Isebrook SEN College
Autumn Report on School Developments 2016 – 2017

Effectiveness of Leadership and Management	Autumn	Success criteria
SCHOOL DEVELOPMENT PRIORITY Through effective CPD (performance management, professional development) staff are able to effectively support students to meet their outcomes	Re-alignment of line management to ensure: • Clear lines of support • Clear line management • Appraisal responsibilities Alignment of support staff appraisal to follow-on form teacher appraisal so that school development is consistently translated throughout all roles Developing induction package of support for new staff to include relationships, communication, ASD etc (this will inform a package of staff meetings in spring term) ***Next steps:*** *Complete appraisal / performance management reviews so that package of support can be planned and implemented* *Plan Wednesday training sessions* *Planned programme of governor learning walks – with a specific focus*	• Coaching and mentoring is embedded, linked to a joined up appraisal cycle with different support mechanisms • Adults support students to be engaged in learning that promotes progress • Teaching evidence shows that teams work together to identify the expectations of the curriculum and ensure students' needs are met • Staff know what is expected of them so that they are able to support learning Supporting the development of staff within teams – TA performance management is managed by teachers to enable class teachers and TAs to work collaboratively to enhance the quality of learning opportunities
Responsibility Kevin Latham, Richard Gargon / Tracy Hall		**Monitoring**

Effectiveness of Leadership and Management	Autumn	Success criteria
Review, develop and implement the School vision and values so that they run through to practice	Staff survey carried out to find staff views on school Staff completed visioning / values activity (Shared with parents / carers at consultation evening) Leadership focus on being present and supporting, try to thread through everything we say / do ***To Do:*** *Continue with the planned programme for reviewing the school's vision and values with all stakeholder groups:* *Staff* *Governors* *Students* *Families* *Plan a programme for communicating and embedding the vision and values in all aspects of the school's work* *Update the school's vision and values statement on the school website.*	- Reviewed vision and values with all stakeholders - All stakeholders feel valued and supported at Isebrook: - Students - Families - Staff - Articulated vision and values through updated fully costed school excellence plan
Responsibility Kevin Latham		**Monitoring**

Effectiveness of Leadership and Management	Autumn	Success criteria
SCHOOL DEVELOPMENT PRIORITY Ensure the curriculum reflects the needs of all students with an assessment model that tracks progress through the curriculum	Learning walks, lesson observations and work scrutiny undertaken Curriculum training day 31st Oct to look at vision for curriculum Sixth form curriculum reviewed in line with DfE guidelines New 'Preparation for Adulthood' curriculum planned and introduced ready to start in January KS3 curriculum themes Review the curriculum in consultation with all stakeholder groups Develop KS3 and 14-19 curriculum maps Develop transition pathways for 14 – 19 Develop and extend the curriculum offer of 'Learning Outside the Classroom' (LOtC) Grow and develop use of the Isebrook Learning Centre (The Wren Studio) in order to extend student enterprise and employability skills and gain accreditations	• Restructured curriculum that meets the needs of all groups of pupils in the school - see excellence plan • Long term curriculum maps in place • Linked learning model for KS3 • Post 16 curriculum with transition pathways, ensuring that EHCP Outcomes for young adulthood are achieved along with appropriate accreditation / qualifications • Further innovate and support curriculum enhancements for students in receipt of Pupil Premium
Responsibility Kevin Latham, Sarah Ross	Map use of PP funding using Provision Mapping	**Monitoring**

Effectiveness of Leadership and Management	Autumn	Success criteria
Ensure resources are efficiently and effectively deployed to meet needs of the school	Review of financial policies and procedures. Check all Health & Safety policies and procedures Review roles & responsibilities & job descriptions e.g. subject leaders, TA roles, and through PM processes. Project manage and plan forwards re pupil and staff movement and accommodation (plan in place for filling new building) Staff – review roles / responsibilities, performance management / professional development Develop leadership capacity through Continuing Professional Development – links with Wren Spinney and Maplefields	• A positive balanced budget is achieved, and Financial policies and procedures are fit for purpose and support the school's development • The Health & Safety & Financial Audit are positive • Efficient use of staffing and teaching resources • Effective leadership structure in place. • Premises – new build progressing to meet growing needs of school
Responsibility Kevin Latham		**Monitoring**

