



# ALFRETON PARK SCHOOL.

## School Improvement Plan

2015-2018

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**OUR VISION (AN IMAGE OF THE FUTURE WE SEEK TO CREATE):**

## **LEARNING TOGETHER FOR PERSONAL SUCCESS.**

**A**chieve success through individual person centre approaches that unlock potential.

**L**ove of learning.

**F**riendly and supportive family ethos.

**R**ight to a fulfilled life.

**E**ngaging and fun learning environments that encourage all individuals to grow.

**T**hrive on curiosity, enjoyment and independence.

**O**pportunities to explore and attention to individual learning.

**N**urturing potential and striving towards independence.

**P**ride in ourselves, our friends, our school and our community.

**A**dventurous opportunities and ambitious goals.

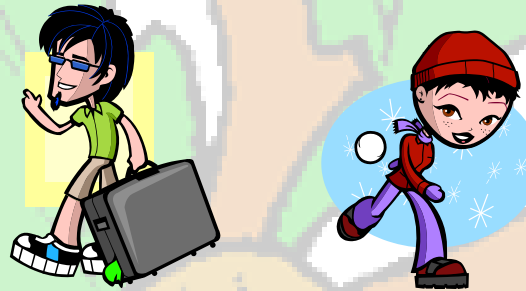
**R**esponsibilities – for own learning and behaviour and to those around us.

**K**ind word, kind actions and kind thoughts.

## OUR MISSION (WHAT WE ARE AND WHAT WE DO)

Alfreton Park School is a specialist community in which all pupils and staff strive to create a secure, welcoming and inclusive learning environment. Aspirational goals and inspirational teaching lead to all members of the community being active partners in learning; maximising independence and creating a love of learning.

'ALFIE'



## THE SKILLS WE HOPE OUR TYPICAL STUDENT (ALFIE) POSSESS BY THE TIME THEY LEAVE ALFRETON PARK SCHOOL

Empathy  
Enjoyment in life  
Health  
Active life style  
Good values  
Happy memories  
Self-worth  
Acceptable behaviour

Transferable skills  
Life skills  
Hygiene  
Resilience  
Good manners  
Confidence  
Decision making  
Self-esteem

Social skills  
Personal safety  
Communication skills  
Independence  
Coping strategies  
Tolerance  
Numeracy/Literacy  
Curiosity

## WHAT ARE WE DOING REALLY WELL?

Child centred learning  
Listening to children's needs  
Providing exciting learning opportunities  
Forest Schools✓✓✓✓  
Relationships between staff & children✓  
Improved behaviour in the playground  
Caring  
PSCHE  
Friendly  
Welcoming atmosphere  
PMLD provision  
Early years

Residential opportunities  
Swimming  
Ways to inspire  
Challenge pupils more  
Family Support  
Fundraising  
Good role models  
We see the child, not the disability✓  
Consistent approach  
Support each other  
Independence Playground  
Promoting the organisation  
Social Skills

Behaviour- manners/respect  
Choice  
Life Skills  
Managing money  
Interacting with the community  
Celebrating school  
Relationship with day centre  
Annual reviews  
Relationships with parents  
Comenius  
Residential

## WHAT DO WE NEED TO DO DIFFERENTLY?

### STAFF SAY:

More outside agencies into school  
More sensory areas and resources  
Team building day  
Whole school Makaton/signing/PECS

Outdoor space/ bigger classrooms  
A calm room  
Expansion of school/pool Playground  
Resources/equipment

New building  
More laptops/IPads  
Succession planning

## PARENTS SAY:

A shop for work experience  
After school dance class  
Visiting musicians  
Parent Assemblies

More after school clubs  
Grow bulbs in the forest garden in pots  
Grow herbs in pots  
Outdoor pet - rabbits

## OUR FUTURE AIMS:

### Priorities

**PRIORITY ONE:** To secure the best possible outcomes for pupils by strengthening leadership skills of all stakeholders.

**PRIORITY TWO:** To secure the best possible outcomes for pupils by improving quality of teaching, learning and assessment

**PRIORITY THREE:** To secure the best possible outcomes for pupils by improving personal development, behaviour and welfare

**PRIORITY FOUR:** To secure the best possible outcomes for pupils by developing adequate premises and resources

### Also

- To develop parent/carer support; extend range of support group work and greater range of social opportunities.
- To further develop use of outdoor learning and further develop enriched experiences in/out of school.
- To further develop links with wider community; including work experience, working with local schools and businesses and possible shop/cafe development.
- To continue to develop the range of accredited/qualifications for pupils.
- To improve communication with parents/carers, within school and to the wider community.

