



THE SPALDING
SPECIAL SCHOOLS FEDERATION

**THE PRIORY
SCHOOL**

Achieving Together

School Improvement Plan 2016-2017

KEY PRIORITIES

- **Raise pupil achievement and progression in all subjects**
- **Increase the proportion of outstanding teaching across the school**
- **Maintaining high standards of behaviour and learning behaviour for all pupils**
- **To further improve standards of leadership and management across the school**

The aims and values of the school

"Achieving Together!"

The Priory School exists to provide an education for pupils with a wide range of learning disabilities and for whom education within a mainstream school setting has either failed or is judged to be inappropriate.

We believe that all children are entitled to a form of education that will support them to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve improved economic well-being.

All adults working at and with The Priory School are firmly committed to this philosophy, which is expressed through a programme of continuous curriculum review and development aimed at maintaining high standards of teaching and learning and within an environment that positively promotes and expects mutual respect.

The over-riding aim of our school is to provide an inclusive education in the most real sense; preparing pupils to take a confident and active place in society well prepared to meet the challenges of adult life, including the world of work and continuing education.

1. To promote pupils' personal, social, emotional and academic development in a happy and caring community.
2. To teach well setting high expectations.
3. To deliver a wide ranging curriculum that can be adapted to meet the needs of all pupils.
4. To help pupils develop lively enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
5. To develop in pupils a sense of self-respect.
6. To promote staff and governor development enabling all to contribute effectively towards the aims of the school.
7. To encourage the support and co-operation of parents in every aspect of their child's education.
8. To encourage pupils to play a positive and responsible part in their own education, to care about the community, both in and out of school, and to behave in an acceptable and considerate manner.
9. To help pupils understand the world in which they live and to instil a respect for religious and moral values, together with a tolerance of other races, religions and ways of life.
10. To help pupils acquire knowledge and skills relevant to adult life.
11. To appreciate and celebrate human achievement in art, literature, music, science, sport and technology.

Synopsis of achievements in the last school year

The academic year 2015-16 saw excellent progress towards a set of challenging school improvement priorities. 2015/16 data analysis evidences that pupils made better progress than in the previous year in the vast majority of areas, although minor declines were noted in English; lesson observations indicated improvements in the quality of teaching and the promotion of good behaviour, from an already high baseline. The first tranche of pupils entered for GCSEs sat their examinations in May. Pupils achieved fantastically well with results ranging from an A in Mathematics to E grades. Three pupils narrowly missed C grade in English, although performed at a level 2 standard in their Functional Skills exams. The introduction of the GCSE programme has undoubtedly been a positive move for the school and has led to improved outcomes for a small, but meaningful cohort of pupils. The overall summary of outcomes has also been really positive. All pupils obtained nationally recognised accreditations and the vast majority secured qualifications at Entry level or above in 9 different areas. All year 11 pupils moved on to college placements or sixth form provision. A recent restructure of the leadership and management team at the school has seen the introduction of Key Stage 3 and Key Stage 4 phase leader positions. These roles will add a further layer of support to staff and pupils but also add capacity to leadership and strategic direction at the school.

Moving forward, key issues for the school to focus upon will include moving more teaching from good to outstanding; maximising the opportunities afforded through federation with the Garth School, further developments within the Key Stage 4 accreditation and curriculum offer and developing a credible and effective coaching programme across the school.

The School Evaluation Form or SEF continues to serve as a comprehensive and detailed evaluation tool. The SEF acts as a working document that is systematically reviewed by staff and school governors throughout this year and beyond. The writing of the SEF has informed many of this year's priorities for development and improvement.

The school has continued to build on the success of its successful OFSTED inspection of January 2013. All areas of the school's work were graded as Good. Our own current self-evaluation, moderated by experienced leaders from across the MAT and other Lincolnshire Special Schools, now places the school as outstanding in all areas based upon multiple data sets, outcomes for pupils and moderated judgements on the quality of teaching and learning.

Other achievements during the past year include:

- Year 11 pupils were successful in gaining a very broad range of qualifications and accreditation, including GCSEs in English and Mathematics.
- The school continues to enjoy a good reputation in the local area and we continue to receive applications for places from parents as a result. Numbers remain strong , with most year groups running at capacity.
- Our links with our European partner schools are thriving and two exchange visits took place involving a French school during the last year.
- Once again every year group in the school was offered a residential experience during the summer term.
- There were no permanent exclusions and incidents of challenging behaviour have reduced considerably.
- Data analysis for 2015/16 evidences good gains in pupil performance from the previous year with an increasing percentage of pupils making more than expected progress.
- Older pupils have competed exceptional well in Enterprise competitions throughout the year and have won several awards and been highly commended for their efforts.
- The schools external moderation/evaluation agreed with the judgements made in the SEF.
- Ongoing improvements to the building and teaching spaces have impacted positively on learning.
- The school was awarded the Aim4Lincs ASD mark (highly commended) in recognition of its effective ASD friendly approach and curriculum.

