

# St Piers Education Quality Improvement: Overview 2017/18

[includes actions & next steps]

Key Focus Area	PROGRESS			Completion date	Details	What next?			Proposed action Because?	Proposed Future Impact
	Not started	In progress	Completed			Sustain	Develop	18/19 Quality Improvement Plan		
Practical Actions [Owner]					What's happening? So what?					
<b>QUALITY INNOVATION AND RESEARCH OF LEARNING</b>  1.1 Ensure that identified innovation of teaching, learning and assessment is meaningful for the range of students across both School and College and linked to specific continued professional learning / CPD of staff and that innovation is also aligned to support all Key Focus Areas. [Richard Gargon/Principal]										
a. Development of new, bespoke Student Achievement Assessment Framework to better inform on a range of students' progress and outcomes.  [Diane Muir/VP] 1.1.1		25%		June 2018	<p>General Partnership working with B Squared, developing new assessment framework called Engagement Steps in response to the recommendations made within the 'Rochford Review: Final Report' (The Report). The Report identified two categories of pupils with Special Educational Needs and Disabilities (SEND). These groups of pupils have different assessment requirements. The categories they identified were:</p> <ul style="list-style-type: none"> <li>- Pupils engaged in subject-specific learning</li> <li>- Pupils not yet engaged in subject-specific learning</li> </ul> <p>Engagement Steps framework has been designed to support the learning and assessment of students not yet engaged in subject-specific learning. Framework is divided into key developmental areas which reflect the four areas of need listed in the "Special Educational Needs and Disability Code of Practice: 0 to 25 years":</p> <ul style="list-style-type: none"> <li>- Cognition &amp; Learning;</li> <li>- Communication &amp; Interaction;</li> <li>- Social, Emotional &amp; Mental Health; and</li> <li>- Sensory &amp; Physical.</li> </ul> <p><b>Scoping 'Evisense': revolutionary tool for schools that will store and showcase events from a child's time in education.</b> Evisense can be used to record a pupil's achievements and progress through photos, videos, audio and documents: designed to be used from Early Years through to adolescence and beyond, further enhancing consistency of reporting.</p>		✓		<p>General Monitor and evaluate effectiveness of data collected and processes used and then assess impact on improving teaching, learning and assessment.</p> <p>New assessment systems and embedded tools must be fit for purpose and demonstrate all relevant student achievement using clear and concise reporting to a variety of internal and external stakeholders.</p>	<p>Progress and attainment in accredited and non-accredited, subject-specific and non-subject specific learning is evidenced, recorded and reported in a meaningful way.</p> <p>Teaching, learning and assessment improvement is driven by detailed and relevant data analysis and evaluation.</p> <p>Personalised learning is underpinned by informative and specialist 'needs-appropriate' assessment packages.</p> <p>Local Authority Monitoring Visits and Ofsted Inspections continue to recognise the</p>