# STRATEGIC PLAN

ALFRETON PARK COMMUNITY SCHOOL

PERSONAL LEARNING - COMMUNITY STRENGTH

VISION

LEARNING TOGETHER FOR PERSONAL SUCCESS

STRATEGIC INTENT 2015-2018

QUALITY OF TEACHING LEARNING  
AND ASSESSMENT

IMPROVING PERSONAL  
DEVELOPMENT BEHAVIOUR AND  
WELFARE

LEADERSHIP AND MANAGEMENT OF  
THE SCHOOL

DEVELOPMENT OF FACILITIES TO  
MEET CHANGING SCHOOL NEEDS

KEY AREAS FOR IMPROVEMENT - SCHOOL IMPROVEMENT PRIORITIES 2014-2015

IMPROVE EFFECTIVENESS OF  
PERSONALISED PLANING AND  
PREPARATION FOR NEXT STAGE

REVIEW OF PSHCE, SRE, E-SAFETY,  
SAFEGAURDING AND BEHAVIOUR  
ANALYSIS

IMPROVE OUTCOMES FOR PUPILS  
THROUGH EFFECTIVE LEADERSHIP FROM  
ALL STAKEHOLDERS

DEVELOPING PREMISES TO BE FIT  
FOR PURPOSE

ACTION PLANS

SIP PRIORITIES

SPORTS PREMIUM  
PLAN

PUPILS PREMIUM  
PLAN

ACCESSABILITY PLAN

PERSON CENTRED  
PLANS/ CARE PLANS

PREMISES  
DEVELOPMENT PLANS





**PRIORITY ONE: To secure the best possible outcomes for pupils by strengthening leadership skills of all stakeholders**

Targets	Success criteria
<p><b>A.</b> To redevelop and strengthen the Senior Leadership team (SLT)</p> <p><b>B.</b> To further develop the range of skills and understanding of the Governing Body</p> <p><b>C.</b> To further develop and define the role of Teaching Assistant and the valuable leadership roles they play across the school.</p> <p><b>D.</b> To extend collaborative leadership and working with other schools</p>	<p><b>A.</b></p> <ol style="list-style-type: none"> <li>1. Phases/Area leaders effectively leading their defined areas.</li> <li>2. Curriculum leaders confident in the leadership of their subject area(s)</li> <li>3. Redefine roles within leadership team to include new phases Leaders and School Business Manager.</li> </ol> <p><b>B.</b></p> <ol style="list-style-type: none"> <li>1. Governors vacancies filled and effectiveness of governing boards reviewed.</li> <li>2. There has been an increase in the profile of the Governing Boards</li> <li>3. Governors have links with other governing boards</li> </ol> <p><b>C.</b></p> <ol style="list-style-type: none"> <li>1. Redefine responsibilities of Teaching Assistants (TA) in light of the new government standards and ensure use of individual strengths to meet needs of school.</li> </ol> <p><b>D</b></p> <ol style="list-style-type: none"> <li>1. To further collaboration through the Federation of Derbyshire Special Schools</li> <li>2. To increase collaborative working through the memberships of 4Derbyshire Teaching School Alliance</li> </ol>

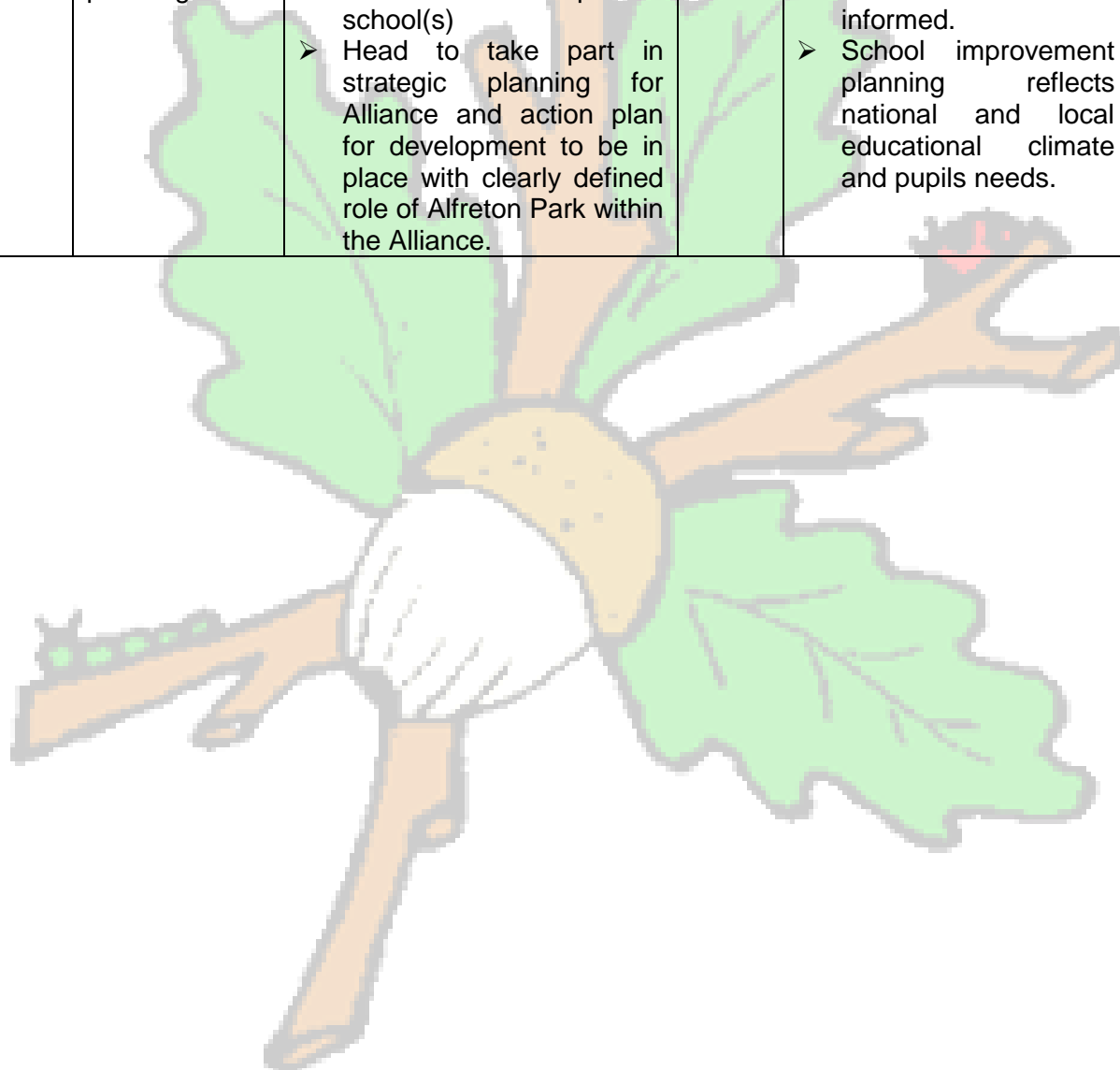
**Monitoring and evaluation of success criteria**

