incidents of racism are rare. In 2020-2021 there was only 1 incident reported. Incidents of bullying are few. In 2020-2021 there was 13 incidents reported. Learners know what to do if they are worried about bullying as anti-bullying has a high-profile with a governor attached to monitor the impact of policy into practice. There is a well-established annual themed day that promotes strategies to combat bullying. Learners' attitudes are positive. They are proud of their achievements, and this is recognised consistently. SLEUTH monitoring provides analysis of specific pupils and incidents that are 	<ul style="list-style-type: none"> SLEUTH reports – racism and bullying Lesson obs Exclusion data BMP's and RRP's Class lists RoA's Celebration assemblies Learner feedback PSHE planning Zone board Positive SELUTH reports House points Dining hall rules on display Displays Treat Seat KS3 shop 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Ensure that staff have access to debrief forms (PKI). Ensure that learners have a debrief after every major incident including non-verbal pupils to increase self-awareness and emotional resilience (PKI). Explore alternative communication methods (e.g., PECS, CiP to facilitate debriefs with pupils that are non-verbal and/ or have the most complex needs (PKI). Further develop Governor awareness of behaviour and PPI and share the current picture on a termly basis (SHO). Achieve the anti-bullying award (JWO). Further develop restorative practice and review the impact on learning and social progress of learners (PKI). Further promote strategies for positive play at break time so that learners have access to well-structured playtimes where they feel happy and safe, and expectations are clear for all staff on duty including LTS's (SLT). Review games and activities on offer for unstructured times to promote active engagement (SLT). Identify head boy/ girl to take on additional responsibilities across the school (SHO). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Formalise a school prefect/ buddy system to ensure that positions of responsibility are identified to support life skills and develop positive role models for younger learners. Identify and review specific coverage of anti-bullying and character building across the wider curriculum and 	<p>Anti-bullying themed day £500 Anti-Bullying Award £500</p>

<p>systematically reviewed on a fortnightly basis by SLT and action plans determined.</p> <ul style="list-style-type: none"> • Dinnertime encourages the use of good table manners and learners wait until everyone has finished before being dismissed. Staff are on duty throughout to encourage good manners, helping others and turn-taking. • In the PBT report (Dec 2018) it is reported that in general there are NO concerns as to the amount of escort and holds being implemented to support pupils' best interests. Reflective practice is embedded and robust in recording. Physical intervention upholds as being legally defensible and meets pupil's best interests. Staff as a wider team work hard to develop positive relationships and have knowledge of pupils being proactive to support pupils before having to use physical intervention. • The PBT report (Dec 2018) also confirms that there is a clear robust pathway in place for debrief of staff and pupils are supported with a Behaviour Reflection approach. Staff debrief within their own teams and there is a formal structure that reflects staff are offered the opportunity to debrief. • In the SIP report (June 2021) it states that there is a culture of positivity between staff and pupils and between staff themselves. Pupils with behaviours that challenge are identified, and appropriate management plans are in place and regularly updated. Inappropriate behaviours are challenged and 	<ul style="list-style-type: none"> • 14-19 raffle tickets • Parent/ carer feedback • Attendance data 	<p>monitor the extent to which teachers are making the most of incidental opportunities and using them as teaching points/ learning experiences.</p>	
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there are clear routines, expectations and boundaries in place supported by class teams.			
LEARNER VOICE			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> Learners are proud to be members of the school. Learners takes an active role in school life; the school council and eco school representatives grow in confidence representing learner views on a range of matters and contributing to whole school decision making. In the 14-19 department current affairs are regularly discussed as part of PSHE thereby encouraging learners to reflect on wider issues around the world. Staff are aware of the importance of seeking pupil views specifically in relation to safeguarding decisions/ actions (in line with KCSiE 2021). 	<ul style="list-style-type: none"> Pupil questionnaires 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Revitalize the School Council and re-establish regular Learner Council meetings to ensure learner voice is regularly sought and responded to (CWA). Promote key curriculum messages by broadcasting subject content via Pitcheroak TV using pupil voice as well as topic plans to inform content (DWI). Incorporate learner voice with EYs, KS2 and KS3 playground re-design (SHO). Encourage learners to have shared responsibility in looking after the school environment sharing their ideas for school improvement and environmental aspects such as Eco School and Horticulture (DLO). Further promote the profile of learner voice to ensure all learners feel empowered to express their opinions and feel more responsible and part of the decision-making process (CWA). Promote pupil voice as part of the transition plan for learners in KS3 and above (JHO, RAD). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Involve learners as part of teacher recruitment process. Capture learner voice opinion to evaluate the outcomes of the residential and enrichment programme with particular emphasis on resilience teamwork, perseverance, and independence. 	<p>EY's playground £3,000</p> <p>KS2 playground £35,000</p> <p>KS3 playground £35,000</p> <p>CLDD playground markings £5,000</p>
COMMUNITY COHESION			
Evaluation	Evidence	Further Development	Budget