				<p>School <b>Engagement Steps being trialled in school by staff. Training workshops in progress. First recording of assessment data complete.</b> Since students develop skills across multiple steps/levels simultaneously, and not in a linear fashion, progress and attainment can be measured across 21 individual developmental areas, demonstrating detailed achievement in a true holistic sense. This will further enable development of personalised assessment, learning and associated teaching strategies.</p> <p>College <b>Implementation of DataBridge cloud-based version in progress. Staff in college trained over two days [October half-term INSET]</b> Staff will have easier accessibility to live data covering greater scope of assessments and relative information to inform more personalised teaching, learning and assessment provision for each student.</p>			<p>School <b>Continue to monitor impact of new assessment framework on quality of teaching, learning and assessment.</b> Evaluate and make any changes / amendments if necessary.</p> <p>College <b>Monitor and evaluate new implementations.</b> To ensure positive impact on developing personalised learning.</p>	<b>validity of our assessment data</b>
<p>b. Continuous Professional Learning [CPD] Flightpath development to enhance the quality of teaching, learning and assessment.</p> <p>[Richard Gargon/Principal] 1.1.2</p>		15%	April 2018	<p>General <b>New SMARTER performance management and appraisal documentation introduced for 2017/18 cycle. Staff appraisals in progress through Oct-Nov. Action-based research/investigation elements built in to professional targets: mandatory for all staff.</b> Retention of the best staff will enable continued improvement towards 'outstanding'. Under-performance can be identified early and appropriate interventions / solutions found to support professional development within the performance management framework. The quality of teaching, learning and assessment, leadership and management and other key aspects of best practice are at least good and moving towards outstanding.</p> <p><b>Leadership Flightpath introduced: identifies specific professional development routes aligned with DfE National Professional Qualifications and SSAT, the leading national provider of training and development for leaders.</b> Staff demonstrating motivation and capability to move in to and through leadership tiers are clearly informed about their options. Associated standards are also clear relative to each leadership role. Succession planning becomes embedded in school and college improvement helping to retain the best leaders and develop them in line with the aspirations of St Piers and their own professional / personal ambitions.</p> <p>School <b>Reiteration of DfE Teachers' Standards relative to teaching, personal and professional conduct and how these help support professional learning / development.</b> Teachers make personalised education of all students their first concern and are accountable for achieving the highest possible standards in work and conduct and manage their teams accordingly.</p>	✓	<p>General <b>Identify existing skills-base and areas for development to align with planned future development of the 5-25 model of education.</b> Critical to have the right blend of competencies and capacity to effect appropriate change.</p> <p>School <b>Use 2017/18 School performance management / appraisal schedule to communicate and identify opportunities for professional development across teaching, learning and assessment and also into and through leadership.</b></p>	<p><b>Staff morale is high.</b></p> <p><b>Performance management is seen and embedded as a positive and supportive process.</b></p> <p><b>Research practice is embedded across 5-25 educational practice and forms a strong link between innovation of practice and securing the very best outcomes for all learners.</b></p> <p><b>Leadership is judged 'outstanding' by Ofsted in 2020.</b></p> <p><b>Quality of teaching, learning and assessment is judged 'outstanding' by Ofsted in 2020.</b></p> <p><b>Outcomes for all learners are 'outstanding' according to Ofsted and Local Authority Commissioners by 2020.</b></p> <p><b>Staff leaving St Piers for career moves are successful in securing their chosen roles / posts.</b></p> <p><b>Continuous Professional Learning opportunities across St Piers School and College is recognised locally,</b></p>	

									<p>Process will support succession planning and facilitate continued improvement of overall educational provision.</p>	<p><b>regionally and nationally, and is a key driver in successful recruitment in to education and residential settings.</b></p>
				<p>College</p> <p><b>Introduction of Professional Standards for Teachers &amp; Trainers in Education and Training [England, 2014]: underpins performance management and professional development.</b></p> <p>Lecturers will now have a set of aspirational Professional Standards that are wholly owned by themselves and the sector in general. The standards clearly define the professional requirements of teachers and trainers in the Education and Training sector that underpin good teaching practice.</p> <p>2014 Professional Standards will engage and motivate practitioners, as well as enhance the reputation of St Piers College by supporting the initial and lifelong development of committed and highly skilled teachers and trainers.</p>				<p>College</p> <p><b>Use 2017/18 College performance management / appraisal schedule to communicate and identify opportunities for professional development across teaching, learning and assessment and also into and through leadership.</b></p> <p>Process will support succession planning and facilitate continued improvement of overall educational provision.</p>		