Monitoring is the responsibility of the Headteacher and Governing Body. Action plans will be implemented and evaluated on a regular basis. All staff have a role in action plan development and evaluation.

ACTIONS (What do you want to change or improve?)	DELEGATED TO	RESOURCES Training/ Costing	EVIDENCE NEEDED	COMPLETION DATE	WHAT IS THE INTENDED IMPACT ON PUPILS AND THEIR LEARNING?	FINAL OUTCOME – What was the impact for pupils?
<b>A.</b>						
1. Phases leader head area teams for Communication/ PSHE / Physical development	Head	NPQML / equivalent Cover costs	<ul style="list-style-type: none"> <li>➤ Each area has an audit and action plan in place.</li> <li>➤ Phases leaders to complete NPQML training.</li> <li>➤ Minutes from team meetings</li> </ul>	May 2016	All phases and subjects are well led ensuring that pupils access a broadly balanced curriculum, based on professional understanding of strengths and areas for development.	
2. Curriculum leaders confident in the leadership of their subject area(s)	Deputy	Teacher meeting time	<ul style="list-style-type: none"> <li>➤ Curriculum files fully operational with all contents in place.</li> <li>➤ Coordinators have an audit and appropriate action plan in place</li> </ul>	Dec 2015	All subjects are well led ensuring that pupils access a broadly balanced curriculum, based on professional understanding of strengths and areas for development.	
<b>B.</b>						
1. Governors vacancies filled and effectiveness of governing boards reviewed.	Chair of Governors	Induction training. Recruitment time. Focussed training	<ul style="list-style-type: none"> <li>➤ Governors meeting attended by a full complement of Governors</li> <li>➤ Skills matrix illustrate breadth in strengths and understanding of Governing Board</li> <li>➤ Focused training attended to address areas for development.</li> </ul>	July 2016	The leadership of the school are challenged appropriately to ensure financial probity and high standards in achievement, teaching and learning and safeguarding.	
2. There has been an increase in the profile of the Governing Boards.	Chair of Governors		<ul style="list-style-type: none"> <li>➤ Governors to ensure that they are represented and actively promote Governors work at school events.</li> </ul>	July 2016	<ul style="list-style-type: none"> <li>➤ All stakeholders to have an understanding of the role of the Governing Board and how they can represent</li> </ul>	

					stakeholders' views in school improvement to ensure the needs of pupils are met effectively.	
3. Governors have links with other governing boards.	Chair of Governors		<ul style="list-style-type: none"> <li>➤ Governors to attend network meeting and training events with other special schools governors</li> </ul>	July 2016	<ul style="list-style-type: none"> <li>➤ Governors to share good practice across schools and future planning to reflect learning.</li> </ul>	
<b>C.</b>						
1. Redefine responsibilities of Teaching Assistants (TA) in light of the new government standards and ensure use of individual strengths to meet needs of school.	Head	Government report on standards for Teaching Assistants.	<ul style="list-style-type: none"> <li>➤ All staff aware of new standards and TAs to have assessed themselves against these new standards.</li> <li>➤ TA specialist skills audit in place and strength developed appropriately</li> </ul>	May 2016	<ul style="list-style-type: none"> <li>➤ TAs have clear guidance on expected standards and how this relates to our school/pupils' needs.</li> <li>➤ TAs have clear understanding of how they work in relation to standards and areas for professional development. Professional development programme ensures that pupils are supported by highly effective TAs.</li> </ul>	
<b>D</b>						
1. To further collaborative working through the Federation of Derbyshire Special Schools	Head	Head meetings. Staff meeting and professional development opportunities as identified.	<ul style="list-style-type: none"> <li>➤ All staff aware of Federation and accessing training and support as appropriate.</li> <li>➤ Joint school activities and training identified through the year on a single calendar.</li> </ul>	May 2016	<ul style="list-style-type: none"> <li>➤ School calendar for training and cross-school support related to identified school improvement needs.</li> <li>➤ All school staff has an understanding and contributes to work of the federation.</li> </ul>	