Vision for the next three to five years

1. CONTEXTUAL FACTORS

1. There is no doubt that the pupil population continues to change. It is expected that a greater number of pupils will present more complex and behavioural difficulties. The curriculum offered by the school will need to be kept under constant review in the light of these changing needs, as will our styles of curriculum delivery. The rise in academically higher functioning pupils continues and the associated accreditation offer required regular review.
2. The Local Authority is currently reviewing Special School provision throughout Lincolnshire. Generally speaking special schools are full and, in a number of cases, the buildings are no longer fit for purpose. It will be important to ensure that the schools and CIT exert influence over any future plans to best meet the needs of pupils the SEND within the south of the county.
3. The south of the county is experiencing huge population growth and this is already being reflected in the pressures for places being put upon local primary schools. One can expect some rise in pupil numbers as a result of this trend. In addition, we have noticed, in recent years, a growing number of families from the East Midlands moving to the South Lincolnshire area; very often these families are fairly “nomadic” in their habits and therefore move on elsewhere before too long. This trend has been particularly noticeable in the past year and a more transient pupil population may become a feature in future years.
4. The Priory and Garth Schools converted to Academy schools within CIT in March 2016. This move has presented a fair degree of challenge to the finance and admin teams across the schools; although staff have worked hard to familiarise themselves with new systems and iron out issues. Membership within the CIT family of schools and affiliation to the LEARN Teaching School has begun to impact positively on assessment, curriculum design and teaching and learning.
5. Staff from both schools will develop opportunities to share best practice with mainstream partner schools within the South Holland area and further afield.

2. CURRICULUM & PUPIL LEARNING

1. The school has well established and robust data management systems for analysing pupils progress based upon the use of PIVATS for monitoring curriculum attainment and Progression Guidance and CAPSA for evaluating pupil progress. Following revision to the National Curriculum in 2014/15 the school intends to adopt PIVATS 5 as soon as it is published. The move away from nationally recognised level descriptors for progression will be kept under close review and relevant staff will work closely with similar schools to ensure robust and useful progression measures are developed.
2. The development of closer links with the Garth School will continue to be a priority.

3. Increased emphasis is being placed on developing and extending both vocational and life-skills provision and training. Accreditation opportunities are regularly evaluated and extended to suit the needs of the pupils. It remains a core aim of the school to ensure that pupils are well prepared for the challenges of adult life, including the world of work and further education, and this aim is highly valued by parents.
4. Subject leaders will continue to drive school improvement through annual curriculum development plans (CDPs). Work continues to further develop the scope and effectiveness of subject leaders. Subject leaders have audited their areas of curriculum responsibility and subject coordination files have been established.
5. The school will continue to seek official recognition and accreditation for its achievements through entering relevant competitions and award schemes. We will continue to explore new ways of offering pupils accreditation in key skills and basic literacy/numeracy at the end of Key Stage 4 and our links with Europe and European special schools will continue to develop. International links further afield have been established and it is intentioned that these new links will be sustained.
6. The use of ICT in general will continue to develop, both as a skill in its own right and as a cross-curricular aid to learning. The school will prioritise the extension and development of its ICT infrastructure to improve teaching and learning throughout.
7. The school will continue to develop its links with mainstream schools as part of its commitment to working within an inclusive environment.

3. STAFF DEVELOPMENT / SCHOOL MANAGEMENT

1. The school is committed to providing staff with the opportunity to develop their skills and build their careers here. Three teachers are now employed at the school having trained through a School Direct ITT route with us. Another member of staff has just embarked on ITT training with the school for 2016/17. The needs of pupils with autistic spectrum disorder in particular require some degree of specialist knowledge on the part of staff and some long-established attitudes and practices may need to be modified. Whilst there will be an obvious need for outside expertise to lead some of this work, much will be carried out through staff discussion and consultation. All staff have obtained Tier one ASD training and the majority of staff are now working towards Tier 2. The school will continue to support staff who wish to follow courses of training leading to formal accreditation. The school therefore remains committed to supporting in-house development of staff and will seek to provide career development opportunities to staff that contribute to enhancing the future capacity of the school and the wider trust. We will develop further our links with the LEARN Teaching School (part of CIT) to provide accredited staff development opportunities.
2. The school is committed to developing the role and skill base of Teaching Assistants and support staff. In light of health authority cuts and a reduction in SALT and OT service levels to schools, the further development of specific roles for TAs in these areas will continue to be a priority.
3. Staff confidence and competence in using ICT, both as a personal professional tool and as a curriculum resource, will continue to develop in importance. As the school moves more and more towards electronic systems of reporting and recording, good ICT skills amongst staff become crucial. The school will continue to support staff with appropriate training and should investigate the possibility of providing all teaching staff with laptop computers as part of their professional development entitlement.