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<p><b>PERSON-CENTRED PROVISION PLANNING</b></p> <p>2.1 Ensure person-centred provision design is developed across both School and College, tailoring the service to the individual, driven by appreciation, communication, learning, relationships and community to help realise meaningful, real-life options. [Richard Gargon/Principal]</p>										
<p>a. 5-25 Curriculum Review to advise remodeling teaching, learning and assessment approaches to improve personalisation.  [Diane Muir/VP &amp; June Atkins/VP] 2.1.1</p>		10%		June 2018	<p>General <b>Review of 5-25 curricula and development of associated pathways through learning, linked to Preparation for Adulthood [PfA] and sustainable destinations for vulnerable young adults. Also linked with independent careers and advice information and guidance where applicable.</b> Teaching, learning and assessment at all stages / phases and levels of cognition are appropriate for the needs of each individual at any given time on their learning journey.</p> <p><b>Continuing to expand cross-site / phase learning access.</b> Students across 5-25 experience greater range of appropriate and specialist facilities regardless of age.</p> <p>School <b>5-14 / 14-16 curricula reviews: in progress and focussing on significance of learning and assessment opportunities relative to individual needs and how personalised learning opportunities can be further developed to consolidate achievements.</b> Learner journeys will engage each individual, be relevant, challenge and prepare students for future transitions.</p> <p><b>16-19 curriculum review: in progress, focussing on relevance of learning aligned with 5-16 learning, PfA and 19+ provision, including destination transitions and placements.</b> 16-19 learning provision continues to demonstrate rates of progress relative to needs and ambitions. Students are extremely well-prepared for transition post-19 and where possible, know what their post-19 education, health and care pathways look like and how they can be involved in making decisions around this.</p> <p><b>Curriculum Policy and Curriculum Statement reviewed and updated / amended. Statement required to highlight development around non-subject specific model for learners accessing at a lower cognitive level.</b></p>			✓	<p>General <b>Audit of curricula aimed at demonstrating effectiveness of personalised learning on learning outcomes.</b> Need to know if changes are working well and what could be even better.</p> <p>School <b>New 5-14, 14-16 and 16-19 curricula frameworks shared with LAs / Boroughs, parents and other interested stakeholders.</b> Being transparent and sharing practice enables key information to act as a useful marketing and advertisement instrument.</p>	<p>All curricula reflect meaningful and needs-led learning for the range of cohorts from 5-25.</p> <p>All students are fully engaged in their learning; they are motivated to learn and enjoy their experiences.</p> <p>Personalisation of learning is recognised as a strength by Ofsted, LAs and other stakeholders.</p> <p>Local Authority Commissioners and parents are keen to place due to the consistently high standards of students' outcomes.</p>

