



School Development Plan 2018-2019

The School's Key Priorities

- Raise pupil outcomes and progression in all subjects and areas of development
- Increase the proportion of outstanding teaching across the school
- Maintaining high standards of behaviour and learning behaviour for all pupils
- Sustain outstanding standard of leadership and management across the school

MISSION STATEMENT

The Garth School exists to provide an outstanding educational environment that meets each pupil's needs.

OUR VALUES

- ✓ All pupils are of equal value regardless of their sex, disability, race, background, faith or ability.
 - ✓ All our pupils have equal access to opportunities and resources.
 - ✓ All our pupils have their individual needs met.
 - ✓ All our pupils are kept safe from harm at all times.
 - ✓ We value the contribution our pupils make to the community and school.
 - ✓ We value diversity.
 - ✓ We value our staff.

OUR AIMS

- ✓ To identify and assess each pupil's individual special needs.
- ✓ To enable each pupil to access a curriculum most appropriate to their needs, based on the EYFS, the National Curriculum for Key Stages 2, 3 and 4, and a personalised 14+ independence and life skills curriculum.
 - ✓ To ensure high social, moral and behavioural standards are taught at all times.
 - ✓ To prepare pupils as far as possible for their role as a citizen adhering to fundamental British values.
 - ✓ To work in partnership with parents and carers in achieving aspirational outcomes for their children.



INTRODUCTION

At The Garth School we believe that the School Improvement Plan provides a structure to improve the process and quality of teaching and learning for all our pupils. It enables us to introduce changes and innovations rationally. It brings together all aspects of school planning, and helps turn long term vision into short-term achievable goals.

The School Improvement Plan is one that lines up with the financial year. It is drafted by the Senior Leadership Team following consultation with the all staff, pupils, parents and governors and is presented to the Local Governing Body for discussion and endorsement.

The aim of the current planning process is to recognise that school improvement has a key role to play in the translation of our values and aims into practice. It will give our school a clear direction and a sense of team purpose.

The plan is underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make good progress.

It establishes the importance of development planning not just for the short-term, i.e. the school's one-year action plans, but also for the achievement of our medium-term and long-term goals.

The plan establishes the process for involving governors, staff, pupils and parents. It informs the performance management process for all members of staff.

The School Improvement Plan details all areas of planned school improvement work to be undertaken during the next twelve to twenty four months. Some of these activities have a whole school focus, some relate to development work being undertaken by groups and some refer to individual responsibilities. Obviously the number of activities detailed in the plan would make it difficult for all staff to have a clear working knowledge of all areas of development.

The school has therefore prioritised the main areas of improvement work that have a whole school context. All staff, governors and parents will make a contribution, in some way, to achieving these priorities.

Raise pupil outcomes and progression in all subjects

Increase the proportion of outstanding teaching across the school

Maintain high standards of behaviour and learning behaviour for all pupils across the school

Sustain outstanding standard of leadership and management across the school

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



Vision for the next Three to Five Years

CONTEXTUAL FACTORS

The pupil population of the school has grown considerably in numbers and complexity of learning need over the past few years. Lincolnshire is experiencing huge population growth and this is already being reflected in the pressures for places being put upon local primary schools and ourselves. It has been necessary to turn away students who would have been appropriately placed at the school on the basis of their special educational needs due to a significant lack of space, with our classrooms recently being assessed as 30%-40% too small for the number of pupils.

To further improve education for children and young adults with special education needs in Lincolnshire, and to accommodate a greater number of children and young adults into special schools across Lincolnshire, Lincolnshire County Council's project titled 'Building Communities of Specialist Provision' is in the consultancy stage and the plans in place will have a positive impact on The Garth. Over the next three years, The Garth will amalgamate with The Priory and will become an all age, all needs provision across two campuses. The Garth School building will be adapted and significantly enhanced to become a centre of excellence for children and young adults with complex and profound and multiple learning difficulties. The school's Executive Head Teacher is heavily involved with the county's project, working on two committees; 'The Buildings and Capital Work' and 'The Workforce Development' committees.