4. The health and welfare of all staff is a vital component in any school's success and our policies and practices in this respect will be reviewed and developed though meeting the Healthy Schools Standard

4. PREMISES AND MATERIAL RESOURCES

1. The high standard of buildings and grounds currently enjoyed will be maintained and enhanced. The provision of a high quality and attractive environment is a very high priority. Not only is it important that staff and pupils should have a good working environment but it is essential that the message our building and grounds give out to parents and visitors is one of quality - special education is not a second-rate type of provision but a very real quality alternative to mainstream school.
2. As a result of sound financial planning, the school has been able to fully fund all bids for curriculum resource development for the past four years. Last year's spend on curriculum development was just short of £20,000 and a similar figure has been agreed for new development. These are lower figures than in previous years and the cash flatt budget positon now in its fourth year has led to a reduction ion the money available for curriculum development , nevertheless subject areas are well resourced.

5. PUBLIC RELATIONS AND COMMUNITY

1. Broadcasting the work, successes and achievements of the school will continue to be a priority.
2. Seeking external accreditation for success is an important aspect of the school's public relations and a vital element in our contribution to developing an inclusive approach to education as defined in the Lincolnshire County Plan for Special Educational Needs.
3. Links with community groups across the whole of our catchment area need to be developed, both in terms of making the wider community more aware of our school and accessing financial and other help for pupils across the region.

6. THE SCHOOL AS A WHOLE

1. The school is well regarded within the community it serves and support from the LA is excellent.
2. Staff and Governors are firmly committed to the philosophy of the school as expressed in the school's mission statement and aims of the school. This strong consensus about the very purpose of the school is a major strength and will continue to drive school development and improvement.
3. The school will continue to strive towards providing a high quality alternative setting for a secondary education that meets the needs of a range of pupils with learning and other disabilities.
4. The school is committed to strive toward achieving outstanding outcomes for pupils, staff and families alike in all areas

Contents:

KEY PRIORITIES

- **Raise pupil achievement and progression in all subjects and the wider curriculum**
- **Increase the proportion of outstanding teaching across the school**
- **Maintaining high standards of behaviour and behaviours for learning**
- **Further improve the standard of leadership and management across the school**

As introduced last year's School Improvement Planning documentation, Curriculum Development Plans are no longer contained within this document. Curriculum Development reviews and future planning are now stored in a separate document that will be monitored by the Curriculum Committee throughout the year.

The Spalding Special Schools Federation Improvement Plan 2015/2016

Our school Federation aims to:

Raise pupil achievement and progression in all subjects and the wider curriculum

How will we do this?

- To increase the percentage of pupils making expected and more than expected progress in all subject areas.
- Ensure all interventions are well matched to pupil need
- Teachers will demonstrate knowledge and use visual, auditory, tactile and kinaesthetic teaching techniques to support learning.
- All pupil premium and grant funded students will make progress in line with or ahead of their peers
- Pupil progress against targets specified within EHCPs will be accelerated.
- All students in key stage 4 to receive external accreditation for their effort and achievement

What are our desired outcomes?

- Pupils make outstanding progress
- Every child is taught in a way they learn best
- A variety of resources is used effectively
- Interventions work well and accelerate progress
- Gaps close
- Excellent challenge and scaffolding is routine
- Children receive good quality feedback which has a positive impact on learning
- Pupils achieve accreditation for their attainments
- Staff are provided with regular feedback on their own strengths and areas for development.
- Bluesky is successfully used by all staff to support and monitor their continued professional learning

Increase the proportion of outstanding teaching across the school.

- Ensure all lesson observations will be graded as either good or outstanding
- Ensure teachers receive good quality inset, coaching and mentoring linked to identified performance management targets
- To maximise impact of internal and external sources of excellence in the pursuit of outstanding teaching and Leadership
- Ensure that T and L self-evaluation and review systems impact positively on outcomes and the quality of teaching
- Provide opportunities for outstanding teachers to share best practice within partner schools and in association with LEARN Teaching School

- Pupils make outstanding progress
- Teaching is always good and regularly outstanding
- Teachers provide good quality coaching/mentoring and a range of peer support
- Excellent pupil, staff and parental satisfaction in support of offer
- Staff skills, expertise and understanding are optimised across all roles to best meet pupil needs.
- Data demonstrates increased pupil progress over time.