<p>2. To increase collaborative working through the memberships of 4Derbyshire Teaching School Alliance</p>	<p>Head</p>	<p>Meeting with alliance and staff meetings as identified in action planning.</p>	<ul style="list-style-type: none"> <li>➤ Head and Deputy to take part in Leadership review and develop appropriate action plan.</li> <li>➤ Head report on leadership reviews of partner school(s)</li> <li>➤ Head to take part in strategic planning for Alliance and action plan for development to be in place with clearly defined role of Alfreton Park within the Alliance.</li> </ul>	<p>July 2016</p>	<ul style="list-style-type: none"> <li>➤ Leadership of school to be effective in providing the pupils with a high quality education, which is reflective and well informed.</li> <li>➤ School improvement planning reflects national and local educational climate and pupils needs.</li> </ul>	
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**PRIORITY TWO: To secure the best possible outcomes for pupils by improving quality of teaching, learning and assessment**

Targets	Success criteria
<p><b>A.</b> To ensure that marking and feedback is consistent effective in supporting pupils learning across the school.</p> <p><b>B.</b> To ensure that all 6<sup>th</sup> form pupils have a clear pathway planned for obtaining accreditation/qualifications through ASDAN/ AQA which relate to their future aims.</p> <p><b>C.</b> To develop a Communication Team to ensure that all pupils access suitable communication teaching strategies/communication aids to maximise their ability to communicate effectively.</p> <p><b>D.</b> New Physio / MOVE Team ensure that pupils access suitable programmes and equipment to maximise physical abilities.</p> <p><b>E.</b> Review phonics and reading teaching across the school</p> <p><b>F.</b> Review teaching of Science teaching and implement a suitable action plan to improve progress across the school.</p> <p><b>G.</b> Review of person centred planning and ensure that pupils have a long term plan</p> <p><b>H.</b> Capture data for all foundation subjects in line with the new National Curriculum through B squared assessment.</p>	<p><b>A.</b> Reviewed marking and feedback effectiveness and good practice shared.</p> <p><b>B.</b> 1. All 6<sup>th</sup> form pupils to have an accreditation/qualification pathway plan which related to their person centred plan. 2. Post 16 networks effective in ensuring consistent approaches and effective progression through key stages/placement</p> <p><b>C.</b> Communication Team in place and ensures that all pupils access suitable communication teaching strategies/communication aids to maximise their ability to communicate effectively.</p> <p><b>D.</b> Physical development team in place and ensure that pupils access suitable programmes and equipment to maximise physical abilities.</p> <p><b>E.</b> Phonics (including Letters and Sounds) is taught consistently and effectively across the school as is appropriate.</p> <p><b>F.</b> 1. Improved progress is made in science. 2. Observations of lessons in science is consistently at least good.</p> <p><b>G.</b> 1. Effective Education Health and Care Plans (EHC) in place for all students with appropriate support for all agencies. 2. Pupils to have clear person centred plans for next stage in learning with individual goals that reflects their interests, strengths, barriers to learning and long-term aspirations.</p> <p><b>H.</b> 1. Pupils have full assessments of level in all foundation subjects in Key Stage 1-4. 2. Coordinators to be aware of level and use them as appropriate to inform judgements</p>

