



School Improvement & Development Plan

2016-17

'Creating better futures for young lives with epilepsy and other associated conditions'

Organisation-wide Strategies

- STRATEGY 1: To create a sustainable centre of excellence for SEND education, residential care and health services on the Lingfield campus that is widely recognised for outstanding outcomes for young people with epilepsy and associated conditions.
- STRATEGY 2: To be the national champion of children and young people with epilepsy by influencing policy, improving public awareness and offering support to professionals.
- STRATEGY 3: To deliver and support pioneering health, education and social care research that will make a difference to young people with epilepsy, their families and practice in delivering services.
- STRATEGY 4: Over time, to grow and diversify our service delivery through local bases and nationally through direct delivery and partnership working.

ONG-TERM TARGET: **1.1 Ensure leadership and management structure is sustainable and it explicitly promotes Young Epilepsy’s vision, mission and core values to for stakeholders across the School and College.**

strategic approach: **1.1.1 The Governing Body to renew a shared vision with parents/carers and young people.**

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful? [RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Education Governing Body workshop on vision Epilepsy</p> <p>b. Consultation with parents/carers, young people and staff team</p> <p>c. Articulation of shared vision and revision of materials and web presence</p>	<p>Chair of Governors Director of Education Principal</p>	<p>A. The VISION statement provides inspiration for the STRATEGIES and the daily OPERATIONS. B. The vision is the anchor-point of the organisation and will describe the ideal world. C. The vision communicates why St Piers exists D. It is tangible. E. The vision can easily be memorised. F. The vision describes what is to be achieved in the mid to long term. G. Revised ‘shared vision’ in place for beginning of academic year 2017</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

- Senior leadership team are presenting to governors in March 2017 around vision and ethos to include consultation with all stakeholders.
- Consider new timeframe for implementation – launch September 2017 – to align with new academic year
- Initial conversations around vision – mission – core values – ethos have been had at EGB [5 December 2016]
- To engage parents/carers through Parent Group to ascertain their views, thoughts and opinions.

ONG-TERM TARGET: **1.1 Ensure leadership and management structure is sustainable and it explicitly promotes Young Epilepsy’s vision, mission and core values to for stakeholders across the School and College.**

strategic approach: **1.1.2 The Governing Body to develop further the level of challenge it provides to the school.**

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful? [RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. The EGB will review the allocation of governor time to aspects of school activity and the Lead Governor role.</p> <p>b. The EGB will review the systems currently in place for monitoring and tracking underperformance of most vulnerable student cohorts.</p> <p>c. EGB will appoint a further governor to represent the parent body within the school, for the school.</p> <p>d. EGB will appoint a new Teacher Governor for the school.</p>	<p>EGB Director of Education Principal Clerk to Governors CoEGB Principal & VPs CoEGB Principal & VPs</p>	<p>A. Lead Governors will be reviewed and aligned to specific activities within the school for which they will be accountable. Governors’ statutory requirements are fulfilled. To be supported by further governor appointments.</p> <p>B. Monitoring and tracking system effectively and rigorously informs EGB of student achievement through regular reporting, identifying at the earliest opportunity, any students, but especially those most vulnerable, who underperform. Data and information is reported to governors and used to inform future strategies.</p> <p>C. Appointment will be made to represent the parent body. The appointee will demonstrate the appropriate competencies of knowledge, skills and effective behaviours and principles and personal attributes to be able to fulfil their duties in line with the seven principles of public life [Nolan Principles]. Attendance at meetings will be good. New appointment will effect impact in designated school area.</p> <p>D. Appointment will be made to represent the school staff. The appointee will demonstrate the appropriate competencies of knowledge, skills and effective behaviours and principles and personal attributes to be able to fulfil their duties in line with the seven principles of public life [Nolan Principles]. Attendance at meetings</p>

Student Data Tracking structure is in place and has been shared with governors via training session led by Assistant Headteacher.

Clerk in process of sending out papers relative to seeking new appointment for Parent Governor for School.

Teacher Governor appointed [Assistant Principal].

Parent Governor election – two parties of interest – out to ballot after Easter [April 2017] – Clerk to EGB leading

Next Steps

Is there something that can be done to further develop / improve / reinforce the key Focus Area?