Maintaining high standards of behaviour and behaviours for learning for all pupils across the school.

- Further development of pupil's ability to effectively manage their own behaviour
- Ensure the effective and consistent use of behaviour plans and strategies
- Further improve attendance
- Further improve the internal and external learning environment
- Develop staff knowledge and skills in managing a range of additional needs

- Pupils make outstanding progress
- Pupils feel safe and happy in school
- Further improvements in behaviours for learning
- The learning environment is well matched to pupil need
- Attendance is improved
- Consistency in staff approaches
- Increase in percentage of pupils meeting or exceeding PSD targets
- Year on year reductions in team teach handling
- Pupils focused and engaged in the vast majority of lesson observed.
- Pupils talking positively about their learning experiences.
- Pupils taking responsibility for their learning journeys.

Maintain and strengthen leadership and management across the school.

- By strengthening the impact of individual and team performance management and appraisal
- By further improving school self-evaluation and quality assurance frameworks
- By further developing subject leader accountability for raising standards
- Further develop peer led school support and challenge
- Increased access to post qualification training for teachers holding QTS
- Increased access to career development opportunities for teaching assistants
- By embedding coaching programmes for staff at all levels into day to day practise.
- To successfully introduce Key Stage Leaders and develop their leadership skills
- EHT to pursue NLE status and link potential Garth School NSS status to Priory and JFS

- Pupils make outstanding progress
- All members of staff have clear performance management objectives and the means to achieve these
- Increased leadership capacity through middle level of the organisation
- Clear, unambiguous expectations of what constitutes good or outstanding teaching and learning
- Robust and rigorous self-evaluation systems in place
- Increase in the percentage of outstanding teaching
- Subject leaders taking increasing responsibility for driving up standards
- Staff engage with coaching and mentoring approaches throughout the school.

Raise pupil achievement and progression across all subjects and the wider curriculum	Strategic lead: SLT + Core subject leads	Link Governor:		
Outcomes: What will success look like for children? <ul style="list-style-type: none"> Increased % of pupils meeting or exceeding upper quartile targets in core subject areas and PSD Work and tasks will be well differentiated with good levels of challenge to raise attainment of most and least able Pupils requiring acceleration will be identified early and provided with well targeted intervention 2016/17 data analysis will evidence good gains and a closing/eradication of any known gaps Outcomes for PP and grant funded pupils will be at least in line or above peers. Attainment against EHCP targets is high 				
Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation
1. To increase the percentage of pupils making expected and more than expected progress in all subject areas.	<ul style="list-style-type: none"> Subject leaders to strengthen their understanding of end of year and end of Key Stage target setting and use this information to inform subject development plans. AHT to ensure challenging targets will be set for all pupils in line with revised assessment and progress guidelines. PIVATS 5 will be evaluated and introduced if appropriate. Target Setting Guidelines will be reviewed according to PIVATS 5, suggested targets provided by CASPA and the possible introduction of Milestones. The analysis of pupil progress and outcomes against targets will take place and intervention plans will be implemented to narrow gaps in pupil outcomes. 	<ul style="list-style-type: none"> Oct 2016 Dec 2016 Oct 2016 Oct 2016 – April 2017 Dec 2016, April 2017 and June 2017 	<ul style="list-style-type: none"> Mid and end of year data Review of CDPs SLT Bluesky review of CPD impact SLT monitoring of planning 	
2. Ensure all interventions are well matched to pupil need	<ul style="list-style-type: none"> AHT to review and further develop robust systems for identification of need, programmes of study and staff CPD requirements Close review of interventions impact and reporting to SMT, parents and governors Reviews progression data 3x per year to closely track intervention impact Explore intervention strategies used in high performing special schools 	<ul style="list-style-type: none"> Dec 2016 3 x per year 3 x per year Ongoing 	<ul style="list-style-type: none"> Mid and end of year data Review of CDPs SLT Bluesky review of CPD impact SLT monitoring of planning SLT monitoring of parent view 	
3. Teachers will demonstrate knowledge and use visual, auditory, tactile and kinaesthetic teaching techniques to support learning.	<ul style="list-style-type: none"> SALT to review all pupils requiring speech and language programmes and provide programmes and guidance to school staff to follow. Lesson observation foci to include the monitoring of how staff respond to varying learning styles. Sample planning to monitor use or VAKing approaches. Staff meeting time allocated to group discussions and audit of teaching techniques and approaches SLT to facilitate the sharing of good practice where teachers have used a variety of approaches within their teaching. 	<ul style="list-style-type: none"> Dec 2016 October 2016 Nov 2016 On going 	<ul style="list-style-type: none"> 3 x per year Review of CDPs SLT Bluesky review of CPD impact SLT monitoring of planning Lesson observations 	
4. All pupil premium and grant funded students will make progress in line with or ahead of their peers	<ul style="list-style-type: none"> AHT to keep catch up strategies under regular review LAC pupil progression to be regularly reviewed and intervention targeted where required. AHT, Phase leads and core subject leads to analyse in year and end of year data capture to include all 	<ul style="list-style-type: none"> On going On going 3 x per year 	<ul style="list-style-type: none"> Mid and end of year data 	