				<p>Policy and Statement in line with current status of development: engenders a culture of keeping the curriculum innovative, engaging and appropriate for current cohorts.</p>					
				<p>College</p> <p><b>19+ Learning Pathways review: in progress, aligning with 16-19 provision in School and post-College placement variations.</b></p> <p>Learning pathways align with PfA expectations / recommendations, commissioning and strategic planning of Local Authorities / Boroughs and facilitate smooth transitions in to personalised and sustainable destinations for all students.</p> <p>Students, families and Local Authorities / Boroughs are fully engaged and understand all conversations around relevant pathways in terms of learning outcomes, accreditation and destinations transition.</p>				<p>College</p> <p><b>19+ Learner Pathways are shared with LAs / Boroughs, parents and other interested stakeholders.</b></p> <p>Transparency and sharing of good practice is valuable, in the interests of securing optimum 19+ learner numbers and financial custody.</p>	
<p>b. Educational and marketable developments of land-based learning facilities to increase range of real-world learning opportunities across 5-25 [Phase 1].</p> <p>[Richard Gargon/Principal, Diane Muir/VP, Wendy Tester/Employability Lead and Julia Taylor-Evans/Initial Assessment and Transitions Lead]</p> <p>2.1.2</p>		5%	<p>July 2018 [Review of Phase 1]</p>	<p>General</p> <p><b>Leadership and support / training structures for land-based learning and marketable opportunities have been reviewed and new structure in place.</b></p> <p>Clear line management and strategic brief around initial development and 'start-up' is known and preliminary team actions in progress.</p> <p><b>Two donations of £700 and £2 000 secured through Fundraising, for specifically identified learning development projects / resources.</b></p> <p><b>Initial projects identified as meaningful 'curricular' additions to land-based resource include all-year-round strawberry production and associated retail opportunities.</b></p> <p>Investments will enable more rapid development of learning resources and improve greater access to a range of learning, training, employability strands and outward-facing partnership lead-ins.</p> <p><b>Initial conversations with Plumpton College around partnership working and consultancy.</b></p> <p>Sharing of best practice and co-working will support student and staff development and lead to further unidentified / opportunistic development openings.</p> <p><b>Wetlands Development Project: pending completion of environmental survey. Funding agreed and available.</b></p> <p>Opportunity to engage in partnership working with external organisations in setting up / developing resource. Learning opportunities increased for students across School and College with cross-curricular focus. Outward-facing partnerships with local schools / colleges to utilise facilities.</p> <p><b>Developing partnership working with National Trust, Lingfield College, local Fairtrade businesses in Lingfield, Marriot Hotel &amp; Lingfield Park Racecourse, Lions etc.</b></p> <p>Increased range of partnership working to increase rate of development progress across land-based facilities.</p>			<p>General</p> <p><b>Continue to develop range and scope of land-based provision.</b></p> <p>Such provision is a valuable resource at many levels.</p>	<p><b>Sustainable learning resources and activities / operations add value to educational provision with added element of employability and training opportunities.</b></p> <p><b>Increases range of activities to support / develop sensory-based therapies, internally and externally.</b></p> <p><b>Greater scope for outward-facing partnerships to impact on social values and SROI.</b></p> <p><b>Increased and sustainable income generation facilitates investment in future land-based projects.</b></p>	
				<p>School</p>				<p>School</p> <p><b>Develop flexibility of range and frequency of learning</b></p>	

				<p><b>School cohorts timetabled to access the farm and horticultural areas for learning outside the classroom activities.</b>  Increased alternative curriculum activities support range of learning opportunities across 5-19.  Opportunities for transferrable skills development increased / improved.</p>				<p><b>opportunities for all cohorts.</b>  Increased range of learning opportunities offers greater access to students with a complex range of needs.</p>	
				<p>College  <b>Specific Learning Pathways in place for students developing transferable skills, employability and training opportunities across land-based facilities.</b>  Increased capacity to demonstrate social return on investments and social value to Local Authorities.  Students experiencing greater opportunities for learning and practising transferrable / lifelong skills.  Better personalised focus on transferrable Employability and Training Skills for students.  PfA strands of employability, relationships &amp; community, health and independent living are fundamental to future developments across land-based learning.</p>				<p>College  <b>Explore accreditation and non-accreditation opportunities for a greater range of students.</b>  Important to recognise achievement across a wide range of personal, interpersonal and work-related skills.</p>	