- **Confirm new Lead Governors with Clerk to Governors**

**Re-structure of EGB: requires two sub committees.
Consider 'Performance & Standards' and 'Business,
Finance and Community'**

**Identify Lead Governors for key / pertinent areas across
education setting**

Review governors' skills – external consultant

**Review dynamics / expectations / inter-relationships
between EGB and Trust Board**

Self-evaluation

Success of impact, thoughts and views and judgment

- **More focused governor visits have begun and observations have been disseminated at EGB meetings.**

New January 2017 Governors Competency Framework to help facilitate further EGB developments around sub-

strategic approach: 1.1.3 To ensure that St Piers School has a number on roll [NOR], that ensures financial viability and sustainable growth. (supplemental)

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Maximise the referral rate into the school.</p> <p>b. Increase the NOR to 84.</p> <p>c. Develop reflective teaching groups that meet the needs of a wider group of children and young people with epilepsy and associated conditions / co-morbidities.</p> <p>d. Deliver training and curriculum for two new groups to begin September 2017</p>	<p>ELS Executive Principal</p>	<p>A. Develop partnership conversations with Local Authority Commissioners. Support 'Residential' [Children's Homes] to meet identified statutory requirements [as per Ofsted Interim Report 5/12/16] through set out actions.</p> <p>B. Working with Care to action the recommendations under statutory requirements listed in Ofsted Interim Report [5/12/16] – rebuild relationships with commissioning local authorities such as East/West Sussex and Surrey, for example.</p> <p>C. Identify teaching groups to develop and deliver curriculum offer. Raise staff team skills in Early Years Foundation stage [EYFS] and Key Stage 5 [KS5].</p> <p>D. Identified / recruited staff trained to enable implementation and delivery of developed curriculum.</p>

Interim Ofsted report [5/12/16] on Children's residential has enforced a cap on numbers – to be reviewed March 2017*. There has been an impact on reputation.

January Open Day for School – good attendance of prospective parents

Training for Early Years provision booked for April 2017. Existing Skills base is in place for KS5.

Education leadership team is being proactive in supporting Head of Children's Residential Services.

Identification of learning spaces in progress.

Ofsted 'cap' removed Tuesday 14 March 2017

New Director of Business appointed [Feb 2017]: drafting new business plan for organisation: reviewing relationship and direction of education, health and care.

Cohorts of needs of new students being reviewed in line with business plan

Next Steps

Is there something that can be done to further develop / improve / reinforce the key Focus Area?

- Explore Early Years through Key Stage 4 as school provision.

Develop admission numbers in EYFS through KS4 – special focus as KS1 and KS2

Explore 16+ students move in to 16-25 Further Education provision in College

Self-evaluation

Success of impact, thoughts and views and judgment

Review of marketing strategy – senior leadership input required.

Leadership Team to lead consultation around identifying learning spaces and resourcing accordingly – use external consultants

Consider impact of increasing class sizes in school for September 2017 / what are the viability levels of smaller classes become not viable / unsustainable? Principal to liaise with Director of Finance and Director of Business.

Explore with EGB and Trust Board St Piers becoming an Academy and leading formation of a Multi-Academy Trust.

for stakeholders across the School and College.

strategic approach: **1.1.4 Ensure that the progress made in data and impact analysis in year is sustained with additional developments applied.**

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Evaluation of substantive Assistant Principal and Vice Principal [Learning, Teaching & assessment] post from January 2017.</p>	<p>Principal Vice Principal Director of Education</p>	<p>A. Review and evaluation of the current structure for securing data set. Implementation of any new mechanisms must be trialed appropriately before full application is considered and actioned.</p> <p>B. Report to Education Governing Body with recommendations as to the most cost-efficient way to retain the progress made in data management and further develop effective systems that capture and report all aspects of students' achievements.</p> <p>C. Continued and rigorous evaluation of the impact of teaching, learning and assessment practice informs next steps of development/improvement.</p> <p>D. Student progress is tracked to help inform greater differentiated curriculum access and assessment development in order to sustain high quality provision and more aspirational learning outcomes.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Senior leadership team evaluating AP role in particular against leading on data management.

Senior leadership is in progress of reviewing newer approaches to assessment and data collection – considering impact of Rochford Review recommendations.

Evaluation of TLA continues through lesson observation, learning walks, drop ins, peer observation and monitoring visits.

- Re-evaluate roles and responsibilities of teachers on Upper Pay Range and TLRs.