CURRICULUM AND PLANNING

The school has well-established and robust data management systems for analysing pupil progress and attainment based on the use of PIVATS for monitoring curriculum attainment and CASPA for analysing pupil progress and attainment against national data sets. During 2016-2017, the school adopted PIVATS 5 and implemented it during the academic year for English, Maths and PSD. We worked in partnership with other local special schools to implement new 'all through' assessment systems covering the P levels and higher curriculum attainments equivalent to expected levels for years 1 and above. We have led a group of other local special schools to further develop the use of the Mapping and Assessing Pupil Progress (MAPP) tool and worked with them moderate our assessments of children with the most complex learning needs.

The school is committed to sharing assessment information with parents and carers effectively and Tapestry is used to highlight attainment, progress over time and the educational experiences on offer at The Garth. The school will continue to further develop these links with parents and carers parents to build truly collaborative relationships with them. The school will continue to effectively analyse the end of academic year attainment data sent out to parents and develop this where needed.

Our students need to be clear about their learning objectives and when they have achieved success in order to maximise their progress. We will continue to further develop our procedures around marking and feedback to ensure that these are clear and meaningful to children and young people across the ability range. Developing systems for TAs to note and record pupil achievements will continue to be a core element of our developments during 2018-2019. Alongside this work we will build more robust evidence banks of the achievement of individual pupils. These will include revised learning journals, increased use of case studies to capture the narrative accounts



of pupils receiving focussed interventions, Tapestry posts featuring Starting Points and Progress over Time and improved monitoring of the impact of our therapy programmes.

Our curriculums offer a thematic approach to all areas of learning and have recently been enhanced further to incorporate formal, semi-formal and informal curriculum maps, most pertinent and bespoke to pupil's and student's needs, abilities and interests. A core piece of work for the school over 2018-2019 will be to further enhance and develop the provision for students in Key Stages Four and Five, in terms of the curriculum and assessment tools we use to track Progress over Time against Daily Living Skills, Vocational Skills and the preparation for our students for Life after The Garth.

We will continue to work closely with Boston College to develop the programme of study for our Key Stage 4 and 5 students and will seek to further develop our links with local providers of adult social care services to ensure smooth transition for the young people who are unlikely to access a college place. Students in the upper school will have increased vocational opportunities building on existing links with local business and organisations. Students in Key Stages Four and Five will have increased opportunities to achieve accreditation for their achievements working towards Entry Level Qualifications and Pre-Entry Level Accreditation using the AQA Unit Award Scheme.

Across the school we will continue to develop our links with mainstream and other special schools with a view to generating mutually beneficial inclusion opportunities. We will continue to develop curriculum and assessment partnerships with the Priory School so that higher attaining Garth School students in Key Stages Four and Five can benefit from the expertise at the Priory School and seek to gain further accreditation and qualifications.

STAFF DEVELOPMENT/SCHOOL MANAGEMENT

The school is committed to providing staff with the opportunity to develop their skills and build their careers in our setting. Of the six teachers employed by the school, two are currently working as unqualified teachers, having initially joined the school as Teaching Assistants and completed degrees in Special Education. One of these teachers is starting the School Direct Initial Teacher Training Programme in September 2018 with the other seeking to gain her Maths GCSE next academic year, before embarking on School Direct Initial Teacher Training Programme in September 2019. Both teachers are exceptionally skilled and regularly deliver outstanding lessons, as judged by internal and external professionals. The school can anticipate that these highly talented individuals will want to continue to develop their careers and in time this may mean wishing to move on to promoted posts that cannot be offered in house. The school therefore remains committed to supporting the in-house development of staff and is currently providing day release to four Teaching Assistants completing degrees. The school 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.

In September 2017, staff reorganisation enabled the school to appoint a specialist TA for Communication (who also holds a Regional Makaton Tutor status) with 20% class release time to work with the speech and language therapists who visit the school on individual pupil programmes and to co-ordinate Communication across the school.