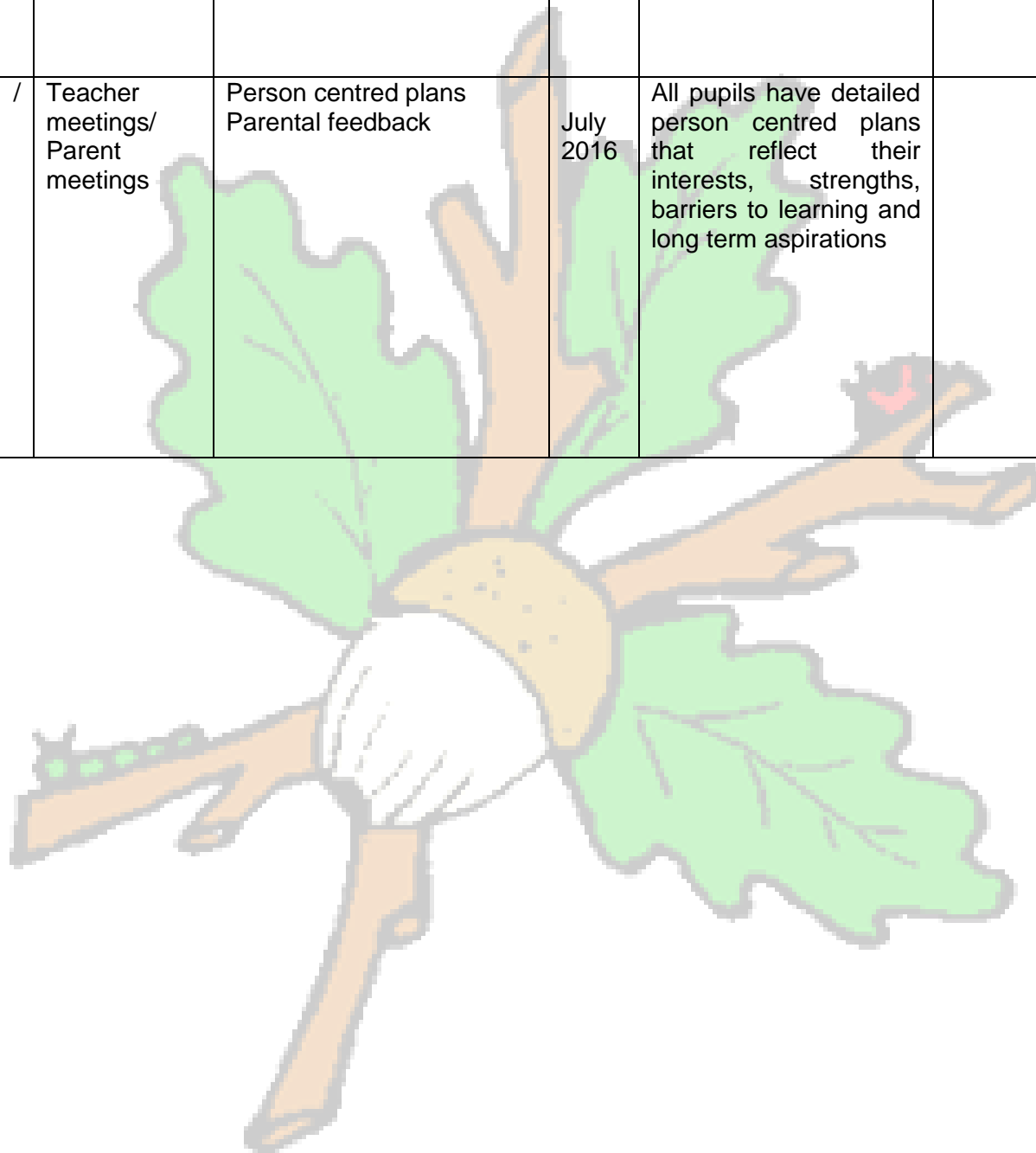
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<b>A.</b>						
1. Review marking and feedback strategies and effectiveness	Rhys	QDD moderation. Teacher and Staff meetings	<ul style="list-style-type: none"> <li>➤ Notes from meetings and moderated work samples.</li> <li>➤ Good practice guidance.</li> <li>➤ QDD feedback.</li> <li>➤ Governors minutes.</li> </ul>	Dec 2015	<ul style="list-style-type: none"> <li>➤ Pupils access appropriate and consistently good quality marking and feedback that enables pupils to develop an understanding of how to improve their work.</li> </ul>	
<b>B.</b>						
1. All pupils in post 16 to have an accreditation/ qualification pathway that relates to their person centred planning	Emma S	ASDAN /AQA fees. Staff meeting time.	<ul style="list-style-type: none"> <li>➤ Individual records for pupils which illustrate their chosen pathway and how this relates to their person centred plans</li> </ul>	July 2016	<ul style="list-style-type: none"> <li>➤ Individual pupils have a plan in place which links person centred plan, previous learning, future aims and accreditation /qualifications.</li> </ul>	
2. Post 16 Lead teacher to establish effective links with other Special school 6 <sup>th</sup> form providers/ colleges	Emma S	Network meetings	<ul style="list-style-type: none"> <li>➤ Action plan to improved coordination and communication between providers.</li> <li>➤ Network meeting in place with other special schools and colleges</li> </ul>	July 2016	<ul style="list-style-type: none"> <li>➤ Pupils benefit from greater continuity and progression in curriculum and teaching provision.</li> </ul>	
3. Improved transition			<ul style="list-style-type: none"> <li>➤ Transition plans and documents</li> </ul>	May 2016	<ul style="list-style-type: none"> <li>➤ Reviewed transition planning for pupils entering the post 16</li> </ul>	

					department and moving on to colleges/ other providers.	
<b>C.</b>						
Communication Team to ensure that individual pupils access appropriate communication strategies and aids.	Josie	Team meeting / staff meetings /multi agency meetings	Meeting minutes. Pupils' communication passport to include TEACCH / PECS/ ECLAN /Eye Gaze/ Switch use as appropriate.	May 2016	➤ All pupils use strategies and communication aids to ensure that they communicate as effectively as possible.	
<b>D.</b>						
Physical Development Team to be developed to ensure that all pupil access suitable programmes and equipment.	Marie /Heather	Team meeting / staff meeting/ Multi agency meetings	MOVE records. Physio programmes. Manual Handling plans. Minutes of meetings. Contributions to annual reviews.	May 2016	Pupils physical development needs are accurately accessed and suitable programmes are effectively supported to maximise pupil attainment	
<b>E.</b>						
Review teaching of phonics including Letters and Sounds	Amy /Rhys	Teacher/staff meeting and curriculum time. Whole school training. INSET day	Lesson plans and evaluations. Audit and action plan. INSET feedback and guidance notes. End of year progress data.	July 2016	Pupils accessing appropriate high quality teaching and making good progress	
<b>F.</b>						
Improve progress in science across the school	Rhys	Teaching and Whole school meetings	Audit, action plan and guidance. End of year progress data.	July 2016	Pupils overall progress has improved compared to last year	
<b>G</b>						
1. Effective Education Health and Care Plans (EHC) in place for all students with	Cheryl /office	Teacher meetings/ Multi agency meeting	EHC plans	July 2017	Pupils receive suitable support from all agencies as needed to promote educational progress and wellbeing.	

