



Heltwate School

Development Plan 2019 – 20

To be read in conjunction with the school self evaluation statement v5

Rewritten Sept 2019 by ACB

VISION

Heltwate provides a happy and safe environment where pupils
are encouraged to do the best they can by a team who
support them throughout their time here.

Heltwate's Vision is to provide a happy, stimulating, supportive, secure and positive environment which is high in expectation and creates a strong feeling of community.

As a school we are fully committed to:

- providing a **LEARNING** environment founded on happiness, enjoyment and hard work, and making individual attainment the best it can be;
- **SHARING** and celebrating all pupil's achievements no matter how small the step;
- **GROWING** the life skills of pupils as they, themselves grow and develop socially; and
- Instilling a **CARING**, community ethos throughout the school.

At Heltwate we evaluate our work on an ongoing basis. This enables us to identify what we are doing well and what needs to be a focus for improvement. Observations and data are gathered throughout the year to support us in this self-evaluation. This provides the targets for our school improvement plan.

The aim of our improvement plan is to maximise pupils' academic achievement and personal development. It sets out the school's strategy and planning with clear areas for improvement in the year ahead; it also identifies the progress made and impact of our previous plan. This is supported by the school business plan which lays down a longer term vision.

The Plan is drawn from the ongoing monitoring systems in school, discussion and consultation with, staff, governors, parents, pupils and external advisors. This is an organic document and amendments to the plan are likely throughout the year. The plan is reviewed by the senior leadership team, governors and curriculum leads at the end of every term to identify progress, impact and identify new areas for focus.

The plan incorporates the school's response to the recommendations made in its last Ofsted Inspection report. (Nov 2018). Alongside this plan we have separate departmental improvement plans.

MONITORING PROCESSES

The Lead Person

The Lead Person named in the improvement plan is responsible for making sure tasks are completed. They have the job of assembling the appropriate staff, calling meetings as and when necessary, maintaining the evidence base and ensuring that information on each task is available to be presented to the Leadership Team and Governors.

Monitoring

- A named senior member of staff is responsible for monitoring the progress of each task through evidence presented by the lead person.
- The Governors' will monitor progress through the improvement plan at their regular committees and full governing body meetings.
- Area scrutiny's take place each term looking at;
 - Safe guarding and Health and Safety

- Progress and Achievement
 - Teaching and Learning
 - Extended Curriculum
 - Finance and Resources
- Peterborough Self Improving Schools Network (Triad) has previously visited the school At least 3 times a year and reviewed; Progress and Standards, Learning and Teaching, Leadership and Management. A written report has been produced. This process is currently under review.
- External SIP visit.
- Local authority SIP visit. (under discussion with LA)

Evaluation

Evaluation against the success criteria will take place as each task or series of tasks is completed using a red, amber, green ragging system each term.

Green – Action completed or thoroughly underway and having impact.

Amber – Underway but still work to do. Needs embedding.

Red – No progress or unsatisfactory progress

Black – Future target

Priorities for Improvement

1. Quality of Education

Embed Cornerstones curriculum and tracker from Reception to KS4	Personalise the curriculum to meet individual need. Develop the curriculum for low ability learners	Provide a broad and balanced curriculum develop specialist subject provision	Ensure the level of challenge is consistently high & takes into account individual needs	Extended curriculum opportunities. Identify shortfalls in specialist provision. DT, ICT, PE. Identify creative solutions.	To continue to improve, and introduce new ICT technologies into school and lessons. Separate Improvement plan	Use specialist awards to support and embed our curriculum values across the curriculum e.g ArtsMark, NAS, accreditation. International Award/Eco Award.	Develop accredited outcomes with a particular focus on independent and functional skills.
Develop tracking system for accreditation outcomes For KS4. Improve the quality of target setting particularly at KS4 and KS5.	Continue to develop systems which accurately track progress, enabling teachers to have accountability for identifying gaps and providing Intervention procedures	Develop moderation with other organisations and schools	Work with staff to set 'SMART' targets for EHCP across a key stage and develop a system for tracking them	Develop role of Exams officer/Data Manager	Develop systems to predict progress between key stages.		
Develop CPD opportunities	Develop CPD opportunities for Support staff	Provide high quality, targeted CPD which has been identified through the appraisal process	Develop S&L, OT, communication, reading etc,				
School focus leading to statutory Reportable data	Whole school focus on writing	Develop and embed the new reading schemes.	Continue to review Heltwater Numeracy Strategy	Introduce new phonics scheme.	Year 2 Outcomes End of KS2	Year 6 outcomes	Year 11 outcomes
Improve the quality of teaching and Learning to ensure that it is never less	Develop principals for Assessment for learning	Embed the principles of Attention Autism	Develop internal moderation	Develop the lesson observation and assessment of the	Continue to provide robust induction for new teachers	Narrow the Gap in performance through the creative use of	

than Good and often outstanding				quality of teaching procedures.		Pupil Premium, Sports Premium, Ever 6 and CiC.	
Ensure staff are able to identify and provide for a range of different SEND with a particular focus on ASC. Enabling a greater degree of personalisation in planning	Achieve autism status by April 20. Evidence of which should influence teaching from Dec 16 Separate Improvement plan	Moving and handling	Occupational Therapy	Medication training Separate Improvement plan	Team Teach	Behaviour management	

2. Behaviour and Attitudes

Ofsted action

Ensure that staff receive appropriate support and training to develop their skills when working with pupils who display challenging behaviour

Ensure consistency in the school behaviour policy, regularly shared, understood and implemented by all stakeholders.	Review and share behaviour policy with stakeholders	Continue to develop young peoples moral understanding of their place in the community	Ensure smooth transition and Induction processes, EYFS, CiC, PP intervention, Induction	Develop the quality of staff and student debrief after serious incidents. Restoration, reflect, repair, connect.	Improved specialist SEND CPD enables teachers to plan bespoke lessons, PDA, ODD, Autism.	Work better with supporting services to provide high quality provision for the most challenging children	
Provide strategies through Team Teach for managing	Develop the protocols and appropriate use of calm room and breakout spaces.	Provide more kinaesthetic physical lessons.	Develop the use of social stories and help scripts	Develop lunch, playtime and after school clubs and activities	Develop a playground 'buddy' system for	Develop engagement activities for staff	

challenging behaviours					unsupervised times.		
Deliver ambitious attendance targets Attendance	Narrow the gap for PP and non PP						
Continue to use IRIS to track and monitor behaviour. Identify how this data is useful and informs improvement.	Re-evaluate data collection and work with governors to compile meaningful reports.	Use IRIS to trigger Individual Behaviour plans.	Use IRIS to trigger student risk assessments, develop a format to be used by teachers which increase the involvement of parents,	Use IRIS data to drive improvement, predict and pre-empt incidents and have behaviour plans in place.			
Measurement of achievement in terms other than academic progress	Ensure effort grades are meaningful to all, and reported to parents.	Behaviour Tracking	Introduction of SCERTS or other social and emotional tracker.				
Ensure outstanding behaviour is supported by House points, attendance, behaviour, Rewards systems.	House system	Introduce 'Class DoJo' to provide consistent rewards and incentives. Use as a communicatin tool with parents					