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<b>SOCIAL VALUES &amp; RETURNS ON INVESTMENT [SROI]</b>  3.1 Working in partnership with Local Authorities / London Boroughs, ensure public spending through commissioning of students represents value and that any money is being directed towards improving these students' lives, their life opportunities, and their home / local environments relative to socio-economic elements. [Richard Gargon/Principal]					Work in progress to link day-to-day practice, business development, future funding and adding value to students lives. Social values and PfA driving improved learning outcomes and destination placements. Impact mapping will record effective changes vs investment, summarise activities, quantitative analysis and how can we best plan for the future.					
a. Work with NATSPEC and south-east providers, local authorities and London boroughs in developing realistic SROI framework and reporting mechanism.  [Richard Gargon/Principal] 3.1.1		5%		July 2018	General Principal has begun conversations with Natspec Colleagues and Trust Board members around developing initial conversations with Local Authorities and London Boroughs etc regarding social values and social return on investments. Aim is to secure partnership working between St Piers and Local Authorities / Boroughs based on SROI: focus on metrics and impact.			✓	General Embed Social Value / SROI framework in annual Quality Assurance schedule. All students have the right to have a sense of belonging, experience growth mindset and achieve personal goals.	St Piers along with other Natspec providers working with LA Commissioners, developing provision and transparency around social value and social return.
					School Using PfA and careers advice and guidance to currently explore what changes for students are likely and relative to personal circumstances. Begins Stage 1 of 4 mapping impact.				School Work with LAs / Boroughs to summarise educational activities vs investment input and identify expected outcomes, describing what they may look like. This is a precursor to measuring and analysing change and what value is attached to it.	
					College Using PfA and careers advice and guidance to currently explore what changes for students are likely and relative to personal circumstances. Begins Stage 1 of 4 mapping impact.				College Work with LAs / Boroughs to summarise educational activities vs investment input and identify expected outcomes, describing what they may look like. This is a precursor to measuring and analysing change and what value is attached to it.	
		30%		April 2018	General College and School assessment, review and transition teams working with YE Business Development Team to				General Communicate new assessment and transitions	Commissioners, families and other stakeholders fully

<p>b. Develop Initial Assessment and Transitions Framework to improve effectiveness of student placement in terms of entry in to and exit from St Piers.</p> <p>[Julia Taylor-Evans/Initial Assessment &amp; Transitions Lead] 3.1.2</p>				<p><b>streamline referral process and reporting in alignment with Local Authorities' strategies for placement.</b> New systems and processes will enable earlier placement, smarter business planning and reduced anxieties for students and their families. May also lead to less need for tribunals.</p> <p><b>Changes to Initial Assessment procedures in progress: personnel in place and new mechanisms of assessment and reporting in action.</b> Ability to inform Local Authorities and Parents/Carers of placement and provision details has improved and continues to be refined.</p> <p><b>Principal is working with Natspec and Tim Moore [Director of Business Development] on provision characteristics at each 'geographical' level: local – regional – national.</b> Develops a clear and detailed picture of what provision entails, supporting work on social values and social returns on investments.</p>				<p><b>framework to external stakeholders / partners for clarity and transparency.</b> At local, regional and national levels, commissioners have a complete picture of what provisions are available and what differences St Piers can make to the lives of children and vulnerable young adults.</p>	<p><b>understand at local, regional and national levels what is available at St Piers for an identified range of needs, what the relative costs of provision are and what personal differences we are able to make to the lives of each individual student.</b></p> <p><b>Increase student numbers in identified settings / phases to develop sustainable year-on-year roll.</b></p>
				<p>School <b>Focus on increasing School number on roll especially through earlier Key Stage cohorts.</b> Aim to build up School numbers towards optimum capacity for a financially viable educational setting that is sustainable.</p> <p><b>2018/19 planning for identified numbers is in progress.</b> Aim is to reduce a negative financial impact on the business.</p>				<p>School <b>As above.</b></p>	
				<p>College <b>Focus on consistency of numbers, preparation for strategic changes within Local Authorities and Boroughs, and developing best practice for transitions in and out of College.</b> Needs of future cohorts for placement are changing and College provision must change to align with future expectations.</p>				<p>College <b>As above.</b></p>	