appropriate support for all agencies.						
2. Pupils to have clear person centred plans for next stage in learning with individual goals that reflects their interests, strengths, barriers to learning and long-term aspirations.	Cheryl / Class teachers	Teacher meetings/ Parent meetings	Person centred plans Parental feedback	July 2016	All pupils have detailed person centred plans that reflect their interests, strengths, barriers to learning and long term aspirations	





## PRIORITY THREE: To secure the best possible outcomes for pupils by improving personal development, behaviour and welfare

Targets	Success criteria
<p>A. Improve the use of behaviour data analysis to inform functional analysis and monitor progress.</p> <p>B. All staff to access suitable safeguarding, Prevent and WRAP training in light of latest guidance.</p> <p>C. Review and update PSHE curriculum including Sex and Relationships Education, E Safety and anti-bullying.</p>	<p>A.</p> <ol style="list-style-type: none"> <li>3. Review recording and processing of behaviour monitoring.</li> <li>4. Develop system for monitoring progress in behaviour through data analysis</li> </ol> <p>B. Staff to have accessed safeguarding, Prevent and WRAP training as required</p> <p>C.</p> <ol style="list-style-type: none"> <li>1. Pupils to access effective and appropriate curriculum for Sex and Relationships education.</li> <li>2. Pupils and staff to have greater understanding of E safety and how to keep themselves safe.</li> <li>3. School to have achieved STOP award for anti-bullying</li> <li>4. School council to feedback to Governors to allow Governors to make informed decisions.</li> </ol>

### Monitoring and evaluation of success criteria

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<b>A.</b>						
1. Review recording and processing of behaviour monitoring.	Emma and Cheryl	INSET training / staff meetings	<ul style="list-style-type: none"> <li>➤ Behaviour records and analysis reports</li> <li>➤ Individual behaviour support plans</li> </ul>		Behaviour supports reflects a more in-depth understanding	
2. Develop system for monitoring progress in behaviour through data	Emma and Cheryl	Meeting time	<ul style="list-style-type: none"> <li>➤ Data analysis and reports</li> </ul>		Data analysis show improvement in pupils' behaviour with reduction in frequency/intensity of	

analysis					incidents.	
<b>B.</b>						
All staff to have accessed suitable safeguarding, Prevent and WRAP training as appropriate.	Cheryl, Sharon and Rhys	INSET day and staff meeting time	Training records and certificates	Dec 2016	Pupils access a safe and protective leaning environment	
<b>C.</b>						
1. Pupils to access effective and appropriate curriculum for Sex and Relationships education.	Lisa	Curriculum time, Teacher meetings. Parent meeting	<ul style="list-style-type: none"> <li>➤ Curriculum document</li> <li>➤ Lesson plans</li> <li>➤ Guidance notes for staff and parents</li> </ul>	Dec 2015	Pupils access a comprehensive and appropriate curriculum for Sex and relationship education	
2. Pupils and staff to have greater understanding of E safety and how to keep themselves safe.	Josie	Management time. Teacher meeting time. Parent meeting.	<ul style="list-style-type: none"> <li>➤ E safety guidance.</li> <li>➤ Copies of training for staff/ parents.</li> <li>➤ Lesson plans and evaluation</li> </ul>	Feb 2016	Pupils have an understanding of how to keep themselves safe on the internet.	
3. School to have achieved STOP award for anti-bullying.	Lisa	Curriculum time, assembly time, teacher meeting and school council time	<ul style="list-style-type: none"> <li>➤ STOP award</li> <li>➤ Action plan and meeting notes</li> </ul>	May 2016	Pupils feel safe and know what to do if they are bullied.	
4. School Council representatives to make regular contributions to Governors	Lisa/ Cheryl	School council and governor meetings.	<ul style="list-style-type: none"> <li>➤ Minutes of meetings.</li> </ul>	July 2016	Pupils views are included on school improvement planning.	

**PRIORITY FOUR: To secure the best possible outcomes for pupils by developing adequate premises and resources**

Targets	Success criteria
<p>A. New Warm water pool to be completed                      B. New classroom space to be developed                      C. Playground areas to be redeveloped                      D. Deer shed refurbishment completed                      E. Secure a new minibus</p>	<p><b>A.</b> Pupils accessing an effective water based learning curriculum  <b>B.</b> New classrooms developed on Bingham House site  <b>C.</b> On completion of pool and classroom development review and redevelop playground areas as appropriate  <b>D.</b> Deer shed refurbishment to be completed with use for school as appropriate.  <b>E.</b> Purchase a replacement mini-bus</p>
<p><b>Monitoring and evaluation of success criteria</b>                      Monitoring is the responsibility of the Headteacher and Governing Body. Action plans will be implemented and evaluated on a regular basis. All staff have a role in action plan development and evaluation.</p>	

**SCHOOL SELF EVALUATION POLICY AND PRACTICE**

Alfreton Park Community Special School is committed to self-review and self-improvement through a systematic process of self-evaluation.