AP role to finish at Easter 2017: review impact and practicable way forward re students' progress and attainment anal

ONG-TERM TARGET: **1.1 Ensure leadership and management structure is sustainable and it explicitly promotes Young Epilepsy’s vision, mission and core values to for stakeholders across the School and College.**

strategic approach: **1.1.5 Development of regional relationships to support self-evaluation and innovation across education.**

<p>What is the priority?</p> <p>What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs]</p> <p>How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. To establish a wider network of improvement partnerships.</p>	<p>Principal Vice Principal Senior Leadership Team</p>	<p>A. Development of critical partnerships / School2School support and peer-review will enhance rigour of external, mediated school review & self-evaluation.</p> <p>B. To become members of the Challenge Partners enabling better collaboration through external practitioner-led school improvement processes. Join appropriately identified cohort of partners.</p> <p>C. Develop stronger relationships with external SEND ‘Outstanding’ partners. Contact Merchant, Adventurers Trust, Bridge Academy, TBAP Trust and Greenfields Special School [Northampton]. Principal to use SSAT Executive Headteachers’ Programme to network and set-up further opportunities. Explore appropriate Teaching School Alliances</p> <p>D. Leadership Team visits to local, regional and national ‘Outstanding’ SEND provisions. Determine key focus areas of provision in agreement prior to visits. Reports and feedback will disseminate opportunities to explore provision developments / improvements across School / St Piers.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Partnerships have been identified and arranging visits in progress. Principal using contacts in Northamptonshire and West Sussex.

Director of Education has initiated Challenge Partner membership. Appropriate members being identified.

- **Practical actions and aligned timerrame clarified to join The Bridge TSA – costs attached to this / annual membership.**

through school to school support, facilitate more rapid improvement of teaching, learning and assessment inti management systems and capacity.

ONG-TERM TARGET: **1.1 Ensure leadership and management structure is sustainable and it explicitly promotes Young Epilepsy’s vision, mission and core values to for stakeholders across the School and College.**

strategic approach: **1.1.6 Build links with University College London / Institute of Education to become a ‘research-rich’ school.**

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful? [RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Contact Professor Graham Handscomb to initiate programme.</p>	<p>Director of Education Principal Vice Principals</p>	<p>A. Agree brief and outline of the project including schedules, key milestones and potential outcomes. Build in room for change and redirection if required. Staff will begin enquiries in to practice by April 2017.</p> <p>B. A school-wide approach to enquiry and action research will be developed and be an integral part of continuous professional learning.</p> <p>C. School staff actively participate in research and enquiry to support development of best practice in SEND pedagogy within the school. Areas of enquiry will take place in each class or group of classes.</p> <p>D. Potential partners to be identified, including Institute of Education [IoE].</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

- Professor Handscomb has led three workshops in school around enquiry and action-based research – further visits agreed – next visit February 2017.

Next Steps

Is there something that can be done to further develop / improve / reinforce the Key Focus Area?

- Click here to enter text.

Self-evaluation

Success of impact, thoughts and views and judgment

- School staff are prioritizing monitoring visits and pending Ofsted inspection ahead of enquiry topic confirmation

LONG-TERM TARGET: 1.1 Ensure leadership and management structure is sustainable and it explicitly promotes Young Epilepsy’s vision, mission and core values to for stakeholders across the School and College.

strategic approach: **1.1.7 Develop further access to impartial Careers Education, Information, Advice & Guidance [CEIAG] for students in Sixth Form.**

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Redevelop our Careers Education Framework.</p>	<p>IAG Lead [GE] 1 day per fortnight from external provider from November 2016 Sixth Form Lead</p>	<p>A. Formulate a ‘Rationale’ for developing a new framework: what is the reasoning underlying this new development.</p> <p>B. Define a specific proposal for Pupil Premium Grant and 16-19 Bursary which supports careers education in to individual studies.</p> <p>C. Development of new framework includes non-qualification activities [NQAs], work experience [WE] and accredited vocational courses [AVCs]. Destination data [2017] will evidence increase in students achieving NQAs, WE placements and AVCs. Retention of students identified as ‘at risk of NEET’ will increase post-19.</p> <p>D. Students are better informed and enabled to make informed choices about their next steps. Working Files and EHCP reviews capture this process. Students’ destinations are appropriate and sustainable.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Director of Education has secured / recruited external provider.

Member of staff with IAG experience is leading in school and liaising with external provider.