	<p>agreed vulnerable group cohorts and inform subject leads of emerging concerns.</p> <ul style="list-style-type: none"> EHT to monitor PP spend and impact to ensure value for money and positive outcomes. 	<ul style="list-style-type: none"> July 2017 		
<p>5. Pupil progress against targets specified within EHCPs will be accelerated.</p>	<ul style="list-style-type: none"> Progress towards short term EHC targets will be reviewed three times a year by class teachers. The HT will continue to liaise with parents, carers and external professionals. The specialist TAs with responsibilities for SaLT and Intervention will liaise with external professionals and SLT as appropriate. 	<ul style="list-style-type: none"> On Going On Going On Going 	<ul style="list-style-type: none"> 3 x per year EHCP reviews External therapy reporting 	
<p>6. All students in key stage 4 to receive external accreditation for their effort and achievement</p>	<ul style="list-style-type: none"> HA students to access GCSE programmes in English and Maths Expand ICT and Science higher level accreditation Clarify and improve middle and lower ability accreditation pathways. Develop lower ability pathways in association with Garth and John Fielding 	<ul style="list-style-type: none"> Sep 16 June 17 Feb 2017 Dec 2016 	<ul style="list-style-type: none"> CDP review Standards reports to LGB 	

Increase the proportion of outstanding teaching across the school.		Strategic lead: SLT + Subject leads		Link Governor:	
Outcomes: What will success look like for children? <ul style="list-style-type: none"> Increased % of pupils meeting or exceeding upper quartile targets in core subject areas and PSD Increased % of lessons graded as outstanding Positive staff response to CPD and associated positive impact evaluations of CPD Learning walks and work scrutiny will evidence good pupil progress over time Work and tasks will be well differentiated with good levels of challenge to raise attainment of most and least able Pupils requiring acceleration will be identified early and provided with well targeted intervention 2016/17 data analysis will evidence good gains and a closing/eradication of any known gaps There is a strong culture of peer support leading to teachers offering one another coaching and mentoring Work scrutiny, lesson observations, drop in and learning walks will reveal an appropriately differentiated curriculum with stimulating experiences leading to good progress. 					
Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation	
1. Ensure all lesson observations will be graded as either good or outstanding	<ul style="list-style-type: none"> Ensure regular lesson observations, feedback and moderation of pupil work is carried out in accordance with agreed calendar Ensure effective planning is in place and adheres to guidelines. Provide high quality inset, coaching and CPD to enhance outstanding teaching. Targeted learning walks for priority areas to include differentiation and specific interventions Teachers, Instructors and HLTAs to receive clear, informative developmental feedback from lesson obs, drop ins and learning walks. SLT to conduct joint observations to ensure that there is consistency of judgements External peers to contribute to lesson observations and judgements at least once during the year. 	<ul style="list-style-type: none"> On going Termly On going 3 x per year As per Q&A cycle 1 x per year 1 x per year 	<ul style="list-style-type: none"> SLT lesson observation In year and end of year data Review of CDPs SLT Bluesky review of CPD impact SLT monitoring of planning SLT monitoring of parent view 		
2. Ensure teachers receive good quality inset, coaching and mentoring linked to identified performance management targets	<ul style="list-style-type: none"> All teachers have access to a performance management meeting before the October half term. Teacher's performance management targets will be linked to the SIP. Teachers will received mid-year PM meetings to evaluate and monitor progress towards targets. NQT to receive high quality support and mentoring by SLT in association with Kyra Teaching School Alliance SKITT trainees to receive high quality support and mentoring by SLT in association with LTSA. 	<ul style="list-style-type: none"> Oct 2016 Oct 2016 Feb 2017 On going On going 	<ul style="list-style-type: none"> SLT monitoring of BlueSky PM impact SLT/GB evaluation of learning walks SLT and Kyra/LTSA evaluation of teacher training provision 		
3. To maximise impact of internal and external sources of excellence in the pursuit of outstanding teaching and Leadership	<ul style="list-style-type: none"> Utilise support from Headteacher/advisor colleagues to participate in shared lesson observation cycle Increase frequency of federation staff delivering support and inset within school partnerships Facilitate staff visits to high performing colleagues within the federation and in other schools Utilise LEARN Teaching School and local secondary school links training and development opportunities to improve teaching and subject leader development 	<ul style="list-style-type: none"> Feb 2017 Feb 2017 On going On going 	<ul style="list-style-type: none"> SLT lesson observation Mid and end of year data Review of CDPs SLT Bluesky review of CPD impact SLT monitoring of planning SLT monitoring of parent view 		
4. Ensure that T and L self-evaluation and review systems impact positively on outcomes and the quality of teaching	<ul style="list-style-type: none"> Review and improve annual T&L monitoring procedures Review direct feedback methods following moderation exercises to include the use of Bluesky 	<ul style="list-style-type: none"> Dec 2016 Oct 2016 	<ul style="list-style-type: none"> HT reports to GB Lesson Obs Work Scrutiny Planning scrutiny 		