The school maintains a Self-Evaluation Summary (SES) which is based on analysis of pupil achievement and progress data, observations and evaluation of Teaching and learning and rigorous self- evaluation using the OFSTED headings and evaluation schedule.

This self-evaluation is crucial to effective school improvement planning

**Why have a self-evaluation process?**

1. To give us evidence on which to base our judgements about the school and its future direction.
2. To recognise and celebrate good practice.
3. To raise the performance of the school and its pupils - a characteristic of "improving schools" is good self-evaluation processes.

4. To help us fulfil our leadership role and extend this role to other staff such as subject leaders, support staff, governors, etc.
5. To develop more reflective practice.
6. To assess value for money in the allocation of resources in line with Ofsted.

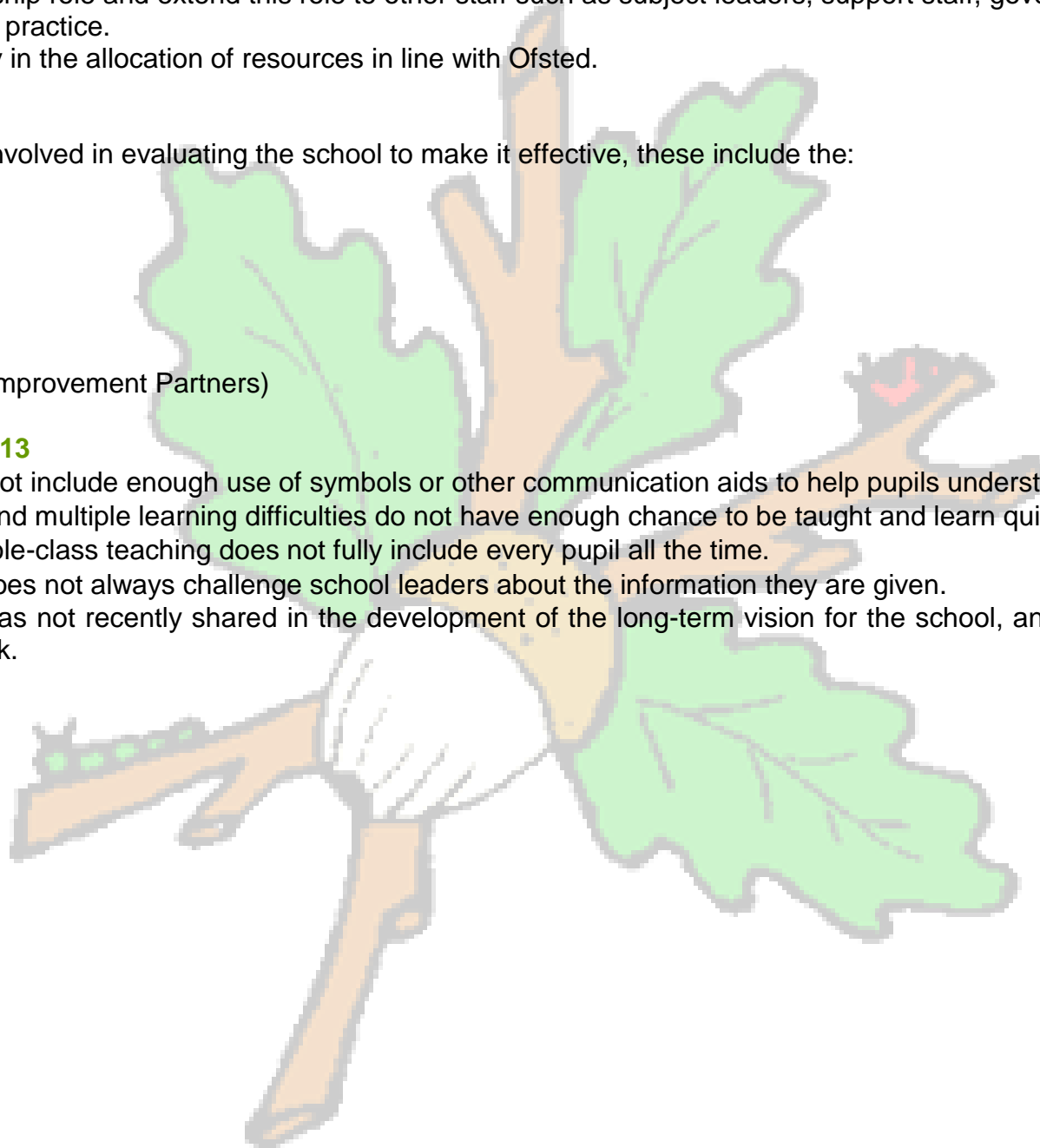
### **Who should be involved?**

All stakeholders need to be involved in evaluating the school to make it effective, these include the:

- Senior Leadership Team
- Middle Leaders
- All Staff
- Governors
- Pupils
- Parents
- External Advisers (School Improvement Partners)

### **Ofsted – key Issues May 2013**

- Some teaching does not include enough use of symbols or other communication aids to help pupils understand and learn.
- Pupils with profound and multiple learning difficulties do not have enough chance to be taught and learn quietly, without distraction.
- A small amount of whole-class teaching does not fully include every pupil all the time.
- The governing body does not always challenge school leaders about the information they are given.
- The governing body has not recently shared in the development of the long-term vision for the school, and many parents and carers do not understand its work.