ONG-TERM TARGET: **1.1 Ensure leadership and management structure is sustainable and it explicitly promotes Young Epilepsy’s vision, mission and core values to for stakeholders across the School and College.**

strategic approach: **1.1.8 Develop a clear Transition Pathway for students moving on to Further Education [FE].**

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful? [RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Create a transition model of an annual pathway which starts in Year 14.</p>	<p>Sixth Form Lead & Assistant Principal Vice Principals</p>	<p>A. A transition model with focused pathways for those students moving in to FE either at St Piers College or to external providers. Pathway starts in the October of Year 14 and is one year in duration.</p> <p>B. Individual / personalized ‘destination portfolios’ in place: to improve percentage of student retention in destination for 2017/18.</p> <p>C. Establish improved links / connections with destination colleges with appropriate courses / programmes of study. Employment opportunities are improved. Destinations must be suitable for SEND.</p> <p>D. Qualitative reports that evidence successful transition for identified cohort. Transition to destination/s explicitly monitored and changes to variations in circumstances inform final outcome/s.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Senior leadership team in early discussions around transition / curriculum / pathways.

Leadership group looking at destination portfolios and pathways model [February 2017]

Leadership Team plus WT exploring employment opportunities.

Ensure collaboration agreements fully reflect the needs/aspirations of students.

Research alternative provision for learning and employment opportunities onsite and offsite.

Meet with alternative providers once identified.

Extend work experience opportunities offsite to include national companies to enable continuance of placement.

ONG-TERM TARGET: **2.1 Ensure the quality of learning, teaching and assessment is consistently good or better, raising the standards of achievement for all and in particular for disadvantaged students.**

strategic approach: **2.1.1 Ensure every opportunity to consolidate learning across the curriculum is common practice and fully understood by staff at all levels.**

<p>What is the priority?</p> <p>What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs]</p> <p>How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Induction programmes for teachers and educational support staff are logical and reflect key requirements in their content.</p>	<p>Vice Principals Principal</p>	<p>A. Introduce induction programme for SSWs that reflect relevant elements within the teachers' induction.</p> <p>B. The mentoring system is personalized and time-framed according to professional needs and reflects developments in teaching, learning and assessment across the school's provision. 'Supervision' and appraisal monitors and tracks effectiveness of the system and professional learning. Teachers and educational support staff improve / develop their pedagogical practice. Student achievement is raised demonstrated by more rapid progress, higher attainments / qualifications / independent learning.</p> <p>C. Learning walks provide evidence that SSW standards in practice are facilitating the move towards 'outstanding'.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Revised SSW induction programme is in place.

College and School liaising to explore mentoring-coaching development scheme.

Principal exploring use of new Teaching Assistants Standards in school performance management schedule.

ONG-TERM TARGET: **2.1 Ensure the quality of learning, teaching and assessment is consistently good or better, raising the standards of achievement for all and in particular for disadvantaged students.**

strategic approach: **2.1.2 Partnership working with University of Melbourne focusing on lesson evaluation.**

<p>What is the priority?</p> <p>What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs]</p> <p>How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Using findings of UoM project findings, build a revised framework for lesson observation</p>	<p>Assistant Principal Director of Education Principal</p>	<p>A. Delivery of revised lesson evaluation model for 2017/18. New model encourages professional dialogue and is evidenced as a key tool in informing future planning of professional learning / development programmes.</p> <p>B. To run shared Webinars with UoM to both teaching and support staff. Deliver joint evaluation workshops with UoM. Ensure respectful professionalism in protocol yet encourage transparency and honesty.</p> <p>C. Use ‘visible classrooms’ to promote peer-2-peer support. Termly schedule challenges practice to improve confidence across learning, teaching and assessment. Detailed and considered schedule and ‘protocols’ ensure respectful culture of professional feedback.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Conference calls and webinars in progress.

Phase 2 Face visit in Nov 2016: covered details around observations, focus sessions, curriculum and assessment.

JoM are reviewing their research against greater specificity around SEND.

Lesson recording completed.

- **Principal to collaborate with I-Observe**
To schedule additional webinars to discuss project development and key findings that are appropriate to St Piers provision

What are the key considerations from a leadership point of view that UoM must incorporate

LONG-TERM TARGET: **2.1 Ensure the quality of learning, teaching and assessment is consistently good or better, raising the standards of achievement for all and in particular for disadvantaged students.**

Strategic approach: **2.1.3 Further develop Mathematics provision to ensure progress is consistently better than expected.**

