

Isebrook SEN College

Spring Report on School Developments 2016 – 2017



Effectiveness of Leadership and Management	Autumn Spring	Success criteria
<p>SCHOOL DEVELOPMENT PRIORITY</p> <p>Through effective CPD (performance management, professional development) staff are able to effectively support students to meet their outcomes</p>	<p>Re-alignment of line management to ensure:</p> <ul style="list-style-type: none"> • Clear lines of support • Clear line management • Appraisal responsibilities <p>Alignment of support staff appraisal to follow-on from teacher appraisal so that school development is consistently translated throughout all roles</p> <p>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)</p> <p>Key Stage departments implemented with clear KS3 and Sixth Form leads and line management</p> <p>Lesson observations including work scrutiny being undertaken.</p> <p>Identification of need for specific training for unqualified teachers leading lessons in differentiation</p> <p>Training delivered in: Safeguarding, assessment (incl standardisation, moderation, levelling), annual reviews</p> <p>Next steps: <i>Clarify line management for all staff</i> <i>Training for non-qualified staff with action plans for all</i> <i>Training for design and use of IEP targets.</i> <i>Complete appraisal / performance management for non-teaching staff.</i> <i>Planned programme of governor learning walks – with a specific focus HT to undertake Blue Sky training so can use system fully</i></p>	<ul style="list-style-type: none"> • 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, Tracy Hall		Monitoring Jane Boyt

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<p>Review, develop and implement the School vision and values so that they run through to practice</p>	<p>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</p> <p>Parent views sought Curriculum vision developed (parent views on outcomes and preparing for adulthood) Through new timetabling teachers able to give parents more detailed info on their child (parent views on partnership in learning) Leadership developing culture of support across school (staff views on supportive culture based on mutual respect) through information sharing, training for all staff. Staff recognised for roles undertaken – temporary / permanent uplifts in pay etc Evidence gathering for effectiveness of school linked to school values Work with governors, Wren Spinney and Maplefields in development of MAT – application forms completed and sent to EfA Middle Leader with responsibility for Fundamental British Values sharing practice across schools, classes producing individual class posters</p> <p>Next steps: <i>Share curriculum vision with parents / carers</i></p>	<ul style="list-style-type: none"> ● Reviewed vision and values with all stakeholders ● Fundamental British Values embedded through values in practice ● All stakeholders feel valued and supported at Isebrook: <ul style="list-style-type: none"> ○ Students ○ Families ○ Staff ○ ● Articulated vision and values through updated fully costed school excellence plan

<p>Responsibility Kevin Latham</p>	<p><i>Continue with the planned programme for reviewing the school's vision and values with all stakeholder groups:</i></p> <ul style="list-style-type: none"> • <i>Staff</i> • <i>Governors</i> • <i>Students</i> • <i>Families</i> <p><i>Plan a programme for communicating and embedding the vision and values in all aspects of the school's work</i> <i>Share curriculum vision with parents / carers</i> <i>Continue with application for MAT, involving all stakeholders</i> <i>Update the school's vision and values statement on the school website.</i></p> <p><i>Action plan for FBV to be written and actions implemented; including staff / governor training, assemblies etc</i></p>	<p>Monitoring Andrew Bailey</p>
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<p>SCHOOL DEVELOPMENT PRIORITY</p> <p>Ensure the curriculum reflects the needs of all students with an assessment model that tracks progress through the curriculum</p>	<p>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 planned</p> <p>Curriculum reviewed following consultation with parents through vision / value exercise Leader given responsibility for British Values across school (sharing practice and resources for use in daily review and PSHE) Developing KS3 and 14-19 curriculum maps Allocated teachers to curriculum faculties</p>	<ul style="list-style-type: none"> • 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