This has proved very successful; pupil attainment and progress in Communication and Speaking and Listening is exceptionally high and the school will continue to ensure this provision is available for the academic year 2018-2019. The school holds Aim4Lincs enhanced accreditation status and through ongoing training is committed to developing the skills of all staff in working with children with Autism. A continuing focus will be on maximising the communication skills of all staff and their understanding of the complex and differing communication needs of individual students. There will be a particular focus on the use of Augmentative and Alternative Communication (AAT) including contemporary switch systems and ICT solutions.

The Specialist TA for Moving and Handling continues to be provided with 40% release time and a wider brief to work in liaison with medical therapists (Physiotherapy, Occupational Therapy, Wheelchair Clinic and School Nursing) to ensure that staff training and development in these areas are up to date and adherence to pupil programmes maximised.

The school will strive to ensure that all staff receive their entitlement to a quality driven, rigorous cycle of professional development that links strategically to school and self-improvement. Teaching staff will be supported to take on greater responsibility for the management of the professional development of Teaching Assistants within their class teams and a revised programme for these performance management meetings will start in September 2018 with staff meeting time being allocated for these meetings.

Staff confidence and competence in using ICT, both as a personal professional tool and as a curriculum resource, will continue to develop in importance. A particular emphasis will be on real time communication with parents about their children's progress using new media solutions including training on data protection and GDPR, whilst pushing ourselves towards being an open and transparent learning community.

PREMISES AND MATERIAL RESOURCES

The high standards 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, to ensure all pupils access stimulating and enriching educational based experiences and subject based lessons both inside the school grounds and by utilising our outdoor learning spaces. The school has continued to work closely with Friends of Garth School; the sensory garden situated at the front of school has recently benefitted from a wide, tarmac path between the sensory garden and outdoor classroom to ensure it is accessible by all abilities. Improved external and internal doors have been fitted to maximise pupil safety and the ease of moving around school, taking into account additional equipment used by pupils at the school.

We remain committed to updating our ICT resources based on rigorous and robust analysis of impact and according to best value principles. We have continued to further develop and improve upon our iPad provision with selected apps appropriate for pupils with complex and profound learning needs and have also recently put into place a bank of laptops with charging trolley to further enhance Computing and ICT lessons for our more able learners. Throughout 2018-2019, we will aspire to purchase three new 65" screens, to ensure all six classrooms have access to high quality, interactive screens.



PUBLIC RELATIONS AND COMMUNITY

Broadcasting the work, successes and achievements of the school will continue to be a priority. The Executive Headteacher has been awarded National Leader in Education status and school has achieved National Support School Status with associated opportunities for staff to develop their skills in peer support and mentoring through school to school work. Developing and strengthening links with community groups across the whole of our catchment area will be a priority both in terms of making the wider community more aware of our schools and trust and accessing financial and other help for pupils across the region.

THE SCHOOL AS A WHOLE

The school is highly regarded within the community it serves, with its current OFSTED Outstanding grading. Support from the LA has diminished in recent years linked to recurring budget cuts contributing to the school's decision to join CIT in March 2015 as an Academy. As outlined above we see numerous opportunities for curriculum and staff development offered by this new status. Staff and Governors are firmly committed to the philosophy of the school as expressed in the school's Mission Statement and Aims and Values.



Synopsis of Achievements in the Last School Year

The school has continued to develop and improve further, following the OFSTED Grading of Outstanding, awarded in June 2015 and has continuing plans for further development as outlined above.

The school has undergone two 'One Day Health Checks', visited by two Lincolnshire Special School Head Teachers and the CIT Director of Education in June 2017 and April 2018. This process, which involves observations in all classes, alongside a robust scrutiny of Teaching and Learning and a thorough analysis of the school attainment data and self-evaluation work, concluded that the school remains outstanding in all key areas of the OFSTED framework.

Pupil progress and outcomes remain exceptionally high, with the majority of pupils making expected or above expected progress against CASPA expectations. As new systems (PIVATS 5 and MAPP) were initiated throughout the academic year 2016-2017, the SLT had some initial apprehensions with regards to ensuring continuity of assessment but by careful re-base lining and analyses of attainment and progress being drawn up three times a year, it has been possible to ensure progress is maintained and has even accelerated.