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	<ul style="list-style-type: none"> • Subject coordinators to improve/develop subject scrutinies and feedback support to colleagues • Utilise external peer support at SLT level • Focus on the triangulation "over time" on: progress data- lesson observation-work scrutiny/assessment 	<ul style="list-style-type: none"> • Dec 2016 • On going • Review Dec 2016 	<ul style="list-style-type: none"> • Progress Data analysis • Peer to Peer Health checks 	
<p>5. Provide opportunities for outstanding teachers to share best practice within partner schools and in association with LEARN Teaching School</p>	<ul style="list-style-type: none"> • Federation SMT to signpost to areas of best practice. • Performance management objectives to include support to other staff where appropriate. • Liaise closely with LEARN. • Link high performing staff to less experienced or RI teachers if required 	<ul style="list-style-type: none"> • Dec 2016 • Oct 2016 • On going • As required following monitoring exercises 	<ul style="list-style-type: none"> • SMT overview and monitoring 	

Maintain the high standards of behaviour and learning behaviour for all pupils across the school.	Strategic lead Team: Barrie Taylor, Jack Wycherley	Link Governor:		
Outcomes: What will success look like for children?				
<ul style="list-style-type: none"> • Increased % of pupils meeting or exceeding upper quartile targets in core subject areas and PSD • Increased attendance figures • Improvement in pupil attention and on task behaviours. • Positive staff response to CPD and associated positive impact evaluations of CPD • Learning walks will evidence good pupil progress over time • 2016/17 data analysis will evidence good gains and a closing/eradication of any known gaps • Reduced incidence of Positive Handling, time out and internal/external exclusion 				
Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation
1. Further development of pupil's ability to effectively manage their own behaviour	<ul style="list-style-type: none"> • Ensure all new staff are fully aware of the Priory School philosophy for behaviour management • Teachers to consider each pupil's preferred learning style and reflect this in their planning, resources and delivery. • Deliver refresher training at staff meetings on a range of supportive strategies employed to positively impact on pupils behaviour i.e TEACCH, social stories, visual timetables, choice, learning styles etc. • Revisit student personal reflection strategies 	<ul style="list-style-type: none"> • Oct 2016 • Dec 2016 • On going • Dec 2016 	<ul style="list-style-type: none"> • SLT Lesson observations • Behaviour Watch analysis shows improving trends • SLT monitoring of planning • PSD PIVATS/CASPA improvement 	
2. Ensure the effective and consistent use of behaviour plans and strategies	<ul style="list-style-type: none"> • Regular review and revision of plans • Seek timely advice from visiting professionals and incorporate into plans and strategies • Include parental input into planning cycle for supporting behaviours • HofS to support teachers to incorporate positive behaviour outcomes into EHCP/IEP planning work • HofS and BM to monitor impact of Behaviour interventions i.e. break time interventions/working together skills • HofS to monitor effective and consistent use of Pupil Profiles 	<ul style="list-style-type: none"> • On going • On going • As required • Dec 2016 • Dec 2016 • On going 	<ul style="list-style-type: none"> • SLT Lesson observations • Behaviour Watch analysis shows improving trends • SLT monitoring of planning • PSD PIVATS/CASPA improvement 	
3. Further improve attendance	<ul style="list-style-type: none"> • Sustain parental awareness of the importance of good attendance via newsletters, website, events etc • Phase leaders implement robust response to attendance issues • Seek clear and concise medical advice to support families and pupils experiencing attendance difficulties. • Continue to work closely with parents whose children experience short periods of ill health to ensure educational continuity. • Liaise with EWO services as required • Report attendance issues and progress to GB 	<ul style="list-style-type: none"> • Dec 2016 • Nov 2016 • On going • On going • As required • 4 x per year 	<ul style="list-style-type: none"> • HT reports to GB • TAC/EHA review impact 	
4. Further improve the internal and external learning environment	<ul style="list-style-type: none"> • Review and improve classroom and corridor storage facilities; de-clutter where possible • Introduce classroom expectations guidance to include displays and seating plans etc 	<ul style="list-style-type: none"> • Dec 2016 • Oct 2016 	<ul style="list-style-type: none"> • HT reports to GB and Premises Committee • Learning Walks • Drop ins 	