3. Personal Development

Refine the programme of memorable specialist subject days to enhance core, non-core,	Preparation for next stage of learning/careers guidance, Enforce Gatsby findings	Ensure a programme is in place and enjoyed by the school community.	Provide and monitor Sex and Relationships education across the curriculum	Ensure the PREVENT agenda is thoroughly understood and that procedures			
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cultural diversity, spiritual, moral and social development, e safety, RSE etc. all subjects to be on a 2-year rolling cycle.	Develop a pathway for careers and next steps development	SMSC, multi faith, Healthy Schools, Charity events, On line safety, sports day, mothers day etc		are in place to ensure safety			
Continue to develop the curriculum for Spiritual, Moral, Social and Cultural Development (Multi faith, Community and parent links, British Values, Student Council)	To develop multi faith awareness	Embed British values	Continue to develop our student's links to the broader community	Continue to utilise and develop student and parent voice	Increase our Links to European and World schools	Continue to develop student involvement in the operation of the school Student council	
Provide specialist therapeutic provision.	Develop play therapy	Develop Music Therapy	Develop OT support				
Introduce a a growing awareness of wellbeing and emotional literacy across the school	Student mental Health First aiders	Staff mental Health	Increase awareness of staff views to ensure wellbeing of staff – Staff well-being and mental health to be included in improvement plans	With staff look at ways to address workload and wellbeing			
Extended schools	Review after School Club	Review holiday play schemes and expand provision through partnership.	Provide curriculum support materials parents can use at home to develop the work being completed at school as Homework.	Reinvigorate Friends of Heltwate			

4. Leadership and Management

Staff development	Strengthen all levels of senior leadership. Improve SLT accountability. Use the SES and improvement planning to embed new roles and support rapid progress.	Identify and appoint 2 TLR3 posts to support behaviour and autism leadership across the school. Provide support for class teachers Separate Improvement plan	Ensure a planned programme of CPD meets specific needs of the school and staff. Allowing for opportunistic additions throughout the year. Separate Improvement plan	Maintain a robust whole School Performance Management/ appraisal procedure to drive school improvement.	Develop the role of curriculum leaders to improve achievement and monitoring of individual subjects and specialist support. Provide succession within school.	Further strengthen the effectiveness of governors to create a self-evaluating school. Governors to review processes and procedures to ensure high quality provision. Separate Improvement plan	
Improve accuracy and efficiency of financial information and forecast	Ensure the school is operating within its funding each year and has the ability to produce a balanced budget. Reviews contracts and delivers best value.	Link curriculum development more closely to financial planning and ensure all curriculum areas have Individual action plans.	Ensure staff are accountable and following due process and procedure including cash management processes across the school	Create a thorough and detailed business plan to include financial forecasting and future staffing structures. Ensure SFVS is current. Separate plan	Provide training for SLT to raise awareness of financial management procedures and controls.	Identification of the additional costs relating to St Georges and the consequences of split site working and working within its funding.	
Review buildings and learning environment to extend whole school capacity	Review the necessary adaptations and maintenance needed following the change from MLD to SLD and the expanding roll.	Review current provision and develop Post 16 provision. Separate plan Develop appropriate	Continue to develop the St Georges site.	Reinforce systems to Monitor regulatory and legal building Safety procedures within the school. Separate Improvement plan	Plan a whole school Maintenance and renovation programme following the previous 2 years deferral due to	Investigate expansion of Present buildings Separate Improvement plan	Continue to develop whole school ICT systems which will provide consistency and efficiency

		facilities for early years provision.			expected new build.		
Work with partners to ensure judgements are accurate and internally and externally corroborated.	Review the role of the SIP	Review the effectiveness of TRIAD schools for school improvement and explore alternatives for 2019-20 partnerships	Provide training and guidance to governors to ensure they are effective scrutinising evidence and providing a high level of challenge	Further develop cross school moderation Separate Improvement plan	Further explore opportunities to work with Jack Hunt Cluster.	Continue to develop close partnership working with the FLSE schools.	
Develop and Implement a system to Monitor Safety procedures within the school Separate Improvement plan	Continue to refine Monitoring of Safeguarding procedures within the school	Improve links to school nursing. Provide statutory updates for medical, moving & handling, and Team Teach.	Increase the extent Heltwater prepares students awareness of life in modern Britain; Raise awareness of PREVENT, FGM, CSE.	Develop and embed On-line safety into the curriculum and school life including staff and parents. Separate Improvement plan	Provide Healthy School dinners	Complete and implement findings of Health and safety audit. Separate Improvement plan	Continue embedding and refining GDPR
Develop the role of the Welfare Manager	Extend multi agency working	Child protection and safeguarding procedures	Review procedures for looked after children	Develop systems for 1:1 mentoring of PP and CiC as need arises.			
Well being work load.	Develop a working party in school	Investigate Schools of Happiness Accreditation.					

5. Quality of Education in Early Years

Develop EYFS curriculum for the changing cohort		Develop resources for EYFS					
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Develop EYFS curriculum, recording and reporting systems							
Develop existing Accommodation	To improve outdoor provision to create more opportunities for child led play and exploration						
Develop partnership working with parents and other specialist settings							
To ensure staff new to the EYFS are fully supported to provide effective and high quality teaching and learning							

6. Quality of Sixth Form Provision

Additional and extra to whole school plan.

Ofsted action

Ensure the post-16 curriculum builds on the good work from the previous key stages to prepare students in developing skills for their next destination and adulthood.

Embed the new procedures and changes following the move to St Georges.	Provide clarity over roles and responsibilities within St. Georges.	Evacuation procedures	Designated Safeguarding leads.	Seek student and parent views through student and parent post 16 surveys	Develop bespoke systems , procedures and policies	Enhance the systems for communication across split sites	
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Provide greater clarity for parents and learners of the curriculum pathways. What accreditation is being worked towards, and where learners transition to from these pathways	Define the Post 16 curriculum pathways	Improve careers opportunities, Gatsby Benchmarking	All staff to be aware of Post 19 college courses and routes	Develop the online tracking system to effectively predict the outcomes for the different learners	Develop evidence of where pupils progress after YR 13/14		
Develop and embed the Post 16 curriculum in Olympic College and Olympic Rainbow, linking it to independent living and preparing for adulthood outcomes	Ensure the level of challenge is consistently high	Develop tracking system for accreditation outcomes For KS5, Improve the quality of target setting.	Improvements in planning refer to the learning outcome and shows clear differentiation.	Make contacts and visit other post 16 schools and providers.	Review, embed and develop a range of appropriate accredited courses	Ensure all staff are trained on delivery and paperwork of new accreditation boards i.e, AQA.	Develop an internal moderation format and protocol for moderating accredited units.
Attendance needs to improve for pupils	Set ambitious individual targets						