Due to secondments over to John Fielding School in Boston for Richard Gamman and Aaron Bloodworth in January 2018, the SLT at The Garth has altered, with Claire Moore taking on the role of Head of School. Laura Pavlovic was appointed as Assistant Head Teacher in May 2018 with the main responsibilities of PIVATS 5 data and pupil attainment and progress, evidencing the exceptionally high level of Teaching and Learning throughout the school, alongside the Head of School and further developing the already graded Outstanding Post 16 curriculum with additional assessment tools being initiated in September 2018 to enhance the thematic curriculum in our upper school which focuses on daily Living Skills and the preparation for life after The Garth, focusing on individual need and ability for all our students. Toni Wand was awarded with a TLR, focusing on the further development of our Outstanding EYFS provision and curriculum and the tracking and analysing of pupil attainment and progress against the MAPP Assessment Tool.

An evaluation of the progress made towards School Improvement Priorities from 2017-2018 is recorded on last year's SIP plan. Particular highlights, not covered above, include:

- Teaching and Learning observations reached an all-time high in Spring 2018, with 20% of lessons graded as Good and 80% graded as Outstanding.
- All key stage 4 and 5 students achieved external accreditation for their achievements.
- Pupil attendance is strong and remains above norms for similar special schools.
- Outstanding staff attendance with over 95% of possible sessions attended.
- Good progress has been made in the implementation of new assessment systems, with Garth School staff playing a lead role in cross-Lincolnshire working parties on this agenda, including valuable external moderation meetings.
- Tapestry Posts which reflect pupil attainment and progress over time in addition to the educational experiences on offer to our pupils have been highly praised during external moderation meetings and are well received by parents/carers.

The Garth School Improvement Plan 2018 / 2019

Our School Federation aims to:

Raise Pupil Outcomes and Progression across all Areas of Learning.

Increase the Proportion of Outstanding Teaching across the School.

Maintain the High Standards of Behaviour and Learning Behaviour for all Pupils across the School.

Maintain and Strengthen Outstanding Leadership and Management across the School.

How will we do this?

- 100% of students not on MAPP programmes will make at least expected progress against CASPA targets with at least 40% making more than expected progress.
- All Pupil Premium students will make progress in line with or ahead of their peers.
- Learning Intentions to be tracked against the MAPP Assessment Tool will be set against the four areas of EHCPs.
- Learning Journals evidencing in detail pupil's steps towards clearly defined targets across academic, communication and life skills targets will continue to be in place with Evidence Folders compiled to reflect pupil's attainment and progress over time
- A bank of case studies will be established evidencing the impact of academic based interventions for identified pupils, the progress highlighted against therapy based programmes and those pupil's in receipt of Pupil Premium.

- All lesson observations will be graded as either good or outstanding.
- Teachers will receive good quality INSET, coaching and mentoring linked to performance management targets.
- Triangulation will remain a focus for SLT scrutiny of Learning Journals and Evidence Folders, alongside lesson observations with INSET delivered accordingly.
- Teachers will receive peer observation and feedback to support professional development of the observer and observee.
- All teachers will have at least two 'buddying' meetings with a colleague based at an alternative CIT school, based on their professional development targets.
- The 14-19 years curriculum will include further opportunities for pupils to experience and develop daily living and vocational skills, highlighting progress over time.

- Make further improvements to the learning context to support behaviour for learning including the further development of Forest School approaches and outdoor learning.
- Maintain the highest standards of Safeguarding practice with particular focus on training regarding the changes in Keeping Children Safe in Education 2018
- Further improve pupil attendance.
- Support all students to maximise well-being throughout the school day
- Implement and evaluate sensory programmes identified pupils in need.
- Develop and put into place a SMSC Policy and curriculum guidance for all areas of the school with a spiritual dimension being added to the school week.

- Strengthen cross school liaison through regular HT meetings involving CIT complex needs schools.
- Embed revised strategies for setting Learning Intention against EHCP areas of need to be tracked using MAPP.
- Subject coordinators will develop their role through involvement in work scrutiny and learning walks
- Increase access to career development opportunities for teaching assistants
- Evaluate options for school expansion to meet ever increasing local demand
- Further develop SLT liaison with The Priory in preparation for a forthcoming amalgamation of the two schools.