Teaching Learning and Assessment	Autumn Term	Success criteria
SCHOOL DEVELOPMENT PRIORITY Quality of Teaching, Learning and Assessment is judged to be at least good: Teachers use effective differentiation strategies to ensure barriers to learning are removed	Learning walks, lesson observations and work scrutiny undertaken Teacher meetings introduced Temporary restructure of middle leadership to include a leader for quality of L&T – start January *Next steps:* *Provide training for staff on quality first teaching for SEND pupils* *Peers to share best practice at departmental and whole staff meetings* *Undertake SEN audit to feedback regarding how well staff are meeting students' needs* *Staff [SLT] clarify lesson planning 'expectations' template and discussion enables staff to share best practice in lesson planning*	• Students make progress through levels • Students know what their targets are where appropriate • Students gain accreditation appropriate to aspirations and goals • Students are engaged in learning • Students self-regulate and so incidents of behaviour are reduced
Responsibility Sarah Ross		**Monitoring**

Personal Development, Safety & Welfare	Autumn Term	Success criteria
Area linked to priority: **QTLA** – removing barriers to learning **Leadership and Management** – Curriculum development	Curriculum review and vision for PSHE to be a driving subject to develop social / emotional skills, PE2020 'My Personal Best' to support building resilience and mental health and wellbeing Review of reporting and recording for child protection concerns and behaviour concerns Child Protection: - Leaders investigated MyConcern (online secure recording and reporting package) - MyConcern purchased and rolled out across school - Safeguarding updates throughout the year – recording / reporting - Leaders renewed DSL and Safer Recruitment training Behaviour: - Policy being reviewed with view to being renamed Relationship policy - Leaders investigated Behaviour Watch (online secure recording and reporting package) - Behaviour Watch purchased and preparation for recording procedures being undertaken ('slips' being designed etc) *Next steps:* *Consult with staff re Relationship Policy* *Review Safeguarding and Child Protection Policy* *Safeguarding training sessions to be booked (twilights)*	- Students feel safe at Isebrook - Students are supported to access learning - Students' learning is not disrupted by other's behaviour
Responsibility Tracy Hall		**Monitoring** John Walker

Outcomes for Pupils and Learners	Autumn Term	Success criteria
SCHOOL DEVELOPMENT PRIORITY At least 80% of students making at least expected progress in English and maths through teachers effectively using AfL strategies	Learning walks, lesson observations and work scrutiny undertaken Teacher meetings introduced Temporary restructure of middle leadership to include a leader for quality of L&T *Next steps:* *Ensure Assessment of and for Learning are consistent through updated Assessment policy and procedures. The Assessment model and policy reflect Rochford recommendations* *Foster culture of high quality assessment for learning practice* *Establish a robust, standardised baselining procedure for assessment and diagnostic profiling, prioritising year 7 students*	- Teachers identify next steps in skills based learning for each student in their class to ensure they are prepared for the next stage in their learning - Teachers submit summative assessment data for 2016-17 - All students are engaged in their learning, challenged and are aware of their achievements and their next steps in learning - Teachers use consistently well-judged and inspirational teaching strategies, including setting appropriate homework - Teachers, supported by TAs, provide consistent, sharply focused and timely support and interventions which accurately match the individual needs of all students
Responsibility Sarah Ross		**Monitoring**

Safeguarding: Tracy Hall
Finance: Auditors Financial Reports, Pay committee, School Leadership Group (see report)
Personnel: Timetable review, Temporary Leadership structure
Premises: New build, Bungalow, mobiles