<ul style="list-style-type: none"> • The school is an integral part of the local community, and we have good relationships with a number of local schools. • Assemblies are held on a weekly basis and led by various visiting speakers, class groups and staff. • Whole school fundraising activities for charitable causes are organised every year to educate young people in a values-based curriculum. • Learners develop their understanding of British values by understanding and appreciating diversity. • The school actively celebrates what we have in common and promotes respect for the different protected characteristics as defined in law. • Visits to various places of worship for different faiths are organised to encourage learners to develop tolerance and understanding of different faiths and cultures. The whole school attend the local church every year at Christmas time. 	<ul style="list-style-type: none"> • Historic inclusion documents • Historic partner school evaluations • Timetable • Assembly rota • Assembly PPT's • Website and social media posts • Headteacher letters to parents/ carers • Display boards • SLT minutes • Newspaper articles • PSHE MTP's 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> • Create a community role within the FGB to promote the School to the broader community (Governors). • Further develop inclusive learning and social opportunities both internally and externally with mainstream partner schools (SHO). • Further develop outreach to ensure that we help meet the needs of a small number of mainstream learners with SEND (SHO). • Explore the possibility of promoting and extending the use of Signalong and symbols with stakeholders and wider community, e.g., shops and regularly visited establishments (FON). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Explore the inclusion quality mark. • Review, share and promote the school values with learners on a timetabled basis as part of PSHE, Commando Joes and the assembly rota. (Inclusion, respect, well-being, teamwork, confidence and independence). 	<p>Cover costs associated with outreach/ intervention/ inclusion</p>
ATTENDANCE			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> • Learner attendance is good 82.81% in 2020-21 (awaiting national data) 91.93% in 2019-20 (awaiting national data) 91.34% in 2018-19 (89.9%) 91.56% in 2017-18 (89.8%) Attendance has been consistently above special school national data displayed in brackets above. 	<ul style="list-style-type: none"> • Learner feedback • Register • EWO minutes • Internal attendance minutes 	<p>By July 2022:</p> <ul style="list-style-type: none"> • Proactively tackle persistent absence for all learners falling below 95% (SLT). • Hold internal monitoring meetings every 6 weeks to action plan for persistent absence (SSO). • Ensure that FSM learners achieve 90%+ attendance (SSO). July 2021 – FSM attendance 77.85% July 2020 – FSM attendance was 89.37% 	<p>Playscheme £20,000 After school club salaries £5,000</p>