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	<ul style="list-style-type: none"> • Make better and more imaginative use of all outside areas i.e nature area/forest school bid 	<ul style="list-style-type: none"> • Jan 2017 	<ul style="list-style-type: none"> • Peer reviews • Audits 	
<p>5. Develop staff knowledge and skills in managing a range of additional needs</p>	<ul style="list-style-type: none"> • Deliver refresher and ongoing ASD training • Source training on ODD and ADHD knowledge and supportive approaches • Use coaching and feedback to foster a culture of professional self-reflection and adaptation in response to challenging behaviours and low levels of engagement or disruption. • Provide opportunities for staff to share good behaviour management practice and approaches to engaging pupils in learning 	<ul style="list-style-type: none"> • April 2017 • Jan 2017 • On going • On going 	<ul style="list-style-type: none"> • PM reviews and midyear reviews by LMs • Staff feedback • Lesson observations 	

Maintain and strengthen outstanding leadership and management across the school.	Strategic lead Team: Daran Bland, Emily Walker, Anna Miller	Link Governor: Janet Corcoran		
Outcomes: What will success look like for children? <ul style="list-style-type: none"> Increased % of pupils meeting or exceeding upper quartile targets in core subject areas and PSD Increased % of lessons graded as outstanding Positive staff response to CPD and associated positive impact evaluations of CPD Further improved evaluation of parental confidence in school Pupils requiring acceleration will be identified early and provided with well targeted intervention 2016/17 data analysis will evidence good gains and a closing/eradication of any known gaps Increased number of staff accessing leadership training options Positive staff feedback from coaching programme 				
Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation
1. By strengthening the impact of individual and team performance management and appraisal	<ul style="list-style-type: none"> Identify leadership capacity and potential for future middle and senior roles. Continue to develop use of BlueSky tool for supporting PM, CPL and Teaching and Learning Monitoring Provide leadership coaching and training (CPD) as required to support developmental needs of less experienced leaders (link to LEARN and National College) Develop coaching protocols to augment routine appraisal cycle 	<ul style="list-style-type: none"> Dec 2016 On going On going Dec 2016 	<ul style="list-style-type: none"> HT reports to GB Staff feedback on CPD and Bluesky Regular review of progress at SLT and Federation SLT meetings 	
2. By further improving school self-evaluation and quality assurance frameworks	<ul style="list-style-type: none"> Focus on the triangulation “over time” on: progress data- lesson observation-work scrutiny/assessment Utilise support and input from senior leaders within CIT and other special schools. (Peer reviewing) 	<ul style="list-style-type: none"> Jan 2017 On going 	<ul style="list-style-type: none"> HT reports to GB Staff feedback on CPD and Bluesky Regular review of progress at SLT and Federation SLT meetings 	
3. By further developing subject leader accountability for raising standards	<ul style="list-style-type: none"> AHT to support and monitor effective use of data to inform subject development areas. Provide access to subject leader training both internally and through LEARN or other external means. Facilitate good links and communication between subject leads across CIT and where appropriate external i.e. neighbouring secondary schools. Subject leads to deliver training to all staff on developments within their specialisms. 	<ul style="list-style-type: none"> Oct 2016 On going On going Review termly 	<ul style="list-style-type: none"> AHT/HT review of CDPs and subject leader input to school improvement HT reports to GB Staff feedback on CPD and Bluesky Regular review of progress at SLT and Federation SLT meetings 	
4. Further develop peer led school support and challenge	<ul style="list-style-type: none"> HofS and AHT to manage/co-ordinate peer review Post peer review action plan developed and implemented. 	<ul style="list-style-type: none"> Oct 2016 Dec 2016 	<ul style="list-style-type: none"> HT reports to GB Cluster arrangement feedback Review of peer reporting 	
5. Increased access to post qualification training for teachers holding QTS	<ul style="list-style-type: none"> Teachers to have coaching session during Autumn term to identify personal next steps HT to work with Learn teaching school to identify appropriate CPD opportunities for staff At least 3 teachers to have explored accredited courses. 	<ul style="list-style-type: none"> November 2016 January 2017 July 2017 	<ul style="list-style-type: none"> Coaching feedback forms Involvement of teaching staff in accredited training over the coming 3 year cycle 	