Full Improvement Plan

1. Quality of Education							
	Objective	Action	Lead	Time Scale	Resources	Monitored through	Success Criteria
1a	Embed Cornerstones curriculum and tracker from Reception to KS4						
i	Personalise the curriculum to meet individual need. Develop the curriculum for low ability learners	<p>Develop the curriculum pathways, which lead to individual target setting. Develop the scale, which we use to measure Good and Outstanding progress, reassess in light of evidence collected.</p> <p>Develop Cornerstones curriculum to KS4/5 to create baselines for progress.</p> <p>Provide accurate target setting for KS4.</p> <p>Match KS4 data to accredited outcomes and look for consistency between the 2. Match for both progress and achievement.</p> <p>Work with teachers to standardise the EHCP process and IEP target setting, provide training and guidance on target setting and improve monitoring.</p> <p>Increase parent involvement in EHCP reviews. Review IEP writing and target setting</p>	AA ACB	Sept 19/20		Monitoring procedures SIP Visit Triad Triad testing Moderation through triad Q&O	Improving levels of progress which are easy to evidence
ii	Provide a broad and balanced curriculum develop specialist subject provision	<ul style="list-style-type: none"> Continue to embed Cornerstones and expand as appropriate to all keystages Develop the concept of pathways, providing an appropriate curriculum throughout the school. Reception to KS5 	AA			Q&O School tracker	<p>Improved engagement</p> <p>Better able to meet the needs of all students</p>

		<ul style="list-style-type: none"> Review KS4 curric. Provide greater continuity KS4 to 5, plotting pathways from yr7 and enabling future planning. 					<p>Website clearly displays our offer</p> <p>Greater transparency in pupil achievement</p>
iii	Ensure the level of challenge is consistently high & takes into account individual needs	<ul style="list-style-type: none"> Improve target setting Review teacher planning and differentiation Improve moderation and accuracy of transition data 	AA				
iv	Extended curriculum opportunities. Identify shortfalls in specialist provision. DT, ICT, PE. Identify creative solutions. Review in light of changing cohort and lack of facilities.	<p>Separate Curriculum improvement plans</p> <p>Specialist curriculum days</p> <p>Outside visitors (Magnetic Mary, Dance groups, music groups etc)</p>	KP/ACB		£5000 Curriculum budget	Q&O Curriculum map	Teacher feedback
v	To continue to improve, and introduce new ICT technologies into school and lessons. Separate Improvement plan	Separate Improvement plan	KP/BL	Sept 19	Curriculum budget	Improved efficiency. E.g Tapestry, Clicker 7 etc	Use of i-pads, internet, APPS, Online, resources increase engagement/independent learning Improved communication. Homework identified. Resources online, Increased usage in lessons
vi	Use specialist awards to support and embed our curriculum values across the curriculum e.g ArtsMark, NAS, accreditation. International Award/Eco Award.	<ul style="list-style-type: none"> Arts Mark Platinum by July 2020 NAS accreditation by Sept 2020 Eco award maintained 	KP AA KC	From Sept 19	Individual budgets	Reported to govs. Accrediting bodies	<p>Evidence files, Increased engagement, varied curriculum</p> <p>Accreditation embedded in all curriculum action plans and evident in the running of the school.</p>
vii	Develop accredited outcomes with a particular focus on independent and functional skills.	<p>Identify students for each pathway, analyse existing students and look at future groupings.</p> <p>Provide greater continuity KS4 to 5, plotting pathways from yr7 and enabling future planning.</p>	AA	Sept 19		Q&O School tracker	<p>Improved engagement</p> <p>Better able to meet the needs of all students</p>

		<p>Develop systems which plot and predict progress and not just achievement.</p> <p>Identify new ways of teaching and accrediting Independent living skills.</p> <p>Investigate Eng. Ma. ICT Quals. Functional skills</p> <p>Review how accreditation is achieved,</p> <p>Introduction of an independent exams officer.</p> <p>Introduce a stand alone Post 16 curriculum with clear outcomes</p>					<p>Website clearly displays our offer</p> <p>Greater transparency in pupil achievement</p>
1b	Develop KS4 tracking system for accreditation outcomes. Improve the quality of target setting particularly at KS4 and KS5.						
i	Continue to develop systems which accurately track progress, enabling teachers to have accountability for identifying gaps and providing Intervention procedures	<p>Targets set Sept for both progress and achievement</p> <p>Targets reviewed half termly for the KS particularly for accredited work.</p> <p>Systems to develop measurement of progress by KS.</p> <p>Identify new Pathways and progress along them</p> <p>Marking and submission dates set in advance and met</p> <p>Systems developed to track and evidence non accredited work.</p> <p>Intervention sheets and meetings</p> <p>Whole school coordination identifying strengths and weaknesses.</p> <p>Curriculum coverage tracked</p>	ACB/AA	Sept 2019 onwards		<p>Work scrutiny School tracker</p> <p>LG to monitor AA to LM</p>	<p>100% of all lessons are consistently Good or better.</p> <p>100% of students meet or exceed there prediction.</p> <p>Deadlines for submission met</p> <p>Accurate prediction</p> <p>Work completed /submitted on time</p>
ii	Develop moderation with other organisations and schools	See Leadership and management. 4d iv	AA KC				

iii	Work with staff to set 'SMART' targets for EHCP across a key stage and develop a system for tracking them	<ul style="list-style-type: none"> • Conversion to an online system, management in school and admin support running the system • Training for new staff • Parental involvement 	ACB HR		Ongoing	Internal monitoring	All deadlines met. Purposeful future planning.
iv	Develop role of Exams officer/Data Manager	<ul style="list-style-type: none"> • Empower • Provide training • Become AQA centre • Visit other schools/make contacts. 	ACB			AA	Single point of contact Regular review of procedures
v	Develop systems to predict progress between key stages.	<ul style="list-style-type: none"> • Continue to work with FLSE 					
1c	Develop CPD opportunities						
i	Provide high quality, targeted CPD which has been identified through the appraisal process	<ul style="list-style-type: none"> • Create TLR3 responsibility CPD • Audit statutory training needs • Audit Teacher and TA appraisals for CPD requests • Identify whole school CPD needs • Identify research or personal development requests. • Identify and timetable training opportunities. • Develop online learning opportunities 	ACB AAnd	July 19		Governor review	CPD effective and supported. Statutory requirements met Skilled work force. Cascade training taking place
ii	Develop CPD opportunities for TA's.	<ul style="list-style-type: none"> • Tighten TA appraisal which will lead to the identification of training needs. • Develop a specific TA training day • Promote HLTA opportunities particularly in EYFS • Develop online learning opportunities 	ACB/ MN KP AA				CPD effective and supported. Statutory requirements met Skilled work force. Cascade training taking place
iiia	Develop S&L, OT, reading etc,	Occupational health <ul style="list-style-type: none"> • Evaluate impact of existing provision • New SLA in place Sept 19 	ACB	£ ?????		OH reports	In house expertise and support