<ul style="list-style-type: none"> • Frequent absence monitoring and intervention is well established and improves attendance. • Attendance of vulnerable groups is tracked and appropriate interventions and support are put in place to support persistent absenteeism. • The Pupil Premium Strategy details the school approach to address gaps in attendance – commissioning EWO support and intervention. • Learners enjoy coming to school and recognise that good attendance is a contributory factor to good progress. • Attendance at after school clubs is good and often over-subscribed. <ul style="list-style-type: none"> ○ 0% accessed clubs due to COVID (2020-21) ○ 26% accessed at least 1 x club up until Spring 2 (2019-20) COVID – March 2020 ○ 38% accessed at least 1 x club in (2018-19) ○ 28% accessed at least 1 x club in (2017-18) • Attendance at holiday play schemes is high. <ul style="list-style-type: none"> ○ 0% attended schemes due to COVID (2020-21) ○ 0% attended schemes due to COVID (2019-20) ○ 17% attended at least 1 x scheme in (2018-19) ○ 15% attended at least 1 x scheme in (2017-18) 	<ul style="list-style-type: none"> • SLT minutes • CP files • Log of phonecalls home • Scholarpack input • Letters home • Meeting notes • Home visit records 	<p>July 2019 – FSM attendance was 85.88%</p> <p>July 2018 - FSM attendance was 89.37%</p> <ul style="list-style-type: none"> • Extend the range of extra-curricular clubs after school by including fitness club for targeted learners (MWR, CKE). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Introduce a youth club for 14-19 learners to determine activities with parents and carers to support staffing the club. 	
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PERSONAL SAFETY			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> 95% of pupils stated that they feel safe at school and 96% of pupils surveyed stated they know who to talk to if they are worried. Learners are safe and regularly taught how to keep safe online. The National Online Safety Certificate achieved in May 2021 demonstrates a significant improvement in this area. The requirement to provide all staff with online safety training is fulfilled therefore staff are equipped to identify and address the needs of pupils. Curriculum planning for all aspects of personal safety including safe relationships, community safety, safety in the home etc is comprehensive and developmental. Relationships between learners and staff are positive and respectful. Bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur issues are dealt with quickly and effectively. Individual RSE programmes are taught to support individual learning needs for learners identified as 'at risk' of CSE. In Paul Eggett's CBT report (March 2017) the school was commended for demonstrating outstanding commitment to a learner and their family by funding specialist assessments and interventions in relation to potentially inappropriate sexualized behaviour. 	<ul style="list-style-type: none"> SIP report '21 Parent feedback Learner feedback Staff feedback PSHE MTP's ICT MTP's Science MTP's Paul Eggett CBT report Leaders in Safeguarding report Training log 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Trial an online support package for identified families to coincide with 'Internet safety' day (SBA, PBA). Ensure that up to date appropriate links to online safety are on the school's website (DWI). Monitor the delivery of RE/ RSE following the revised LTP/ MTP to quality assure and identify training needs and opportunities to draw on the expertise of external specialists (JWO, CVA). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Offer additional online safety training to families through our partnership of schools. 	<p>Resources - £1,000 CEOP Training -£500</p>

3. Personal development – Grade 2

ENRICHMENT			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> The curriculum regularly reviewed and refined to meet the needs of all learners. It extends beyond the academic to include a wide range of opportunities that help learners to develop and discover their own interests and talents. For example the Commando Joe’s programme has been trialled and will be extended to a wider cohort of pupils from Sept 2021. We provide a range of after school clubs and offer holiday play schemes during the Easter and Summer holidays. We offer an extensive range of enrichment and residential experiences for our learners as well as outdoor learning opportunities. This enables learners to develop independence and social skills in line with their PSD targets. D of E is offered to pupils in 14-19 to expand their life experiences and develop their skill set in preparation for adulthood. In the LA SIP report (Dec 2019) it confirms that enrichment opportunities are closely aligned to curriculum themes/ topics and planned learning objectives enable pupils to apply their skills, knowledge and understanding within memorable, real-life contexts. 	<ul style="list-style-type: none"> Play scheme documents After School Club records Residential plans Enrichment database 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Continue to offer all learners at least one enrichment activity per term and evaluate the offsite visit outcomes on an annual basis (SHO). Refine the residential plan to introduce tailored pathways of opportunity appropriate to the needs of CLDD learners i.e., experience an extended day in forest school (DLO). Deliver the Duke of Edinburgh Bronze Award (DLO). Introduce a formalised evaluation process for enrichment experiences to enable teachers to reflect on the learning intention of each activity (SHO). Introduce a residential opportunity that is aligned to D of E plan supporting the sports premium action plan for 2021-2022 to include physical, volunteering, skills and expedition/ exploration for Post 16 learners (DLO, MWR). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Learners to achieve Silver/ Gold Duke of Edinburgh Award. Introduce a review process for learners to encourage them to think about and articulate their thoughts about enrichment experiences and how they have helped them to further develop their personal and/ or academic skills. Introduce an activity week relating to outdoor, residential style activities and incorporate bikes and sport premium activities. Further develop the use of SOLAR to track learner progress in relation to personal development skills and attributes. 	<p>D of E costs - £2,000 Activity week - £3,000</p>
PHYSICAL DEVELOPMENT			

Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> We encourage the physical development of learners by offering a progressive PE curriculum that is accessible for all. We are fortunate to have a purpose-built gym (both indoor and outdoor) for the older learners to use at their leisure and during PE lessons. An additional daily physical session has been introduced into the school day for all learners to increase physical activity. An additional structured play session has been timetabled every afternoon to encourage movement. 100% of learners in KS2 attend swimming lessons at local pools. We follow the STANley series of awards. The sports premium funding has provided learners with varied learning opportunities over the last few years including Bikeability; Horse riding; mini fitness equipment and the employment of sports coaches. The impact of this additional funding has resulted in improved fitness levels overall. We offer a variety of different theory courses for learners across 14-19 ranging from ASDAN short courses in Sports and Fitness, to the OCR Entry Level in Physical Education. The AfPE Quality Mark (Nov 2020) reports Pitcheroak is a school which inspires its learners, through PESSPA, to be the best they can be and achieve beyond their potential. 	<ul style="list-style-type: none"> AfPE report PE MTP's Curriculum LTP Photographic evidence Website and social media posts Sports premium report Timetable RoA's Enrichment database 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Review the effect of the additional daily physical activity session as well as the structured play session on learner's overall levels of fitness (MWR, CKE). Collate evidence towards the Healthy Schools Award (MWR, CKE). Deliver Bikeability to KS2 and KS3 learners (MWR, CKE). Develop extra-curricular activities for those that are least active (MWR, CKE). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Identify additional primary partners to participate in the annual festival of Sport at Pitcheroak. Achieve the Healthy Schools Award. 	Bikeability - £500
MENTAL HEALTH AND WELL BEING			
Evaluation	Evidence	Further Development	Budget

<ul style="list-style-type: none"> • All teaching staff have received mental health training. • Learners are made aware of the importance of healthy eating, physical fitness and emotional well-being. Topics such as developing healthy relationships and respecting the differences between people are taught as part of our everyday curriculum. • Questionnaire responses confirm that learners understand where to get support and are resilient in their approach to problems due to specialist support from staff. • The curriculum supports personal development. Learners are confident and taught to articulate their feelings and concerns. • Staff have received training on RSE, sensory diet and communication strategies. This supports positive interventions in and out of class. • RSE is taught unambiguously to enable learners to take responsibility for their own decision making and personal well-being. • In the Leaders in Safeguarding Award report (April 2021) it states that risks relating to individual pupils are assessed well and managed effectively. Class profile reports contain very detailed information about individual pupils and their needs. It also confirms that pupils receive accurate and timely information to help keep themselves safe. 	<ul style="list-style-type: none"> • Timetable • School menus • PSHE/ RSE curriculum • Staff training audit • Questionnaire feedback • Leaders in Safeguarding Report 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> • Ensure flexible staffing arrangements are in place so that the well-being support worker can respond to learners, and they can access immediate in-house support to minimise problems associated with their mental health condition and the impact this may have on their learning (SHO). • Implement well-being and SEMH risk assessments to identify learner needs and identify early intervention support where necessary (PBA, SHO). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Undertake a focussed activity on learner well-being across the school. 	<p>Learner well-being day - £500</p>
<p>THERAPIES</p>			

Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> • A small number of learners receive sessions with a drama therapist to support behaviour management. Learners receive therapy on a weekly basis, and this helps to address concerns regarding expressing feelings appropriately, building self-confidence and self-esteem. • A small number of learners receive sessions with a music therapist to enhance communication and learning skills. The weekly sessions focus on social communication skills, reducing anxiety and increasing self-confidence, self-esteem, and motivation to engage. • Approximately two thirds of learners have access to NHS Speech and Language therapists who support communication skills. 	<ul style="list-style-type: none"> • SLEUTH data • Referral paperwork • SOLAR data for individual learners • Therapist case studies • Training Records 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> • Continue to monitor the impact that therapeutic work has on individual learners through case studies (HTO). • Re-introduce therapy dogs for identified groups of learners (SHO). • Further develop a wider range of therapeutic techniques and activities with the therapy dogs (HTO). • Ensure that a 'school dog' display board shows recent examples of work carried out with learners (SHO). • For school staff to continue to work collaboratively with SaLT to support and develop learner's communication skills and improve access to learning (HTO). • Explore new venues for Riding for the Disabled for KS3 learners (SHO, JHO). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • To extend the range of therapists available to include an art therapist. 	<p>Drama therapy £50,000</p> <p>Music therapy £35,000</p>