<b>SCHOOL SELF ASSESSMENT SCHEDULE</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Resource Management Committee (Govs)</b>	Agree priorities action plans	Review SIP priorities and ensure budget in place to facilitate	Monitor standards pupil progress and provide guidance
<b>SLT</b>	School Self Evaluation Summary [SES] – Achievement & Surveys & Data Complete work scrutiny Individual Teacher target setting for class discussions with SLT Monitor standards pupil progress and provide guidance Governors to approve new School Improvement Plan (SIP)	SES – Leadership and Management Monitor pupil progress through focussed discussions (Middle leaders Level) Complete work scrutiny Individual Teacher target monitoring discussions with SLT	SES – Check & update Complete work scrutiny Individual Teacher target assessment discussions with SLT Monitor standards pupil progress against national progression guidance and provide appropriate direction to staff . SIP full review
<b>CPD team</b>	Training planning guided by SIP and Performance Management objectives. Induction planning Medical, safeguarding and H&S update training Report to Governors	CPD review and review of PM objectives Report to Governors Induction planning	Training planning guided by SIP Report to Governors Induction planning
<b>Performance Management</b>	All staff select targets	Review	Completion of cycle & observations
<b>Classroom Observations</b>	School focus from Science	School focus from Reading /phonics	School focus from Communication
<b>SIP</b>	New SIP Completed and shared with Governors and staff	Review Strategic planning briefing and dialogue	Reviewed by all staff to identify next priorities
<b>Pupil target setting</b>	Individual & school targets set	Review of progress towards targets	Assessment & evaluation of progress and achievements Identification of areas to improve
<b>QDD with LEA Inspector</b>	Draft SIRR & Collection of data	SIRR & dialogue	QDD Summer review
<b>IEPs</b>	October - new & reviewed	February – new and reviewed	May – new and reviewed

## Annual Plan

<b>AUTUMN TERM 2015</b>		<b>SPRING TERM 2016</b>		<b>SUMMER 2016</b>	
Share new SIP		Coordinator briefings/ Evaluate and prepare next SIP		Coordinator briefings /Review progress towards SIP	
Performance Management /appraisal		Assessment preparation		Assessment and Target setting	
Moderation		Moderation		Moderation/ analysis of P levels	
Curriculum review: Science		Curriculum review: Phonics and Reading		Sharing of good practice	
Development of Coordinators role		Review of role of TAs		Non-negotiables in communication	
Review of Person centred planning		Revisit curriculum long term plans and personalised learning		Review of Coordinators role	
Data/Behaviour tracking use of data base				Class sharing of information	
Xmas prep				Planning for next year/transitions	
Observations: Science		Observations – Reading /Phonics		Observations - Communication	
TA –		TA –		TA -	
<b>INSET DAY1 07 /09/15</b>	<b>INSET DAY 2 08/09/15</b>	<b>INSET DAY 3 23/10 /15</b>	<b>INSET DAY 4 02/11 /15</b>	<b>INSET DAY 5 29/04 /16</b>	
ANNUAL BRIEFINGS - inc. midday staff – Safeguarding,H&S	Medical - Update training	PROACT-SCIPr-uk®	Phonics	PE – Lea Green	

# TERM DATES



## 2015 / 2016

Autumn Term 1	Monday 7 <sup>th</sup> September 2015	Friday 23 <sup>rd</sup> October 2015
Half-term	Monday 26 <sup>th</sup> October 2015	Friday 30 <sup>th</sup> October 2015
Autumn Term 2	Monday 2 <sup>nd</sup> November 2015	Friday 18 <sup>th</sup> December 2015
Spring 1	Monday 4 <sup>th</sup> January 2016	Friday 12 <sup>th</sup> February 2016
Half-term	Monday 15 <sup>th</sup> February 2016	Friday 19 <sup>th</sup> February 2016
Spring 2	Monday 22 <sup>nd</sup> February 2016	Thursday 24 <sup>th</sup> March 2016
Easter holidays	Friday 25 <sup>th</sup> April 2016	Friday 8 <sup>th</sup> April 2016
Summer 1	Monday 11 <sup>th</sup> April 2016	Friday 27 <sup>th</sup> May 2016
Half-term	Monday 30 <sup>th</sup> May 2016	Friday 3 <sup>rd</sup> June 2016
Summer 2	Monday 6 <sup>th</sup> June 2016	Tuesday 26 <sup>th</sup> July 2016
Summer Holiday	Wednesday 27 <sup>th</sup> July 2016	Monday 5 <sup>th</sup> September 2016

**INSET DAYS:** 07/09/2015, 08/09/2015, 23/10/2015, 02/11/2015, 29/04/2016

## Bank Holidays

- 25 and 28 December 2015
- 1 January 2016
- 25 March 2016
- 28 March 2016
- 2 May 2016
- 30 May 2016
- 29 August 2016