<p>What is the priority?</p> <p>What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs]</p> <p>How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Students' progress in mathematics demonstrates school-wide improvement irrespective of learning needs.</p>	<p>Senior Leadership Team Maths lead</p>	<p>A. Subject review and evaluation of 5-18 programme [including Sixth Form] leads to a Mathematics programme of study that has rigour, creates challenge and encourages engagement and enjoyment. Mathematics study meets the requirements of individual student needs and secures identified outcomes that are personally meaningful.</p> <p>B. Analysis and evaluation of Mathematics assessment data informs appropriate change to Mathematics programme and how it is taught.</p> <p>C. More aspirational targets are set by teachers and monitored by senior leaders.</p> <p>D. Metrics of progress in Mathematics demonstrates improvement on 2015/16 across the school population. Measures of progress are informed, rigorous and moderated.</p> <p>E. Access and develop professional SEND networking with specific focus on improving progress and outcomes in Mathematics. School2School [S2S] support / networking / mentoring / coaching / peer-to-peer practice</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Click here to enter text. **Booster groups were introduced in September 2016 on a weekly basis for KS2-4 students who were not achieving their attainment targets.**

Focus groups to share good practice, teaching resources and approaches introduced in September 2016 and held on a termly basis.

Plans are under way to join or lead a working group as part of the NCETM's Maths Hubs for Sussex (county boards are flexible).

Next Steps

Is there something that can be done to further develop / improve / reinforce the Key Focus Area?

- **Maths working groups via the National Centre for Excellence in Mathematics (NCETM's) Hub to be pursued through contacts at the university of Brighton.**

Self-evaluation

Success of impact, thoughts and views and judgment

Rationale behind this strategic approach: is this reflective of the current situation. Senior leadership exploring this.

Introduction of intervention groups (booster groups) since September 2016, for students at KS 2-4 has been successful in all students who attended. They are now either reaching or exceeding their targets.

Focus groups for teachers and LSA's to share teaching resources, and approaches began in September and have received involvement. This is planned to be extended to include external links. (see next steps plan for NCETM Maths Hub working

ONG-TERM TARGET: **3.1 Ensure there is individualised value of Personal Development, Welfare and Behaviour to inform learning outcomes.**

strategic approach: **3.1.1 Develop the level and quality of impartial CEIAG to 14-16 cohort.**

<p>What is the priority?</p> <p>What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs]</p> <p>How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Review [analyse and evaluate] current careers education framework and the rationale.</p>	<p>IAG Lead Senior Leadership Team</p>	<p>A. New careers education framework for 14-16 cohort reflects current learners’ needs and aspirations. Build in flexibility to framework to consider and align with change in future SEND population. Access to internal and external CEIAG – students are provided with impartial careers advice prior to starting Sixth Form – students are fully aware of their choices following completion of Sixth Form.</p> <p>B. Appoint subject leader. Provide appropriate training and relative curriculum time. Ensure effective monitoring and reporting to help inform transition pathways and match personalized aspirations.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Director of Education has secured / recruited external provider.

Member of staff with IAG experience is leading in school and liaising with external provider.

CEIAG Leader appointed in school – holding Qualification in Career Guidance (QCG) and Masters Degree in CEIAG.

CEIAG Framework has been written and implemented outlining Non qualification Activities (NQA), Accredited Vocational Courses (AVC), Internal & External Work Experience (WE) and impartial Guidance (IAG). This framework has extended vocational courses at KS4 & 5 through the extension of AQA units and OCR life and living skills.

Next steps

Is there something that can be done to further develop / improve / reinforce the key Focus Area?

- **Students at KS4 and 5 are to begin their IAG discussions with the EDT's IAG practitioner.**

Self-evaluation

Success of impact, thoughts and views and judgment

Due to external provider and in-school Lead, the criteria to appoint a subject leader has changed.

KS 4 and 5 students have been to a meet and greet session with Nanette Chandler the Named Education Development preparation for their 1:1 IAG discussions. The students at KS5 have also completed their consent forms and had the IAG with their class team so that they have a better understanding of why they are being offered the opportunity to see Nanette.

ONG-TERM TARGET: **3.1 Ensure there is individualised value of Personal Development, Welfare and Behaviour to inform learning outcomes.**

strategic approach: **3.1.2 Develop the range of opportunities working in partnership with St Piers Vocational Learning Team [College].**

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful? [RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. To develop a greater range of appropriate employability skills for students.</p>	<p>Sixth Form Lead IAG Lead Employability Lead [College]</p>	<p>A. St Piers Vocational Education Team offer personalized support through curriculum interventions to develop employability skills.</p> <p>B. Vocational education programme is in place and offered / accessible to Sixth Form Students. More Sixth Form students are better informed about their options and enter in to appropriate sustainable employment destinations.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Vocational educational programme is in place and offered to Sixth Form students.

Principal reviewing safeguarding requirements around 16-19 work experience.