4. Leadership and management – Grade 1

GOVERNANCE			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> The Governor Mark was achieved for the second time in March 2021, and it is noted that the GB have developed well over the last four years. Governance is strong and in partnership with senior leaders they ensure that there is an ambitious vision in place for the school and this is reviewed regularly. Governor visits are well organised, time-lined, focussed and effectively used to inform the FGB. Visit information is used to evaluate judgements and gain objective information regarding the effectiveness of the school. There is a high level of engagement from all Governors which has supported the Governing Body's ability to contribute to school improvement planning. Governors review their skills annually to ensure that their skills are used in the best way to support school improvement. Governors hold leaders to account for the quality of education or training through focussed visits, presentations and questions to key staff. An Annual Performance Review is conducted by the LA to quality assure the provision. The school buy in the services of an external school improvement advisor with SEND and HMI experience. 	<ul style="list-style-type: none"> Governor Mark Report Governor's vision statement Revised SEF and SDP Website policies SLT minutes GDP Governor visits and monitoring forms Exam results Curriculum plans Governor Skills Audit Governor training log Governor Sub-committee minutes Governor 'challenge' questions 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Enhance the work of all Governors so that they are confident to influence whole school decisions by ensuring that each sub-committee is clear about what is monitored and how progress is measured (SHO). Ensure that Governor Visits are purposeful and aligned to the SEF/ SDP priorities (SHO). Ensure that Governors are supported to identify their own areas for improvement (SHO). Ensure that Governors continue to perform their three core strategic functions effectively (clarity of vision; educational performance; financial performance) (SHO). Continue to ensure that external reports on the quality of education are shared routinely with Governors (SHO). Ensure that all Governors understand SOLAR so that they can develop systems by which to hold the school to account for educational outcomes of learners (PBA). Implement any decisions reached on Academisation (Governors). Update the Governors' long-term vision (Governors) Demonstrate to the FGB's satisfaction of broader contact with staff and parents (Governors). Develop a broader understanding amongst Governors of SEND and in particular the nature of challenges presented with each cohort and projections of future requirements (Governors). <p>By the end of the Autumn Term:</p> <ul style="list-style-type: none"> Publish the Governor Visits Plan for the academic year. 	<p>External SIP costs as above</p>

<ul style="list-style-type: none"> • There is a strong commitment to continued improvement as highlighted through the various external awards achieved. • In the LA SIP report (Dec 2019) it confirms that the Governing Body...reflects a broad range of experience and varied skill set; Governors are focused on driving improvement and annually review their collective skills base. Governors are effective in carrying out their core strategic functions and leaders at all levels are robustly held to account for the school's performance. Governors are supportive of the work of the school and provide appropriate levels of challenge to hold senior leaders to account for the quality of education and performance of pupils. • The LA SIP report (Dec 2019) also confirms the quality of the Governing Body/ sub-Committee meeting minutes that highlight key questions and document evidence of Governor's challenge to senior leaders. • In the Governor Mark Report (March 2021) it states that the Governing Body have a focus on teaching and learning...and provide collective purpose that draws governors together to achieve the right outcomes for the students. This report also concludes that budgets and finance are well managed. 	<ul style="list-style-type: none"> • LA annual performance review by SIA • External SIP reports 	<ul style="list-style-type: none"> • Appoint the external advisor for the Head Teacher Appraisal. • Complete skills assessment and identify essential and desirable training plans for each Governor. • Publish audit of Governors' performance with regards to three core strategic functions (CoG, SHO). • Completed the Head Teacher Appraisal. <p>By the end of the Spring Term</p> <ul style="list-style-type: none"> • Have undertaken at least one visit covering curriculum areas and age groups • Have undertaken at least two visits on Safeguarding (JHI, PBA). <p>By first FGB of Summer Term</p> <ul style="list-style-type: none"> • Have reviewed all other statutory requirements and provided a report to the FGB. <p>By end of Summer Term</p> <ul style="list-style-type: none"> • Provide a CoG report to all stakeholders • Review Terms of Reference for the next Academic Year. • Identify succession plans for key governor roles. <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Develop a system so that existing Governors can mentor and support new Governors to ensure continuity when roles are rotated within the Board. 	
STAKEHOLDERS			
Evaluation	Evidence	Further Development	Budget