	<p>Developing transition pathways for 14 – 19 through annual reviews and curriculum planning (e.g. identification of most able for qualification routes)</p> <p>Develop and extend the curriculum offer of ‘Learning Outside the Classroom’ (LOtC) through alternative curriculum</p> <p>Liaison with Wren Spinney to develop use of the Isebrook Learning Centre (The Wren Studio) in order to extend student enterprise and employability skills and gain accreditations</p> <p>Assessment policy re-written and presented to govts</p> <p>Assessment framework re-written, assessment scheme written and implemented with teachers</p> <p>Isebrook expectations for progress developed and implemented</p> <p>Standardisation and moderation activities undertaken</p> <p>MALT and Reading / Spelling tests undertaken and evaluated to support student progress meetings to be implemented</p>	<p>along with appropriate accreditation / qualifications</p> <ul style="list-style-type: none"> • Further innovate and support curriculum enhancements for students in receipt of Pupil Premium
<p>Responsibility Kevin Latham</p>	<p>Next Steps: <i>Map use of PP funding using Provision Mapping</i> <i>Share curriculum and assessment with parents / carers</i> <i>Information events for sixth form and year 10 curriculum options</i> <i>Curriculum faculties to meet and look at subject maps etc</i></p>	<p>Monitoring Sandy Cooke</p>

Effectiveness of Leadership and Management	Autumn Spring	Success criteria
<p>Ensure resources are efficiently and effectively deployed to meet needs of the school</p>	<p>Review of financial policies and procedures.</p> <p>Check all Health & Safety policies and procedures</p> <p>Review roles & responsibilities & job descriptions e.g. subject leaders, TA roles, and through PM processes.</p> <p>Project manage and plan forwards re pupil and staff movement and accommodation (plan in place for filling new building)</p> <p>Staff – review roles / responsibilities, performance management / professional development</p> <p>Develop leadership capacity through Continuing Professional Development – links with Wren Spinney and Maplefields</p> <p>New staff timetable implemented following review Staff roles being reviewed and staff being recognised for work undertaken (temporary positions, job description reviews of SFO and site supervisor) H&S policy re-written and presented to governors Financial software installed and processes implemented so that finances tracked effectively and reported clearly to governors. Financial budgeting tool in use to effectively plan HT and Premises Manager working with NCC to ensure new build progressing Personnel procedures updated to include: recruitment checks effectively undertaken by PA to HT / SLT, personnel files audited to ensure all information included Joint work with Maplefields and Wren Spinney to investigate and plan for setting up MAT Staff Code of Conduct written and ready for presentation to Goves</p>	<ul style="list-style-type: none"> • 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

	<p>Next steps: <i>Review personnel policies – Leave of Absence, Sickness Absence</i> <i>Following MAT application – start process (retain legal and financial support, personnel processes, consultation, due diligence etc)</i></p>	
<p>Responsibility Kevin Latham</p>		<p>Monitoring Resource Sub-committee</p>

<p>Teaching Learning and Assessment</p>	<p>Autumn Spring</p>	<p>Success criteria</p>
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<p>SCHOOL DEVELOPMENT PRIORITY</p> <p>Quality of Teaching, Learning and Assessment is judged to be at least good:</p> <p>Teachers use effective differentiation strategies to ensure barriers to learning are removed</p>	<p>Learning walks, lesson observations and work scrutiny undertaken</p> <p>Teacher meetings introduced</p> <p>Temporary restructure of middle leadership to include a leader for quality of L&T – start January</p> <p>School assessment model reviewed with staff and subsequently re-designed</p> <p>Formative and summative assessment training undertaken</p> <p>Assessment scheme re-written and implemented</p> <p>MALT and Reading + Spelling tests undertaken to support baselines</p> <p>Student progress meetings implemented to support teachers to implement strategies to support individual students</p> <p>Lesson observations including work scrutiny being undertaken</p> <p>Leadership role for Learning and Teaching in place and supporting staff</p> <p>Identification of need for specific training for unqualified teachers leading lessons in differentiation</p> <p>Training delivered in: assessment (incl standardisation, moderation, levelling), annual reviews</p> <p>Quality First Teaching shared with all teachers and expectations made clear</p> <p>Next steps:</p> <p><i>Training for non-qualified staff with action plans for all</i></p> <p><i>Training for design and use of IEP targets.</i></p> <p><i>Complete appraisal / performance management for non-teaching staff.</i></p> <p><i>Plan Wednesday training sessions</i></p> <p><i>Planned programme of governor learning walks – with a specific focus HT to undertake Blue Sky training so can use system fully</i></p> <p><i>Peers to share best practice at departmental and whole staff meetings</i></p> <p><i>Staff [SLT] clarify lesson planning ‘expectations’ template and discussion enables staff to share best practice in lesson planning</i></p>	<ul style="list-style-type: none"> • 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
<p>Responsibility</p> <p>Kevin Latham, Julie Fellows</p>		<p>Monitoring</p> <p>Phillip Burch</p>