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<b>EQUITY &amp; INCLUSION</b>  4.1 Ensure development of up-to-date systems and equitable practice that clearly demonstrate fair and impartial learning opportunities and experiences for students and staff alike, irrespective of needs, culture, gender, socio-economic backgrounds etc. [Richard Gargon/Principal]										
a. Quality assurance and provision mapping improvement through developed team working improves effectiveness of checks and balances.  [Richard Gargon/Principal] 4.1.1		20%		July 2018	<p>General Principal is currently developing Quality Assurance Framework for Education [which can be used in partnership with residential and other key directorates]. The systematic process of checking that all systems, processes and provision is meeting specified requirements will increase stakeholder confidence and enable YE/St Piers to better compete in the future market.</p> <p><b>New team structure in place across School and College and other Directorates.</b> Enabling greater cogent partnership working within education and across the wider YE organisation. Planning development and actions are more cohesive and better understood across departments. Capacity to increase rate of change is greater: effectiveness of change is having positive impact across a range of key areas.</p> <p>School <b>Commissioning Monitoring Visits, Ofsted requirements, DfE statutory requirements and guidance, Governance accountability, best practice working through Challenge Partners, NASS and Natspec are supporting development of the QA Framework.</b> Capacity to move School forwards to 'outstanding' is supported through logical systems-driven actions.</p>			<p>General <b>Quality Assurance Framework is embedded in education and relative directorates.</b> Used as a key tool to demonstrate effectiveness and capability of provision to all sponsors.</p> <p>School <b>QA Framework elements are embedded in School's annual performance cycle.</b> All staff will be aware of the expectations around quality assurance and improvement.</p> <p><b>Performance against elements is reported to Governors and Trust Board and appropriately challenged.</b> Important for those in governance to be clearly informed and advised and understand rationale behind proposed improvement and development work.</p>	<p>Learn from previous and current working to improve and develop effective new systems and processes in provision.</p> <p>Identify areas for continuous improvement.</p> <p>Gain competitive edge over competitors.</p> <p>Identify likely risks early and mitigate promptly and effectively.</p> <p>Routine and consistent 'checks and balances' ensure integrity.</p> <p>Long-term quality and overall effectiveness of provision is mapped and clear to all stakeholders.</p>	

				College <b>As above but far less commissioning review input for College.</b>				College <b>As above.</b>	
b. Meet standards for Inclusion Quality Mark [IQM] accreditation so that inclusion supports an equitable and diverse provision.  [June Atkins/VP] 4.1.2	5%	July 2018	General <b>Register with IQM</b> In progress.  <b>Complete evaluative framework: evidence-based tool designed to encourage a process of self-evaluation and improvement.</b>  <b>Support and feedback: provided throughout the process by the team at IQM tom prepare for formal assessment.</b>  <b>Set date for IQM Formal Assessment.</b>  <b>Formal assessment visit: verbal feedback and draft decision.</b>  <b>Decision and report confirmed / St Piers meets standards for IQM Accreditation.</b>				General	Recognised as an inclusive school and college [2018], a flagship for inclusivity [2020] and an IQM Centre of Excellence by 2022.  Inclusion supports an equitable and diverse school/college-wide provision and the impact is sustainable and recognised nationally.  Recognised partner of the National Development Team for Inclusion.	
			School <b>Preparing approach for evaluation of the eight elements of the IQM Evaluative Framework. Agree which element to initially focus on.</b> One of the elements below to be chosen for initial evaluation: 1 Inclusion Values of the School 2 Learning, Environment, Resources & ICT 3 Learner Attitudes, Values & Personal Development 4 Learner Progress and the Impact on Learning 5 Learning and Teaching 6 Parents, Carers and Guardians 7 Governors, Management & External Accountability 8 The School in the Community			School <b>Explore requirements for achieving Flagship status, costs and benefits.</b> Need to identify the relative value of this in terms of placement value by Local Authorities / Boroughs.			
			College <b>Conversations in progress with Joe McCann [IQM Director] as to best way forward to evaluate inclusion in College.</b> Considerations: - St Piers School and College evaluated as a whole or independently - Financial implications - Value: cost v benefits			College <b>As above.</b>			