		<ul style="list-style-type: none"> Assess impact of OT TA do we need external additional OT? Trained TA by Sept 19 					
iiib	Moving and handling	<ul style="list-style-type: none"> Increased need for M&H train trainers Cascade training all staff, specialist staff 	ACB/AA	annual		Trained staff	Staff trained No injuries
iiic	Medication training	<ul style="list-style-type: none"> Statutory training in place Specialist training in place First Aid Training Defibrillator training. 	AA	Annual cycle		Safeguarding scrutiny Staff appropriately trained.	All staff had basic training. Compliant with legislation. Sufficient First Aiders. Specialist training taking place
iv		<ul style="list-style-type: none"> 					
v							
1d	School focus leading to statutory Reportable data						
i	Whole school focus on writing	<p>Implement fine motor schemes to support writing development</p> <p>Provide CPD</p> <p>Morning intervention work/lunchtime club –dough disco, squiggle while u wiggle, write dance. X curric link dance art music</p> <p>Increase in monitoring and tracking</p> <p>Parent support work and resources.</p>	KP SR	On going		Subject audit. reading information for parents sent home. Tracking	<p>Improved Literacy. Reading, writing and phonics sessions for parents. Reading mentors.</p> <p>Termly test RA, SA, and that staff are able to use information to inform planning.</p>
ii	Develop and embed the new reading schemes and comprehension.	<p>Phonics</p> <p>Introduce and embed new scheme, Story Time Phonics throughout the school. Phonics Fairy</p> <p>Increase in monitoring and tracking</p> <p>Parent support work and resources.</p> <p>CPD</p>	EW KP			Subject audit. reading information for parents sent home. Tracking	<p>Improved Literacy. Reading, writing and phonics sessions for parents. Reading mentors.</p> <p>Termly test RA, SA, and that staff are able to use information to inform planning.</p>

		Separate Literacy Improvement plan					
iii	Continue to review Heltwater Numeracy Strategy	<ul style="list-style-type: none"> 	KP CJ				
iv	Introduce new phonics scheme.	<ul style="list-style-type: none"> Identify new scheme Provide staff training Review and track success. 	KP			Data drop Curric scrutiny	
	Year 2 Outcomes						
v	End of KS2	AA					
vi	Year 6 outcomes	AA					
v	Year 11 outcomes	AA					
1e	Improve the quality of teaching and Learning to ensure that it is never less than good and often outstanding						
i	Develop principals for Assessment for learning						
ii	Embed the principles of Attention Autism	Separate Improvement plan 2c.i <ul style="list-style-type: none"> 	AA/EE	2019		External accreditation Reports to Governors	Better engagement Less behavioural incidents.
iii	Develop internal moderation	See Leadership and management. 4d iv	AA KC				
iv	Develop the lesson observation and assessment of the quality of teaching procedures.	<ul style="list-style-type: none"> Improve the use and understanding of data and curriculum scrutiny. Develop coaching within school Peer to peer observations Visits to other schools Increase SLT and middle leaders involvement Focused observations <ul style="list-style-type: none"> Use of Attention Autism 	ACB KP	Ongoing cycle		Report to FGB Gov visits HTPM	All staff to peer observe at least 1 lesson and discuss observations with SLT. Paired moderation observation with at least 1 other school. Outstanding progress evident in all books/workAccurate

		<ul style="list-style-type: none"> ○ NAS principles ○ Use of rewards 					prediction, current knowledge etc
v	Continue to provide robust induction for new teachers	<ul style="list-style-type: none"> • Provide a coach/ buddy • Safeguarding and necessary induction • T&L expectations made clear • Health and safety – risk assessment - behaviour 	ACB DS/MC KP MN			Tracked by AAnd through CPD	Happier team Fewer incidents
vi	Narrow the Gap in performance through the creative use of Pupil Premium, Sports Premium, Ever 6 and CiC.	Separate Improvement plan	ACB			Governor check Quality and Outcomes Data clearly displayed on website.	<p>Gaps closing or closed. Rapid intervention Improved analysis of spend on different pupil groups.</p> <p>Increased PE participation developed Healthy School agenda. Upskilled workforce.</p>
1f	Ensure staff are able to identify and provide for a range of different SEND with a particular focus on ASC. Enabling a greater degree of personalisation in planning						
i	Achieve autism status by April 20. Evidence of which should influence teaching from Dec 16	Separate Improvement plan	AA				<p>Better engagement Less behavioural incidents Greater understanding</p>
ii	Moving and handling training	See 1ciiib	ACB SB LM				
iii	Occupational Therapy	See 1ciiia					
iv	Medication training	<ul style="list-style-type: none"> • • • • 	AA				
v	Provide safe holding and de escalation training through Team Teach	See.....	MB				
vi	Behaviour management	See.....	MB				

2. Behaviour and Attitudes

	Objective	Action	Lead	Time Scale	Resources	Monitored through	Success Criteria
2a	Ensure consistency in the school behaviour policy, regularly shared, understood and implemented by all stakeholders.						
i	Review and share behaviour policy with stakeholders	<p>Develop systems for tracking Personal and Social development.</p> <p>Review and develop the IRIS and the rewards systems to produce useable data.</p> <p>Review value of existing house system</p> <p>Use IRIS to generate behaviour plans and student risk assessment Shared with parents. Review IRIS data on L3 incidents what is meaningful data</p> <p>Reinforce Team Teach procedures and tracking.</p> <p>Review and update pen portraits</p> <p>Develop a SEAL programme Introduce additional systems to track Social and Emotional development.</p> <p>Risk and Resilience</p> <p>Spiral of Conflict</p>	<p>AA/MB</p> <p>KP/MB</p> <p>MB/AA</p> <p>KP/MB</p> <p>MB</p> <p>KP</p> <p>AA</p>	<p>on going</p> <p>Sept 19</p>	Curriculum resources	<p>Report to govs School tracker</p> <p>Behaviour plans</p> <p>School has its own trainers</p>	<p>More detailed tracking, monitoring and ultimately improved behaviour</p> <p>Identify behaviour needs early Secure systems in place Improved communication</p> <p>Consistent behaviour management and clarity about appropriate sanctions</p> <p>Improved relations</p>
ii	Continue to develop young people's moral understanding of their place in the community	<p>Develop the Healthy Schools programme</p> <p>Increase international links, assemblies and curriculum development</p> <p>Increased charity events and participation in national appeal days.</p>	<p>RM</p> <p>ACB</p> <p>KP</p>	<p>At least 1 per term</p>	ongoing	<p>Curric audit</p> <p>Tasty school dinners</p>	<p>Healthy curriculum in place and policy and procedure.</p> <p>Increased understanding of themselves and of the</p>

		Support local events and host local events Support the use of local groups accessing our facilities Increase the involvement in cross school events Continue to embed the Cornerstones and ks4 curriculum.	KP MN ACB	At least 1 per term			public. Profile of Heltwater raised. Greater understanding and empathy for different viewpoints. Reduce prejudice.
iii	Ensure smooth transition and Induction processes, EYFS, CiC, PP intervention, Induction	<ul style="list-style-type: none"> • Transition arrangements, Year start July not Sept • New parent meetings • EYFS on website • EYFS; New to school info pack 	AA	Sept 19		Heads report Parental feedback	Smooth start to new term. More accurate tracking and baseline.
iv	Develop the quality of staff and student debrief after serious incidents. Restoration, reflect, repair, connect.	<ul style="list-style-type: none"> • • • • 	MB				Reduce staff anxiety and wellbeing. Ensure thorough consideration and reflection takes place.
v	Improved specialist SEND CPD enables teachers to plan bespoke lessons, PDA, ODD, Autism. Alcohol Foetal	<ul style="list-style-type: none"> • Provide a arrange of specialist training 					Staff better equipped to understand and to plan for disruptive behaviours
vi	Work better with supporting services to provide high quality provision for the most challenging children	<ul style="list-style-type: none"> • Engage with the Hubs • Better support from autism outreach • Sexualised behaviours • • • • 					
2b	Provide strategies through Team Teach for managing challenging behaviours						
i	Provide strategies through Team Teach for managing challenging behaviours	<ul style="list-style-type: none"> • All staff to be fully trained with an increased focus on the management of behaviour • • • • 	MB				Behaviours safely managed. Fewer incidents