<ul style="list-style-type: none"> Leading Parent Partnership Award was achieved in March 2021 for the third consecutive time. Positive relationships exist with parents, carers, employers and local services. Attendance at Annual Review meetings is good. Family conversation documentation is always sent home prior to review to invite views on EHCPs. 2020-2021 – 77.2% 2019-2020 – 73.8% 2018-2019 – 70.7% 2017-2018 – 75% Learners make good progress as a direct result of our relationship with our parents/ carers. Attendance at parent engagement activities and consultation evenings is high. Strong and effective multi-disciplinary work with a range of professionals including health, social care, family support, educational psychologists and therapists is securely in place. All of which ensures a high level of support for learner well-being. Staff regularly engage in professional dialogues with a wide range of external agencies to ensure that they have the appropriate strategies in place to support the needs of the learners. Local businesses and enterprise links enrich the curriculum and support a broad range of WEX opportunities for older learners. In the Leading Parent Partnership Award report (March 2021) it states that the school 	<ul style="list-style-type: none"> LPPA portfolio Parent feedback External visits to school file Ed psych reports OT reports SalT reports WEX records EHCP attendance data Parent’s eve attendance data Parent engagement schedule Annual review paperwork 	<p>By the end of July 2022</p> <ul style="list-style-type: none"> Develop a consistent whole school approach for sharing accessible curriculum information for all parents/ carers (PBA). Continue to offer workshops for parents/ carers such as well-being, self-esteem, Growing and Changing, PECS, Signalong to meet the individual needs of learners and families (FON, PKI, HWH). Develop systems to evaluate parental responses across the school and keep parents/ carers informed of the outcomes using Microsoft Office Forms (SHO). Analyse parent attendance records at events so that ‘hard to reach’ families can be identified and with the help of the Early Help workers specifically target ‘hard to reach’ parents and carers (PKI). Develop new ideas for gaining the involvement of parents/ carers who show little response to the school and those that are ‘hard to reach’. Possibly workshops to support claims and benefits/ form filling etc. (PKI). Further develop the use of the website to support home learning and wider support for parents and learners, along with digital learning platforms to promote work beyond school (DWI). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Enhance communications including the website to ensure that EAL families can read information in their own language. Work in collaboration with families to determine bespoke pathways to promote independence for 16–19-year-olds. 	<p>LPPA renewal £1,000 Ed Psych reports £8,000</p>
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<p>continues to embed and enhance a highly strategic approach to involving parents in their child’s learning, development and well-being...parental engagement is embedded in school life...parental involvement continues to be sustainable and forward thinking...The work of the pastoral team and links with a range of professionals reflects the ethos within the school for involving families.</p> <ul style="list-style-type: none"> • In the Basic Skills Quality Mark report (July 2021) it provides a clear example in the additional comments as to the ‘care and commitment to every child and family’. 			
WELL-BEING OF STAFF			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> • Leaders engage with staff and are aware and take account of the main pressures on them. • Close working relationships exist at all levels across the school. • Leaders are realistic and constructive in the way that they manage staff, including their workload. • Leaders protect their staff from bullying and harassment. 	<ul style="list-style-type: none"> • Lesson obs • Staff feedback • De-brief sheets following PPI • Personnel meetings • HR external support and buy-in of services such as counselling • School policies • HT PM documentation 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> • Continue to engage with staff using new technological methods such as Microsoft Forms to gather feedback on a wide range of matters (SHO, DWI). • Monitor staff well-being through the school’s internal processes e.g., RTW interviews, 1:1 meetings etc. (PBA, JHO, HTO). • Ensure that staff have a workload that is manageable without the need for significant ‘homework’ (SHO). • Ensure the school well-being support worker is enabled to promote well-being across the school (HWH). • Continue to support and allocate time to subject leads to manage progress data and action plan for their subject area (PBA). • Continue to develop incentives and rewards to value staff effort e.g., ‘Feel Good Friday’; ‘Perks at work’; After school clubs run by external providers; Governors letters of thanks (HTO, JHO). 	<p>Well-being budget £500 HR support £4,000 CBT and staff therapy services £1,000</p>