Personal Development, Safety & Welfare	Autumn Spring	Success criteria
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<p>Area linked to priority: QTLA – removing barriers to learning Leadership and Management – Curriculum development</p> <p>Please see Safeguarding Report</p>	<p>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</p> <p>Review of reporting and recording for child protection concerns and behaviour concerns</p> <p>Child Protection:</p> <ul style="list-style-type: none"> • 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 • Keeping Children Safe in Education 2016 shared – staff signed to say read and understood <p>Behaviour:</p> <ul style="list-style-type: none"> • 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) <p>Behaviour watch installed and training to all staff delivered. System being used by all staff to record incidents</p> <p>Staff Code of Conduct written and ready for presentation to govts</p> <p>Single Central Record transferred to new format and updated (checked regularly)</p> <p>Personnel files audited in line with safer recruitment guidance and information gathered</p> <p>Safeguarding refresher training delivered</p> <p>HT, Assistant Welfare Lead DSL refresher</p>	<ul style="list-style-type: none"> • Students feel safe at Isebrook • Students are supported to access learning • Students’ learning is not disrupted by other’s behaviour
<p>Responsibility Tracy Hall</p>	<p>DHT, Senior Welfare Lead and teacher attended attachment training</p> <p>Middle Leader attended SRE conference and updating PSHE LTM and MTP.</p> <p>PSHE being delivered by form tutors</p>	<p>Monitoring Phil Burch</p>

	<p>Next steps: <i>Consult with staff re Relationship Policy</i> <i>Review Safeguarding and Child Protection Policy</i> <i>Safeguarding training sessions to be booked (twilights)</i> <i>Key staff to refresh Safer Recruitment training</i></p>	
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Outcomes for Pupils and Learners	Autumn Spring	Success criteria
<p>SCHOOL DEVELOPMENT PRIORITY</p> <p>At least 80% of students making at least expected progress in English and maths through teachers effectively using AfL strategies</p>	<p>Learning walks, lesson observations and work scrutiny undertaken</p> <p>Teacher meetings introduced</p> <p>Temporary restructure of middle leadership to include a leader for quality of L&T</p> <p>Assessment policy re-written and presented to gobs</p> <p>Assessment framework re-written, assessment scheme written and implemented with teachers</p> <p>Isebrook expectations for progress developed and implemented</p> <p>Standardisation and moderation activities undertaken</p> <p>MALT and Reading / Spelling tests undertaken and evaluated to support student progress meetings to be implemented</p> <p>Key staff undertaken training – Read Write Inc, Developing Reading and Early Maths, visited local primary schools</p> <p>Next steps: <i>Re-write marking policy and ensure consistently implemented</i> <i>Develop / share best practice for self / peer evaluation across school</i> <i>Ensure student profile pages are implemented across school</i></p>	<ul style="list-style-type: none"> • 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 Kevin Latham		Monitoring Andrew Bailey / Jane Boyt
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