		• •					
ii	Develop the use of social stories and help scripts	• • • •	MB				
iii	Develop the protocols and appropriate use of calm room and breakout spaces.	• Training for staff • Policy • Behaviour plans					
iv	Develop lunch, playtime and after school clubs and activities	Create UPS job role Use of student visitors. Youth dreams to provide lunchtime activity Play leaders	ACB	Started	Budget Student council	Perf man. PM target students in school for Youth Leaders	More exciting lunch and break times Students more engaged, less unproductive silliness. Fewer incidents in unsupervised time. Increased sociability and participation. Calmer afternoons
v	Provide more kinaesthetic physical lessons.	• 'Maths of the Day' training engaging with pupils through physical activity. • • •					
vi	Develop a playground 'buddy' system for unsupervised times.	• • • •					
vii	Develop engagement activities for staff	• • • • • • •					
2c	Deliver ambitious attendance targets,						
i	Narrow the gap for PP and non PP	• Analyse progress reports and match to PP • Target parents and students if appropriate	ACB				

ii	Raise the importance of good attendance	<ul style="list-style-type: none"> • Share targets with parents • Newsletter reminders' • Termly intervention meetings • Attendance assembly • Letter to parents • Raise throughout the year the rewards for 100% 	ACB HR		Ongoing	Safeguarding/ attendance review	Increased attendance. Improved outcomes.
iii							
iv							
v							
2d	Continue to use IRIS to track and monitor behaviour. Identify how this data is useful and informs improvement.						
i	Re-evaluate data collection and work with governors to compile meaningful reports.	<ul style="list-style-type: none"> • Compile annual behaviour report • Map behaviours to pupil premium • Identify types of behaviours, provide training to address these. • Identify areas and times of the day of high incidence. Address these. 	ACB MB			Governors report	Improved understanding of profile of the school. Safer school, fewer incidents
ii	Use IRIS to trigger Individual Behaviour plans.	<ul style="list-style-type: none"> • Decide what behaviours trigger the need for a plan. • Review policy and procedures • Meet with parents 	MB				Behaviour plans in place
iii	Use IRIS to trigger student risk assessments, develop a format to be used by teachers which increase the involvement of parents,	<ul style="list-style-type: none"> • Decide what behaviours trigger the need for a plan. • Review policy and procedures • Meet with parents 	MB				
iv	Use IRIS data to drive improvement, predict and pre-empt incidents and have behaviour plans in place.	<ul style="list-style-type: none"> • Use IRIS to trigger Individual Behaviour plans 					Digital record kept in 1 place.
v							
2e	Measurement of achievement in terms other than academic progress						

i	Ensure effort grades are meaningful to all, and reported to parents.	See behaviour action plan Review for foundation children to read “engagement “ levels	ACB	Sept 19		Data available Heads report Progress and achievement committee.	Holistic picture of a child.
ii	Behaviour Tracking						
iii	Introduction of SCERTS or other social and emotional tracker.	Initial focus on Rainbow rooms initially linking to NAS accreditation	AA				
2f	Ensure outstanding behaviour is supported by House points, attendance, behaviour, Rewards systems.						
i	Continue to promote the use of the house system	<ul style="list-style-type: none"> Ensure outstanding behaviour is supported by House points, Increased focus on rewards 	ACB MB				
ii	Introduce 'Class DoJo' to provide consistent rewards and incentives. Use as a communicatin tool with parents	<ul style="list-style-type: none"> Review rewards policy Provide training for all staff Provide training for parents 	MB				
iii							

3. Personal Development							
	Objective	Action	Lead	Time Scale	Resources	Monitored through	Success Criteria
3a	Refine the programme of memorable specialist subject days to enhance core, non-core, cultural diversity, spiritual, moral and social development, e safety, RSE etc. all subjects to be on a 2-year rolling cycle.						

i	Preparation for next stage of learning/careers guidance, Enforce Gatsby findings Develop a pathway for careers and next steps development	Separate Improvement plan <ul style="list-style-type: none">• UPS and St G. careers day curriculum day• Identify a Careers coordinator• Specialist assemblies• Organise the provision of careers advice for students in years 8 – 14• Attend organise a careers event	AA/	April 20		Curric audit Subject review.	Students well prepared for future pathways. All students transition into ETE.
ii	Ensure a programme is in place and enjoyed by the school community. SMSC, multi faith, Healthy Schools, Charity events, On line safety, sports day, mothers day etc	Identify gaps in provision To establish a programme of Specialist/themed cross curricular /Enrichment days days/topics. To include parents, industry and extended community.	KP	Sept 19	Curric budget	Bi annual Cycle in place Annual Curriculum audit shortfalls identified	Opportunities to learn about life in Britain and global society as part of timetabled enrichment. Students aware and kept safe Knowledgeable staff team.
iii	Provide and monitor Sex and Relationships education across the curriculum	<ul style="list-style-type: none">••••••	KP				
ii	Ensure the PREVENT agenda is thoroughly understood and that procedures are in place to ensure safety	<ul style="list-style-type: none">• Provide Safeguarding training• Prevent on line for all staff• Twilight sessions• Staff induction• Whole school events	ACB	Sept 19		All staff trained and vigilant	Increased awareness of specialist agendas
v							
3b	Continue to develop the curriculum for Spiritual, Moral, Social and Cultural Development (Multi faith, Community and parent links, British Values, Student Council)						
i	To develop multi faith awareness	Encourage more visitors from a range of faiths into school to lead assemblies and be involved in lessons All students to be involved in trips and visits to places of worship Develop more cross curricular links to develop the spiritual and social and emotional aspects of the curriculum.	KP AA	Class budget Hums Budget.	Where possible at least 1 each ½ term	T&L scrutiny Assembly record	Positive perceptions and tolerance of difference. Few incidences of name calling bullying etc.

ii	Embed British values	<ul style="list-style-type: none"> • Assembly rota • Whole school events • Prioritise charity events • Embedded Golden rules • Raise profile of student council • 	KP				Positive perceptions and tolerance of difference.
iii	Continue to develop our student's links to the broader community	<p>Continue to work with and develop further the links with our wider community and embed the ethos of Heltwater as part of the community</p> <p>Develop links with local business and industry</p> <p>Develop links with other local schools</p> <p>Develop links with schools overseas</p>	KP AA	Sept 19 part of the curriculum		Feedback forms Curric audit Behaviour logs	Greater understanding of our students. Greater independence Less fear of the future. Employment opportunities.
iv	Continue to utilise and develop student and parent voice	<p>Create a Parent forum</p> <p>Parent meetings</p> <p>Review meetings</p> <p>Improve the use of Email, Tapestry, DoJo, parent mail and the website to improve communication.</p> <p>Parent and student surveys</p> <p>Staff survey</p> <p>Student council</p> <p>Progress staff reps meeting</p>	AA ACB KP/MB ACB KP/RM ACB	Ongoing		Parent reviews Student council notes, Scrutiny, Governors, SIP SEF	Increased profile of student council, more involvement in decision making, fundraising and sense that it is their school.
v	Increase our Links to European and World schools	<ul style="list-style-type: none"> • Achieve International Award. • Provide whole school Curriculum days • Identify Topic areas, which could be developed to include working with other schools. • Ks4 and 5 to introduce whole school projects • Signing singing with Rwanda 	KP/AA	Sept 19		Partner schools Embedded in curriculum	Community cohesion
vi	Continue to develop student involvement in the operation of the school	<ul style="list-style-type: none"> • School Council • Develop St Georges school council • Head boy and Girl 	BL DF	Sept 18	Small budget	Link Gov.	Student input in recruitment Involved in assembly and whole school events