Raise Pupil Outcomes and Progression across all Subjects.	Strategic Lead: HoS and SLT	Link Governor: Kate Yearsley and Kerry Simpson
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Outcomes: What will success look like for children?

- Pupils will make expected or more than expected progress in Core Curriculum Subjects.
- Pupils will make expected or more than expected progress against MAPP Learning Intentions
- Underachieving pupils will have personalised Intervention Plans and make outstanding progress, closing the attainment gap relative to their peers.
- Attainment against EHCP Outcomes is high.
- Therapy interventions will be evaluated and impact demonstrated.
- Students in Key Stages Four and Five will all receive external accreditation at a level commensurate with their current attainments.
- Post school outcomes for Garth students will continue to be monitored over time.

Target	Actions	Costs and Target Date	Monitoring & Evaluation	Progress and Evaluation
100% of pupils assessed using PIVATS 5 in English, Maths and PSD will make at least expected progress against CASPA targets with at least 40% making more than expected progress.	Pupils will have personal targets set based on CASPA expectations as a minimum in addition to a stretch target incorporated through discussion between SLT and Class Teachers.	July 2019	SLT and Class Teachers	
	Assessment Point Analyses will take place three times a year with underachieving pupils identified and Intervention Plans put into place to narrow the gap and accelerate pupil's learning and progress. If appropriate, targets will be increased for higher achieving pupils.	December 2018, April 2019 and July 2019	SLT and Class Teachers	
	Intervention Meetings will be held between SLT and individual class teachers to track the progress being made by underperforming	Spring and Summer Terms 2019	SLT and Class Teachers	

	pupils during short and long terms.			
All Pupil Premium pupils will make progress in line with or ahead of their peers.	<p>Individualised intervention plans will be put in place for all pupils in receipt of Pupil Premium; Free School Meals and Armed Forces.</p> <p>The analysis of pupil premium progress and outcomes in comparison to the main cohort will take place three times a year and intervention plans will be reviewed and re-written (if required) to narrow the gap and accelerate pupil's learning and progress.</p>	<p>September 2018</p> <p>December 2018, April 2019 and July 2019</p>	<p>AHT and Class Teachers</p> <p>AHT and Class Teachers</p>	
Pupils whose progress over time is tracked using the MAPP Assessment Tool will have four Learning Intentions, set against the four areas of learning identified within EHCPs. All pupils will make expected or more than expected progress throughout 2018-2019.	<p>TW will meet with individual Class Teachers and four MAPP Learning Intentions will be devised for identified pupils.</p> <p>Assessment Point Analyses will take place three times a year with underachieving pupils identified and Intervention Plans put into place. If appropriate, revised Learning Intentions will be set for higher achieving pupils.</p> <p>MAPP moderation protocol will be adhered to throughout the year, with joint moderation held with at least two other schools at the end</p>	<p>July/September 2018</p> <p>December 2018, April 2019 and July 2019</p> <p>Ongoing throughout 2018-2019</p>	<p>TW and Class Teachers</p> <p>TW and Class Teachers</p>	

	<p>of the academic year, with moderation meetings held at the end of the year with parents/carers and external professionals.</p> <p>Students will have achieved expected or better progress towards 80% of all targets set.</p>	July 2019		
<p>Every student will have a learning journal evidencing in detail their steps towards clearly defined targets across academic, communication, EHCP and life skills targets.</p>	<p>Aiming High Sheets will be devised by current Class Teachers.</p> <p>Learning Journals will be established in preparation for September 2018.</p> <p>INSET will be delivered to recap on the effective use of Feedback Slips and how to devise appropriate Next Steps.</p> <p>Learning Journal Scrutiny's will take place to highlight good practice and further areas of development.</p>	<p>Summer 2018</p> <p>Summer 2018</p> <p>September 2018</p> <p>October 2018, February 2019 and May 2019</p>	<p>Class Teachers</p> <p>Class Teachers</p> <p>HoS, Class Teachers and TAs</p> <p>SLT</p>	
<p>A bank of case studies will continue to be developed, evidencing the impact of interventions for children falling behind targets, support for CP and CiN, pupil premium children</p>	<p>INSET focusing on TA Performance Management and the responsibility of case studies will be delivered.</p> <p>Case Studies evidencing the progress over time within a variety of areas of learning will be</p>	<p>September 2018</p> <p>On Going throughout 2018-2019</p>	<p>HoS, Class Teachers and TAs</p> <p>HoS, Class Teachers and TAs</p>	