Next Steps

Is there something that can be done to further develop / improve / reinforce the Key Focus Area?

- Click here to enter text.

Self-evaluation

Success of impact, thoughts and views and judgment

Review the explicit difference between supported work-related learning and work experience

ONG-TERM TARGET: **3.1 Ensure there is individualised value of Personal Development, Welfare and Behaviour to inform learning outcomes.**

strategic approach: **3.1.3 Develop the educational-residential relationship to support learning outcomes.**

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Residential settings ensure that all students attend session start times on time.</p> <p>b. To identify shared elements of learning across education and residential where support can be offered and developed from school.</p>	<p>Vice Principal</p>	<p>A. Full attendance at beginning of sessions and students are ready to learn. All staff in education and residential know start times of the range of sessions.</p> <p>B. Protocol is reviewed and re-established where additional support is on offer to residential houses, if required. School team and integrated services are involved and agree with the protocol. There is a need for individual support protocols to reflect health and care needs.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Issues regarding lateness have been explored and addressed – by the very nature of the students’ needs, there are occasions when they may not be able to arrive on time.

Next Steps

Is there something that can be done to further develop / improve / reinforce the Key Focus Area?

- Click here to enter text.

Self-evaluation

Success of impact, thoughts and views and judgment

Click here to enter text.

ONG-TERM TARGET: **4.1 Ensure outcomes for all learners are relevant, meaningful and personalized.**

strategic approach: **4.1.1 Learner profiling informs learners' programmes of study against personalized outcomes.**

<p>What is the priority?</p> <p>What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs]</p> <p>How will we know if we have been successful?</p> <p>[RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. To develop and implement a Learner Profiling Tool to identify personalized outcomes.</p>	<p>Principal Vice Principals Assistant Principal Psychology Dept.</p>	<p>A. Learner Profiling Tool identifies students' strengths and weaknesses. Assessment data analysis and evaluation informs individual student's strengths and areas for continued development. Progress and target setting meetings between the team around the child are scheduled regularly and monitored. Actions are taken in good time.</p> <p>B. Training for all teachers.</p> <p>C. All learners profiled by February 2017 half-term.</p> <p>D. The LPT defines expected outcomes against relevant outcomes stated in the students' EHC Plans. Case studies and personalized learning programmes reflect the same aspirations and planning.</p> <p>E. Progress is consistently better than expected for nearly all students.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

Review of this approach is required and is in progress: to ensure functionality for students in school [as well as college].

The current assessment system is being reviewed in light of the Rochford Review and the recent work of YE on a new Learner Profiling Tool. Work already completed by other SEND prov

▪ Click here to enter text.

ONG-TERM TARGET: **4.1 Ensure outcomes for all learners are relevant, meaningful and personalized.**

strategic approach: **4.1.2 Review post-16 curriculum: develop a 'fit for purpose' educational provision.**

<p>What is the priority? What tasks/actions / activities are needed?</p>	<p>Who is leading?</p>	<p>KEY PERFORMANCE INDICATORS [KPIs] How will we know if we have been successful? [RAGB Success Criteria] Red=not met / inadequate Amber=partially met / requiring further improvement Green=met / successful / good Blue=exceeded / outstanding</p>
<p>Indicator Targets which provide more detailed elements of how the strategic approach will be met</p>		<p>What are our expectations of success criteria / outcomes? What assurance activities are in place to prevent identified problems? What measures of quality assurance [metrics] are to be used?</p>
<p>a. Review [analyse and evaluate] the current post-16 learning programme to inform new Sixth Form Curriculum.</p>	<p>Vice Principals Sixth Form Lead Principal</p>	<p>A. Revised Sixth Form curriculum meets students' needs. Curriculum offers broader range of options within pathways. Improved retention rates through School-College transition.</p> <p>B. Sixth Form curriculum aligns with College curriculum. 5-25 Transition Pathways account for this.</p> <p>C. Progress is consistently better than expected for nearly all students. Reports show clear evidence.</p>

Development Outline: Progress reporting *[Please type your initials after your update and date stamp]*

Continual capture of what is happening / monitoring of events / progress linked to Key Focus Area / Indicator improvement or development

.6+ provision has been reviewed for students with a higher level of cognitive ability.

Review still required for students with complex needs.

Next Steps

Is there something that can be done to further develop / improve / reinforce the Key Focus Area?

- Click here to enter text.

Self-evaluation

Success of impact, thoughts and views and judgment

Review data in February 2017 to further inform around [C] above.

Vice Principals to explore complex needs options and best approach to move forward.