3c	Provide specialist therapeutic provision.						
i	Develop gross motor skills program linked to OT						
ii	Develop sensory circuits						
iii	Play therapy						
	Music Therapy	<ul style="list-style-type: none"> Expand the role to work with small or class groups 					
3d	Introduce a growing awareness of wellbeing and emotional literacy across the school						
i	Student mental health first aiders						
ii	Staff mental health first aiders	<ul style="list-style-type: none"> Provide confidential debrief 					
iii	Increase awareness of staff views to ensure wellbeing of staff – Staff well-being and mental health to be included in improvement plans	<ul style="list-style-type: none"> Staff survey Staff wellbeing and workload is considered in strategic planning and decision-making at SLT and in Governance. This means that teacher:pupil ratio is considered regarding benefits to pupils education and teacher workload. Staff wellbeing and workload is considered in school self-evaluation. Staff wellbeing and workload is a standing point in appraisal meetings and return to work interviews. Training and support is offered in aspects of their jobs staff find most challenging. Exit interviews inform the way we develop, care for and communicate with staff. Colleagues only ask each other for new information, records, reports, data or analysis if it is imperative, either statutory or will 	ACB				

		<p>actually be used to help children learn better/manage resources efficiently.</p> <ul style="list-style-type: none"> • A wellbeing board in the staffrooms will also signpost the wellbeing offer. • 					
iv	With staff look at ways to address workload and wellbeing	<ul style="list-style-type: none"> • Termly Wellbeing staff meetings: What works well? What could we change? • Reduce number of data drops • Review systems to reduce duplication • Look at admin processes which could reduce teacher workload. • Protect PPA time for both teachers and LSAs 					
v							
vi							
3e	Look at ways to support children and families through extended schools						
i	Review after School Club	<p>Use UPS post to Line manage. Provide more structured programme. Review staffing for efficiency Investigate shared working with partners Investigate alternative funding</p>	ACB CJ	Sept 19	7000	Observation Include in scrutiny	Good quality provision.
ii	Review holiday play schemes and expand provision through partnership.	<p>Investigate alternative funding. Investigate opportunities for partnership working. (little Miracles)</p>	ACB/ AA		Easter 19		Good quality financially sustainable provision.
iii	Provide curriculum support materials parents can use at home to develop the work being completed at school as Homework.	<ul style="list-style-type: none"> • Suggested activity to be on the website • Flagged to parents by letter and curriculum updates. • Parent workshops for; reading, number, online safety etc 	AA			Website audit Curriculum audit	Improved quality of homework tasks, parents more aware and students able to complete work out of school.
iv	Reinvigorate Friends of Heltwater	<ul style="list-style-type: none"> • Promote and recruit a committee • Plan organise school events • • 	KP				Increased opportunity and provision.

		•					Additional school funds raised.
v							
vi							
3f							
i							
ii							
iii							
iv							
v							
vi							

4. Leadership and Management							
	Objective	Action	Lead	Time Scale	Resources	Monitored through	Success Criteria
4a	Staff development						
i	Strengthen all levels of senior leadership. Improve SLT accountability. Use policies the SES and improvement planning to embed new roles and support rapid progress.	<p>Regularly evaluate roles and progress. Identify areas for development, and where further leadership can be drawn from internally.</p> <p>Develop a structured programme to develop leadership and line management at senior level.</p> <p>Redefine roles and responsibilities, Restructure staff team in light of proposed changes. Create /review job descriptions</p> <p>Develop the role of middle leaders and post threshold teachers</p>	ACB			Governors SIP	<p>Efficient and effective leadership team in place.</p> <p>Leadership Succession in place</p> <p>Appropriate leadership courses completed.</p> <p>Performance management process</p>

		<p>HeadTeacher to achieve SENDCO qualification. Head of Post 16 to achieve NPQML ST G leads to achieve DP.</p> <p>Ensure SES and development planning is produced and shared collaboratively Simplify systems to maintain and update policies and procedures, Identify statutory policies, produce a review cycle.</p>				Website policy audit	Policies on line in PDF
ii	<p>Review TLR3 posts. Behaviour and autism leadership across the school.</p> <p>Provide support for class teachers</p> <p>Separate Improvement plan</p>	<ul style="list-style-type: none"> • Achieve NAS accreditation • Monitoring of soft skills, SCERTS • Embed Olympic Rainbow • Develop systems for communication. • Liaise effectively with parents, other schools and organisations • Provide ASC training • Link Pupil premium progress to ASC <ul style="list-style-type: none"> • Behaviour lead 	<p>AA EE</p> <p>ACB MB</p>	Sept19		Line man. By DHT. SCERTS or similar introduced. More detailed specialist pupil data.	<p>External NAS review</p> <p>Improved behaviour management</p> <p>Staff survey Parent survey</p>
iii	Maintain a robust whole School Performance Management/ appraisal procedure to drive school improvement.	<p>Review the appraisal cycle and line management structure.</p> <p>Review the Pay and appraisal policy</p> <p>Review Teacher Standards with all teaching staff and identify CPD requirements.</p> <p>Review expectations of UPS and appraise separately</p> <p>Link PM targets to school improvement review 6 monthly Introduce a staff buddy scheme</p> <p>Develop the role of TAs providing career development opportunities and allowing them to effectively support learning.</p> <p>Develop further the office appraisal process</p>	<p>ACB</p> <p>MN</p>	Annual cycle	<p>Additional time required for TA appraisal</p> <p>EPM support</p>	<p>F&R Committee</p> <p>Union support</p> <p>In house training</p>	<p>School improvement driven by appraisal process. CPD provided based on need. Greater efficiency of staffing.</p> <p>Improved staff accountability</p> <p>Improved staff attendance</p> <p>Greater efficiency of staffing.</p>

		Review TA line management structure and appraisal for TAs	MC DS				Improved staff accountability
iv	Ensure a planned programme of CPD meets specific needs of the school and staff. Allowing for opportunistic additions throughout the year. Separate Improvement plan	<p>Develop a tracking system for statutory CPD and create alerts to ensure the school remains current</p> <p>Create TLR3 CPD lead. Develop effective systems</p> <p>Encourage all staff to take an active role in identifying their own CPD needs.</p> <p>Encourage staff to lead CPD as part of their own professional development in line with UPS payment and curriculum responsibility</p> <p>Contribute and take part in 'Jack Hunt Cluster' training day. Provide high quality In school training for non teachers</p> <p>Development of webinar online training</p>	ACB AAnd AA KP	annual	CPD budget. £1300	<p>Appraisal process, Link Governor CPD records</p> <p>Staff feedback</p>	Growing staff skill set, statutory requirements met. High quality training provided sourced internally and externally.
v	Develop the role of curriculum leaders to improve achievement and monitoring of individual subjects and specialist support. Provide succession within school.	<p>Each subject to have an individual action plan,</p> <p>Termly monitoring meeting with each curriculum leader with individual focus. Progress and intervention, Share good practice, budgeting. Training. Link plans to whole school action planning.</p> <p>Curriculum days to bridge gaps.</p> <ul style="list-style-type: none"> • Healthy Schools • RSE • RE • PE • Citizenship/British Values • Music <p>Develop the roles of;</p> <ul style="list-style-type: none"> • OT support TA • Play Therapy TA • S&L TA 	KP MB	Annual	Subject budgets	<ul style="list-style-type: none"> • Work scrutiny • Subject intervention, • Meeting records • Subject moderation • Planning checks • Performance Man targets • Curric days in calendar 	Improved planning and curriculum mapping, greater sense of ownership, more focused budgeting Effective line management Broad and balance curriculum days Mapped curriculum