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Increase the Proportion of Outstanding Teaching across the School.	Strategic Lead: HoS and AHT	Link Governor: Full Governing Body
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<p>Outcomes: What will success look like for children?</p> <ul style="list-style-type: none"> Teaching across all subject and learning areas will always good and often outstanding. There will be a strong culture of peer support leading to teachers offering one another coaching and mentoring. The triangulation approach will evidence high quality teaching and learning, with SLT scrutinising learning journals and evidence folders regularly throughout the academic year. Students will express enjoyment in learning and pride in their achievements. All teachers will engage with CPD activities and performance management meetings to develop their own skills and competencies. Work scrutiny, lesson observations, drop ins and learning walks will reveal an appropriately differentiated curriculum with stimulating experiences and enriching opportunities, resulting in outstanding progress. The 14-19 curriculum will provide increased opportunities for pupils to experience and develop their daily living and vocational skills in preparation for life after The Garth.
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Target	Actions	Costs and Target Date	Monitoring & Evaluation	Progress and Evaluation
All lesson observations will be graded as either good with outstanding features or outstanding.	<p>A calendar of joint formal lesson observations (involving external professionals) and learning walks will be agreed</p> <p>Medium Term Planning will be scrutinised by SLT at the beginning of each short term.</p> <p>INSET will be delivered when appropriate, focusing on formal lesson observation feedback and identified areas for development/recap; learning styles, enriching resources, assessment, pupil engagement, etc.</p>	<p>September 2018</p> <p>Ongoing throughout 2018-2019</p> <p>Ongoing throughout 2018-2019</p>		

<p>Teachers will receive good quality INSET, coaching and mentoring linked to performance.</p>	<p>All teachers will continue to have access to performance management meetings, including a mid-year review, line managed by the HoS. Targets will be linked to the SDP/</p>	<p>September 2018 and February 2019</p>		
<p>Triangulation will remain a focus for SLT scrutiny of Learning Journals, Tapestry Posts and Evidence Folders, alongside lesson observations, with INSET delivered accordingly.</p>	<p>An aspect of teachers and TAs performance management will be highlighting progress over time within Learning Journals and Evidence Folders.</p> <p>SLT will conduct scrutinies of Learning Journals and Evidence folders, providing feedback for teachers and class staff teams.</p> <p>Formal lesson observations – joint with external professionals – will be carried out with feedback provided to teachers and class staff teams.</p>	<p>September 2018</p> <p>December 2018, March 2019 and June 2019</p> <p>October 2018, February 2019 and May 2019</p>		
<p>Teachers will receive peer observation and feedback to support professional development of the observer and observee.</p>	<p>Peer observations will be raised at a Teachers Meeting with a timetable drawn up with cover provided.</p> <p>A Teachers Meeting following peer observations will be scheduled and further development work, if any, will be highlighted</p>	<p>January 2019</p> <p>February 2019</p>		

	and discussed as a team.			
All teachers will have at least two 'buddying' meetings with a colleague based at an alternative CIT school, based on their professional development targets.	<p>Professional development areas will be identified during performance management meetings.</p> <p>The HoS will liaise with head teachers across CIT to establish buddies for teachers. Teachers will initiate contact with buddies and arrange their buddying meetings.</p>	<p>September 2018</p> <p>Ongoing throughout 2018-2019</p>		
The 14-19 curriculum will provide increased opportunities for pupils to experience and develop their daily living and vocational skills in preparation for life after The Garth.	<p>The HoS, AHT and KB-P will meet to finalise the further enhanced 14-19 years curriculum and complete a brainstorming exercise for experiences and learning opportunities relating to daily living and vocational skills.</p> <p>The AHT and K-BP will meet to finalise assessment expectations and practice for the AET Assessment Tool.</p> <p>The AHT will prepare the recording format for the AET Assessment Tool to track progress over time for 14-19 years.</p> <p>Scrutiny meetings will be held between the HoS, AHT and KB-P to assess the suitability of</p>	<p>July 2018</p> <p>July 2018</p> <p>September 2018</p> <p>December 2018, April 2019 and July 2019.</p>		