		<p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Develop leadership competences (knowledge, skills and behaviours) so that they are apparent and adopted by all leaders. • Ensure leadership team roles support the changing demands of the school by being ‘actively’ involved in key decisions. 	
STATUTORY REQUIREMENTS			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> • Governors ensure that the school fulfils its statutory requirements. There is a named Governor assigned to learner premium, health and safety, safeguarding, LAC and SFVS. • New staff receive comprehensive induction that covers all aspects of safeguarding, Prevent, child protection, health and safety and stress management. • In the LA SIP report (Dec 2019) it confirms that the designated Safeguarding Governor undertakes 6 weekly checks of the school’s Single Central Record (SCR) and other procedures to ensure the school is fulfilling its statutory duties for safeguarding. • In the Leaders in Safeguarding Report (April 2021) it confirms that there are clear lines of accountability in safeguarding decision-making within the senior leadership team with strong and supportive governance. It also states that very good attention is given to safer recruitment. All staff have been vetted for their suitability to work at the 	<ul style="list-style-type: none"> • Governor Award report and portfolio • Governor visits file • Governor minutes for finance and premises • Governor CPD log • Induction completion records on personnel files • Annual safeguarding audit • Attendance at CP, CiN, PEP, LAC meetings 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> • Review the Governor CPD log and develop systems for ensuring that governor training is signposted when gaps have been identified in the annual skills audit (SHO, Clerk to GB). • Support all finance and premises governors to undertake Online Finance training via Modern Governor in the new financial year to aid understanding (SHO, Clerk to GB) • Compare non-staff expenditure against the DfE recommended national deals to ensure we are achieving best value in line with SFVS (SWI) <p>By the end of July 2024:</p> <ul style="list-style-type: none"> • Populate the SFVS dashboard in order to carefully consider results and identify any potential follow-up actions. 	

School. The report confirms that policies and procedures are highly visible and effective.			
SAFEGUARDING			
Evaluation	Evidence	Further Development	Budget
<ul style="list-style-type: none"> In March 2021 the LA Safeguarding Audit confirmed our arrangements are effective. In April 2021 the school achieved the Leaders in Safeguarding Award. The DSL has a good level of experience in keeping children safe and maintains clear and effective records with good awareness of concern thresholds. Senior staff are conscientious and attend all meetings and conferences concerned with child protection and child in need plans. Regular monitoring of the SCR ensures that appropriate checks are in place for all volunteers, staff and agency staff. There is a strong culture of safeguarding in the school, and this is regularly revisited with staff through morning briefings and training. The school identify learners who are at risk of neglect, abuse, grooming or exploitation. All DSL's have had level 3 training and all staff receive annual training. A safeguarding noticeboard in the staffroom and weekly updates ensure that there is a strong culture of vigilance. The safeguarding policy is fully compliant. The school supports learners to ensure that the risk of harm is reduced by securing support or referring them in a timely manner. 	<ul style="list-style-type: none"> LA Audit file Leaders in Safeguarding Report Training records Safeguarding policy CPOMS CP files Case studies Recruitment records SCR Safeguarding governor monitoring SLT minutes Monday morning briefing notes ICT software monitoring CCTV 	<p>By the end of July 2022:</p> <ul style="list-style-type: none"> Continue to brief staff with safeguarding points (PBA). Review the effectiveness of CPOMS to evaluate the efficiency of recording all concerns re: safeguarding (PBA). Embed a system to reinforce supervision practice for DSL and DDSL's (PBA). <p>By the end of July 2024:</p> <ul style="list-style-type: none"> Identify areas within the curriculum where safeguarding topics are taught to learners. 	External advisor for safeguarding - £500

<ul style="list-style-type: none"> • The school manages safer recruitment and allegations against adults who may be a risk to learners and vulnerable adults. • In the LA SIP report (Dec 2019) it confirms that school leaders continue to create a strong culture of safeguarding to ensure that staff at all levels are highly vigilant; leaders promote an “everybody’s business” approach to safeguarding and the DSL (Deputy Headteacher) and 2 Deputy DSLs meet regularly to closely monitor pupils causing concern. • In the Governor Mark report (March 2021) it states safeguarding is well managed and overseen by the Chair of the Staffing Committee who is the Safeguarding Link Governor. • In the Leaders in Safeguarding Award report (April 2021) it states that staff have a good understanding of their safeguarding roles and responsibilities because they have received good initial training and highly effective refresher training, including weekly prompts, daily support and encouragement from the DSL and DDSL. It also confirms that staff...work very effectively with statutory safeguarding partners, particularly the local authority and health services. 			
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