<p>6. Increased access to career development opportunities for teaching assistants</p>	<ul style="list-style-type: none"> • School staff to contribute to the Boston College apprenticeship programme being run out of the Garth School • Support through performance management process for TAs to identify career development needs. And research suitable training. • Release time for TAs wishing to carry out further academic studies. • Priory School contribution to setting up of SEN FD at Boston College under auspices of BGU. • School wide participation in the Mobilise TA initiative. 	<ul style="list-style-type: none"> • March 2017 • October 2016 • On going • July 2017 • Jan 2017 	<ul style="list-style-type: none"> • HT to monitor Boston College programme • Staff to use BlueSky to record development needs • HT to seek feedback from students on value of learning • SEN FD in place for students to start September 2017 	
<p>7. By embedding coaching programmes for staff at all levels into day to day practise.</p>	<ul style="list-style-type: none"> • Senior staff to access coaching training • Include coaching sessions throughout the appraisal cycle. • Establish coaching programmes for specific staff groups or reasons. 	<ul style="list-style-type: none"> • Dec 2016 • On going • On going 	<ul style="list-style-type: none"> • At SMT level • Through staff feedback 	
<p>8. To successfully introduce Key Stage Leaders and develop their leadership skills</p>	<ul style="list-style-type: none"> • Review leadership roles and responsibilities • Identify appropriate middle and senior leader training opportunities. 	<ul style="list-style-type: none"> • Dec 2016 • Dec 2016 	<ul style="list-style-type: none"> • At SMT level • HT reports to GB • HT reporting to Staffing Committee • Through staff feedback 	
<p>9. EHT to pursue NLE status and link potential Garth School NSS status to Priory and JFS</p>	<ul style="list-style-type: none"> • NLE/NSS application 	<ul style="list-style-type: none"> • Sep 2016 	<ul style="list-style-type: none"> • EHT reports to LGB 	

The Priory School Improvement Plan | 2016/17

To expand upon opportunities available to all pupils and staff to work and learn alongside one another using the full range provision across the academy trust		Strategic lead: Daran Bland + SLT Garth + SLT Priory + SLT JFS		Link Governor:	
Outcomes: What will success look like for children? <ul style="list-style-type: none"> • Increased % of pupils meeting or exceeding upper quartile targets in core subject areas and PSD • Increased % of lessons graded as outstanding • Positive staff response to CPD and associated positive impact evaluations of CPD • Post qualification teaching staff will have opportunities to work in professional networks with colleagues from other schools. • Secure judgements on pupil levelling • Further improved evaluation of parental confidence in school • 2016/17 data analysis will evidence good gains and a closing/eradication of any known gaps 					
Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation	
1. Expand upon opportunities for pupils to access provision across federation	<ul style="list-style-type: none"> • Priory pupils requiring OT to access Garth pool • Expand work experience placement opportunities for Priory pupils at Garth • Continue HA Garth pupils attending accredited courses at Priory 	<ul style="list-style-type: none"> • Nov 2015 • Oct 2016 • Oct 2016 	<ul style="list-style-type: none"> • SLT review through federation team meetings • Subject leaders to maintain overview of progress towards accreditation 		
2. Further develop frequency cross site moderation and shared curriculum meeting time across all three schools	<ul style="list-style-type: none"> • EW, KS and CM to agree and publish calendar of moderation and curriculum events • Staff to engage with programme and shared outcomes and impact 	<ul style="list-style-type: none"> • Nov 16 • ongoing 	<ul style="list-style-type: none"> • SLT review of action planning and systems 		
3. Increase frequency of opportunity for School Council groups to develop shared input into school improvement planning	<ul style="list-style-type: none"> • Ensure at least three combined federation meetings per year. • Senior staff to be more actively involved in attending council meetings. • SLT agenda to feature "pupil voice" as an area for discussion and progression 	<ul style="list-style-type: none"> • Termly • Ongoing • Ongoing 	<ul style="list-style-type: none"> • SLT feedback to meetings 		
4. Contribute to and receive benefit from the relationship with the LEARN Teaching School	<ul style="list-style-type: none"> • SLT and high performing teaching staff to contribute towards LEARN training offer. • Prioritise LEARN CPL opportunities • Executive Head Teacher to sit on LEARN Trust Board 	<ul style="list-style-type: none"> • Jan 2017 • Jan 2016 • On going 	<ul style="list-style-type: none"> • SLT meetings • LEARN Trust board minutes • EHT reports to LGB 		