		<ul style="list-style-type: none"> Communication TA 					
vi	Further strengthen the effectiveness of governors to create a self-evaluating school. Governors to review processes and procedures to ensure high quality provision. <i>Separate Improvement plan</i>	<p>Review committees and scheme of delegation</p> <p>Create an annual monitoring cycle</p> <p>Identify Senior staff to work with named governors</p> <p><i>Scrutinise the vision and objectives for the school ensuring a shared common set of values are held by all</i></p> <p>Governors agree admission criteria</p> <p>Governors to review processes and procedures to ensure high quality provision, if necessary research the advantages and disadvantages MATs, and federation</p>	CM/ ACB	Sept 19		FGB Committee reports Governors Audit SIP meetings	<p>Greater governor involvement, Reports produced for committees.</p> <p>Be informed and ready for change.</p>
vii	Continue to develop whole school ICT systems which will provide consistency and efficiency	<p>Ongoing update programme</p> <p>Anti-virus</p> <p>Encryption</p> <p>Updates</p> <p>IRIS</p> <p>EVERY</p> <p><i>Separate infrastructure plan and curriculum plan</i></p>	MN	Ongoing Sept 19			Reliable ICT with support available. Enhanced learning environment
4b	Improve accuracy and efficiency of financial information and forecast						
i	Ensure the school is operating within its funding each year and has the ability to produce a balanced budget. Reviews contracts and delivers best value.	<ul style="list-style-type: none"> Produce termly reports Review best value procedures Identify possible areas of saving. Maintain SFVS 	MN	Annual cycle		F&R committee Weekly updates.	More efficient staff deployment. Effective procurement of contracts . Ensure best value achieved.

ii	Link curriculum development more closely to financial planning and ensure all curriculum areas have Individual action plans.	<ul style="list-style-type: none"> Costed curric plans SLT overview of curriculum Provide budget holders updates 	MN KP	Annual cycle	Individual budgets	F&R committee External audit. Budget holders update	Targeted use of resources, better accountability of spend
iii	Ensure staff are accountable and following due process and procedure including cash management processes across the school	<ul style="list-style-type: none"> Develop systems for St Georges. Review how cash is handled within the school. Fully embed Parent pay 	MN	Sept 19		Month end checks	Safer cash handling
iv	Create a thorough and detailed business plan to include financial forecasting and future staffing structures.	Separate plan	MN CM	June 18		FGB	
v	Provide training for SLT to raise awareness of financial management procedures and controls.	<ul style="list-style-type: none"> E1 training ACB 	ACB MN			F&R	Improved understanding More efficient systems Increased flexibility
vi	Identification of the additional costs relating to St Georges and the consequences of split site working and working within its funding.	Staffing Premises and Services Transport Resources Catering	MN	Sept 19	Annual cycle Short term cycles Split site funding	F&R	Able to operate within budget
4c	Review buildings and learning environment to extend whole school capacity						
i	Investigate expansion of Present buildings	<ul style="list-style-type: none"> New build 5 block EYFS provision 	ACB	Sept 2021			

	Separate Improvement plan		Local Au'ty				
ii	Review the necessary adaptations and maintenance needed following the change from MLD to SLD and the expanding roll.	Work with LA to identify options and alternatives to create additional accommodation. <ul style="list-style-type: none"> • New build • Fencing • Rainbow rooms • EYFS • ICT • Mag Locks • Rooming • Outdoor space • Reception • Parking / drop off • Hygiene 	ACB	Sept 19		LA Governors	Appropriate provision for numbers Safe environment
iii	Develop Post 16 provision. Separate plan	<ul style="list-style-type: none"> • Embed Olympic Rainbow • Review curriculum provide accommodation to match 	AA KC	Sept 20		Curric scrutiny Observations DHT meetings Appraisal	Appropriate Post 16 placements Appropriate provision
iv	Develop appropriate facilities for early years provision.	<ul style="list-style-type: none"> • Review curriculum • Improved outside areas 	AA	Sept 19			Very Good / Outstanding provision. Appropriate accommodation.
v	Continue to develop the St Georges site.	<ul style="list-style-type: none"> • Develop outside area 	AA KC MB				
vi	Reinforce systems to monitor regulatory and legal building safety procedures within the school.	<ul style="list-style-type: none"> • Continue to embed the EVERY system. • Ensure regulatory checks, reports and reminders are generated. • H&S audit 	MN/ ACB	Sept 19	£1300	F&R LM External verification	Safe site, meet statutory requirements LA monitoring
i	Plan a whole school Maintenance and renovation programme following the previous 2 years deferral due to expected new build.	Separate Improvement plan to be produced in association with LA.	MN	Sept 19 Sept 20			A site to be proud of Improved learning facilities, greater staff morale, and fewer infrastructure breakdowns.

4d	Work with partners to ensure judgements are accurate and internally and externally corroborated						
i	Review the role of the SIP	<ul style="list-style-type: none"> Develop relationship with new SIP Find new SEND SIP advisor Governors to identify how they work with SIP 	ACB	Sept 19	£2000	Monitoring scrutiny Governors SIP reports	Improved accuracy of judgements. Confidence in corroboration.
ii	Review the effectiveness of TRIAD schools for school improvement and explore alternatives for 2019-20 partnerships	<p>Try to reinvigorate the Peterborough Special School Triads</p> <p>Look for other Special school partners similar to ourselves and develop links.</p> <p>Try to Develop links through the local Cluster</p> <p>Develop links with FLSE</p> <p>Links through Cluster</p> <p>Links through Cornerstones</p>	<p>ACB</p> <p>ACB</p> <p>AA</p>	Jan 20		Confirmatory reports	Improved accuracy of judgements. Confidence in corroboration.
iii	Provide training and guidance to governors to ensure they are effective scrutinising evidence and providing a high level of challenge	<p>Book in courses, Invite to in-house training.</p> <p>Use of the Key</p> <p>Use of NGA</p> <p>Increased governor monitoring visits</p>	CM/ACB			Governors moderation visits	
iv	Further develop cross school moderation	<p>Separate Improvement plan</p> <ul style="list-style-type: none"> Continue and develop in school moderation with teaching team Participate in LA moderation events Participate in FLSE moderation events Participation in cluster events 	AA	Fully in place Sept 19		FLSE links LA moderation	Improved accuracy of judgements. Confidence in corroboration.
v	Further, explore opportunities to work with Jack Hunt Cluster.	<ul style="list-style-type: none"> Support joint training days Attend cluster events Exchange students and work experience 	ACB	Sept 19			
vi	Continue to develop close partnership working with the FLSE schools.	<p>Moderation and assessment</p> <p>School visits</p> <p>Networking events</p>	ACB/AA	Sept 19	FLSE subscription Travelling expenses		Upto date with current issues. Development partners.