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<b>AUTISM SPECTRUM CONDITIONS &amp; CHALLENGING BEHAVIOURS</b>  <b>5.1 Develop current understanding of autism, epilepsy and mental health conditions, to reduce daily stress and social isolation and increase the overall quality of life for students, through better informed practice.</b> [Richard Gargon/Principal]					<b>Post-graduate Action Research: Marie-Louise Irvine Tizard Research Centre, University of Kent</b> <b>Action-research project implementing the SPELL framework.</b> The SPELL framework was developed by the National Autistic Society for understanding and responding to the needs of children and adults on the autism spectrum. The framework is useful in identifying underlying issues, in reducing the disabling effects of the condition, and in providing a cornerstone for communication. It also forms the basis of all autism specific staff training and an ethical basis for intervention. <i>SPELL stands for Structure, Positive (approaches and expectations), Empathy, Low arousal, Links.</i>			✓		Improved provision provides a context for and is complementary to other approaches, notably TEACCH, Sensory Integration etc.
<b>a. Achieve National Autistic Society [NAS] Autism Accreditation to facilitate amore autism-focused provision aligned with epilepsy and social, emotional mental health issues.</b>  [June Atkins/VP & Diane Muir/VP] 5.1.1				August 2018	General  <b>Principal has registered interest in Accreditation Award with NAS: response pending.</b>  <b>Proposal to:</b> <b>Gain accredited NAS status / Sign licence agreement.</b> Autism Accreditation is an internationally-recognised process of support and development for all those providing services to people with autism.			✓	General <b>Engage with Local Authorities about their willingness to embrace Autism Education Trust's 'Guide to the use of the AET post-16 programme' [March 2017] which is supported by the DfE and developed by Ambitious about Autism.</b>  <b>Inform Natspec, NASS and Local Authorities of successful accreditation.</b> Good marketing / gain advantage over competitors.  <b>Attend NAS accreditation community network meetings.</b>  <b>Attend NAS Raising the Standards days.</b>  <b>Staff CPD through Autism Accreditation Review Teams.</b>  <b>Access wider NAS Autism Accreditation community.</b>	A more autism-focused service aligned with epilepsy and social, emotional and mental health issues.  Increased expertise in supporting children and young adults with epilepsy, autism, SEMH issues.  Better outcomes for students with autism, epilepsy and SEMH.  A more personalised service for each individual student.  Licensed evidence for commissioning bodies.  Ongoing professional learning and development for St Piers School & College.
					School <b>Preparation for:</b> <ul style="list-style-type: none"> <li>- Self-audit against framework criteria</li> <li>- Adviser validation</li> <li>- Arrange review</li> <li>- Peer review</li> </ul>				School <b>As below and also include specialist 'school' settings to work with: Challenge Partners.</b>	

					Using the NAS Framework tool is a valuable exercise in itself to reflect on and improve practice in general and not simply for a particular cohort of students with particular needs.					
					College <b>As above.</b>					College <b>Partnership working with Ambitious about Autism and National Autistic Society.</b> Using experts in the field of autism and associated needs to develop staff, lead practitioners and quality assurance.
b. Develop Local, Regional and National [LRN] Provision Profiles to highlight specialist provision in terms of epilepsy, autism and associated mental health conditions.  [Richard Gargon/Principal] 5.1.2		5%	April 2018	General <b>Principal [Natspec SE Regional Director] currently working in partnership with Natspec colleagues around LRN profiles, communication of provision and diversity of provision opportunities.</b> Creates clarity around provision and advertises specific skills within the organisation / provision.		✓		General <b>Working with YE Business Development Team, advertise / market LRN Provision Profiles to appropriate Local Authorities and Boroughs.</b> Input and agreement of information and strategic way forward is critical to ensure corporative respect from sponsors.		<b>Decrease in vacancies for placements.</b>  <b>Sustainable increase in referrals to the School &amp; College.</b>  <b>Clear foundation for informing strategic planning.</b>  <b>Absolute reassurance for families/carers and commissioners.</b>
				School <b>Principal gathering information in order to develop LRN profiles: working in partnership with YE Business Development Team.</b>				School <b>As above.</b>		
				College <b>As above.</b>				College <b>As above.</b>		