		Training opportunities			Course fees.		Access to suitable high quality training.
vii							
4e	Develop and Implement a system to Monitor Safety procedures within the school						
i	Continue to refine Monitoring of Safeguarding procedures within the school	<ul style="list-style-type: none"> • Develop systems to share safeguarding updates with all staff and all visitors to the school. • Develop Induction and training. • Reinforce checks on visitors to the school • Record keeping; to have order and clarity. • Policies reviewed and shared. • Safer recruitment and employment checks to be refreshed • Regular monitoring of SCR • Provide additional upto date CPD • • Develop role of Welfare Manager, CP procedures and record keeping. <ul style="list-style-type: none"> • Review site safe guarding arrangements in terms of; • onsite safety, and evacuation. • Visitors on site • Recruitment • H&S at work • GDPR • Student behaviour <ul style="list-style-type: none"> • Complete safeguarding audit and identify responsibility for each task. • Consult with Governors, staff and LA. • Complete and provide actions for improvement 	ACB DS	Sept 19		Safeguarding audit. SIP TRIAD Reviewed policies	<p>Increased awareness of safety, staff able to recognise issues.</p> <p>Only appropriate staff</p> <p>No unauthorised person gains access to the site</p>
ii	Improve links to school nursing. Provide statutory updates for medical, moving & handling, and Team Teach.	<ul style="list-style-type: none"> • Get clarity and inform staff about role of school nurse • Specialist School nursing • Hospital based support • Train moving and handling trainer • Provide statutory training 	AA ACB DS	Sept 19		EHCP updates complete. Clarity around lines of responsibility.	<p>Statutory needs met.</p> <p>Access to specialist advice.</p> <p>Up to date student records.</p>

							EHCP updates complete. Clarity around lines of responsibility.
iii	Increase the extent Heltwater prepares students awareness of life in modern Britain; Raise awareness of PREVENT, FGM, CSE.	<ul style="list-style-type: none"> Safeguarding training Twilight sessions Staff induction Whole school events Assemblies Curriculum events 	ACB	Sept 18		All staff trained and vigilant	Increased awareness of specialist agendas
iv	Develop and embed On-line safety into the curriculum and school life including staff and parents. <i>Separate Improvement plan</i>	<ul style="list-style-type: none"> Revise policy suite Safeguarding training Add to role of Welfare manager Twilight sessions GDPR training and awareness Training for parents Curriculum day 	ACB DS KP MN	Sept 19		All staff trained and vigilant Policies in place	Increased awareness of specialist agendas DPO in place
v	Provide Healthy School dinners	<ul style="list-style-type: none"> Work with caterers to meet needs of all children. Provide themed dinners 	MN	Sept 19			Increased take-up
vi	Complete and implement findings of Health and safety audit. <i>Separate Improvement plan</i>	<ul style="list-style-type: none"> Review audit and provide LA with feedback 	MN ACB	Sept 19		F&R Govs	Meeting statutory obligations.
vii	Continue embedding and refining GDPR	<i>Separate plan</i>	MN			FGB Independent review DPO	No Breaches
4f	Develop the role of the Welfare Manager						
i	Extend multi agency working	Investigate opportunities to provide wrap around care for pupils and families previously available from other agencies. Via Family Voice, school nurse.	ACB		Sept 19	Data to FGB	Family support/clinic in place for pupils. 1:1 support available. Health advice available in school

							Advice and guidance available in school
ii	Child protection and safeguarding procedures	See Leadership section					
iii	Review procedures for looked after children	Develop the Digital systems to involve class teachers Ensure target setting addresses individual need Successfully bid for looked after premium	DS/ AA/ ACB		Annual cycle	Governor CIC	Appropriate targets set. Funding received
iv	Develop systems for 1:1 mentoring of PP and CiC as need arises.	Timetabled sessions with DS	ACB	Started Sept 18 after each reporting cycle		Record keeping	Persistent and regular intervention for students below target. Increased action from teachers.
4g	Staff wellbeing						
i	Develop a working party in school .	• • • •	ACB BL				
ii	Investigate Schools of Happiness Accreditation		BL				
iii							
iv							

5. Quality of Education in Early Years							
	Objective	Action	Lead	Time Scale	Resources	Monitored through	Success Criteria
5a	Develop EYFS curriculum for the changing cohort						

i	Develop resources for EYFS					
ii						
iii						
iv						
5b	Develop EYFS curriculum, recording and reporting systems					
i						
ii						
iii						
iv						
v						
5c	Develop existing Accommodation					
i	To improve outdoor provision to create more opportunities for child led play and exploration					
ii						
iii						
iv						
v						
5d	Develop partnership working with parents and other specialist settings					
i						

ii							
iii							
iv							
v							
5e	To ensure staff new to the EYFS are fully supported to provide effective and high quality teaching and learning						
i							
ii							
iii							
iv							
v							

6. Quality of Sixth Form Provision							
	Objective	Action	Lead	Time Scale	Resources	Monitored through	Success Criteria
6a	Embed the new procedures and changes following the move to St Georges.						
i	Provide clarity over roles and responsibilities within St. George's.						
ii	Evacuation procedures						
iii	Designated Safeguarding leads.	<ul style="list-style-type: none"> Second DP to be trained Ensure all staff are aware of procedures. 					

iv	Seek student and parent views through student and parent post 16 surveys						
v	Develop bespoke systems, procedures and policies	<ul style="list-style-type: none"> St G policy and procedure audit 	MN				
vi	Enhance the systems for communication across split sites	<ul style="list-style-type: none"> Webinar briefing Deputy line man meeting at St G each week 					
6b	Provide greater clarity for parents and learners of the curriculum pathways. What accreditation is being worked towards, and where learners transition to from these pathways						
i	Define the Post 16 curriculum pathways						
ii	Develop the online tracking system to effectively predict the outcomes for the different learners						
iii	Improve careers opportunities, Gatsby Benchmarking						
iv	All staff to be aware of Post 19 college courses and routes						
v	Develop evidence of where pupils progress after YR 13/14						
vi							
6c	Develop and embed the Post 16 curriculum in Olympic College and Olympic Rainbow, linking it to independent living and preparing for adulthood outcomes						
i	Review, embed and develop a range of						

	appropriate accredited courses						
ii	Develop tracking system for accreditation outcomes For KS5, Improve the quality of target setting.						
iii	Ensure all staff are trained on delivery and paperwork of new accreditation boards i.e, AQA.						
iv	Ensure the level of challenge is consistently high						
v	Improvements in planning refer to the learning outcome and shows clear differentiation.						
vi	Make contacts and visit other post 16 schools and providers.						
vii	Develop an internal moderation format and protocol for moderating accredited units.						
6d	Attendance needs to improve for pupils						
i	Set ambitious individual targets						
ii							
iii							
iv							
v							

vi							
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