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<b>SPECIALIST SERVICE OUTREACH</b>  6.1 Develop a community outreach service which provides a personalised support package that enables individuals to seek new experiences and work towards their personal goals, offering choice and control over the support they receive so that the individual can live a fulfilling life. [Richard Gargon/Principal]					Conversations in progress at all levels with Commissioners, Directors of Children's Services, Strategic Leads, Placement Officers, PfA representatives and other providers to discuss the current and future landscape around supportive outreach programmes for SEND cohorts. Aim is to build a cohesive picture of what is required at different levels to ensure appropriate continuance of life-long learning opportunities.					
a. Create Student Destination Planning Framework to improve sustainable destination placements.  [Julia Taylor-Evans/Initial Assessment & Transitions Lead] 6.1.1		5%		May 2018	General <b>Liaising with Local Authority / Borough colleagues and Natspec members to understand expectations of all parties involved in destination planning and placement.</b> Aim is to have a logical and well-known framework which identifies clear processes and pathways in to sustainable destinations for all students of all ages.  <b>Opportunity to work with Tizard Centre, University of Kent, around mapping and developing transition pathways: pending.</b> Research from a number of sources including providers and destination placements would provide useful data to support framework development.		✓		General <b>Develop Destination Planning Framework to be able to reflect internal / external changes: a 'live' system.</b> Framework must be up-to-date and reflect current information effectively to a range of stakeholders.	<b>Destination Planning Framework helps identify focus areas for specialist service outreach.</b>  <b>Facilitates collection of destination data: evaluation used to inform provision development.</b>
					School <b>Transitions Team, Independent Careers Advice and Guidance Lead and senior staff working together with transition colleagues from Local Authorities and Boroughs.</b> Initial conversations have identified key issues that need addressing within our own internal practice and on a wider external platform.				School <b>As above.</b>	
					College <b>As above.</b>				College <b>As above.</b>	
b. Develop Recruitment, Training and Succession Planning [RTSP] to improve proficiency and capacity across education.  [Richard Gargon/Principal] 6.1.2		5%		July 2018	General <b>Working with Human Resources, Business &amp; Development and Learning &amp; Development Teams to build an effective strategic plan for recruitment of skilled staff, better focussed training programmes and an understanding of educational succession planning to meet current and future requirements.</b> Improved capacity and proficiency to develop professional practice and continue to maintain and improve good and better students' outcomes.		✓		General <b>Develop and embed Succession Planning Model.</b> Will inform future training budgets, education staffing budgets, quality improvement opportunities and reassure sponsors and stakeholders of our commitment to excellence.	<b>Recruitment of staff is planned and appointments made in good time.</b>  <b>The calibre of staff consistently matches the expectations of an outstanding provision.</b>  <b>Retention rates improve.</b>
					School <b>Initial Assessment Team working with Business Development Team to build a clearer picture of proposed</b>				School <b>Begin to build a recruitment and training picture relative</b>	<b>Continuing performance development schedules increase numbers of highly</b>

				<p>student numbers, cohorts-needs breakdown, residential:day placements etc. for 2018/19.</p> <p><b>Possible in-year placements of students with more complex needs.</b> Need to carefully identify needs and match accordingly the skills of staff, provision plan and approach to learning and teaching.</p> <p><b>2017/18 performance and appraisal schedule to support more precise identification of training requirements and inform thoughts for succession planning.</b> Staff professional development</p>				<p><b>to student numbers for 2019/20.</b> Enables all stakeholders to better plan and prepare.</p>	<p>skilled staff across the organisation.</p> <p><b>Succession Planning Model provides a plan and processes for addressing changes, aligned to the medium / long-term business plan: informs all staff what roles are available, identifies and develops internal staff, considers internal and external to maximise talent.</b></p> <p><b>Potential is realised and developed.</b></p> <p><b>Staff have the expertise and capacity to deliver specialist outreach across a range of settings that is recognised as valuable.</b></p> <p><b>Quality of teaching, learning and assessment is outstanding.</b></p>
				<p>College As above.</p>				<p>College As above.</p>	