	the further enhanced curriculum, AET Assessment tool and how progress over time is evidenced.			
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Maintain the High Standards of Behaviour and Learning Behaviour for all Pupils across the School.	Strategic Lead: HoS and AHT	Link Governor: Kate Yearsley and Kerry Simpson
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<p>Outcomes: What will success look like for children?</p> <ul style="list-style-type: none"> • Pupils will access learning opportunities in well-structured and safe classrooms and outdoor learning areas which are matched to their individual learning needs and abilities. • Pupils will demonstrate consideration and empathy for their peers. • Pupils will demonstrate good behaviour for learning, with a willingness to engage and make progress. • Pupils will enjoy coming to school and demonstrate high and increasing levels of attendance. • Pupils do display challenging behaviours will be treated with respect, with low arousal interventions, planned to support them in developing pro-social behaviours. • Staff will manage behaviours with consistency, according to a clear understanding of their individual needs and Behaviour Management Plan.

Target	Actions	Costs and Target Date	Monitoring & Evaluation	Progress and Evaluation
Make further improvements to the learning context for pupils to support behaviour for learning including the further development of Forest School approaches and outdoor learning.	<p>Class teachers will make full use of our outdoor areas to support learning, drawing on forest school training and staff expertise.</p> <p>Outdoor learning spaces next to each classroom will be further developed with additional teaching and learning resources.</p> <p>INSET will focus on Working Walls being highlighted in each classroom to further enhance the indoor learning environments.</p>	<p>Ongoing throughout 2018-2019</p> <p>£600 January 2019</p> <p>November 2018</p>		
Maintain the highest standards	Refresher training will be delivered to all staff	September 2018		

<p>of Safeguarding practice with particular training regarding the changes in Keeping Children safe in Education 2018.</p>	<p>by the HoS, with an emphasis placed on the changes to the document Keeping Children safe in Education 2018.</p> <p>New staff will be subject to the online PREVENT training.</p> <p>The AHT will attend the two day Face to Face training to become a Designated Safeguarding Deputy Lead.</p> <p>The HoS will ensure all staff access updated safeguarding briefings at least once every long term.</p>	<p>October 2018</p> <p>December 2018</p> <p>Ongoing throughout 2018-2019</p>		
<p>Further improve pupil attendance.</p>	<p>The school will ensure parents are contacted to explore reasons for all absences.</p> <p>Parents will be supported to ensure educational continuity is provided for children out of school for medical reasons.</p> <p>NJ will liaise with parents and external professionals during times of extended absence to ensure staff skills and expertise provide support for parents and ensure pupils can attend school following operations and treatment as soon as possible.</p>	<p>Ongoing throughout 2018-2019</p> <p>Ongoing throughout 2018-2019</p> <p>Ongoing throughout 2018-2019</p>		

<p>Implement and evaluate sensory programmes identified for pupils in need of sensory intervention.</p>	<p>Sensory profiles will be assessed for identified pupils. Sensory programmes will be implemented and the impact on behaviour evaluated.</p>	<p>Ongoing throughout 2018-2019</p>		
<p>Develop and put into place a revised SMSC policy and curriculum guidance for all areas of the school with a spiritual dimension being added to the school week.</p>	<p>TW and the HoS will attend SMSC training and visit schools within CIT to source good practice in similar schools.</p> <p>Whole staff INSET will be delivered on SMSC and information focusing on the revised policy and curriculum guidance will be shared.</p> <p>A reflective dimension to each class base will be added and reflection time for class groups will be enhanced and further improved, taking place at the end of each school day.</p>	<p>December 2018</p> <p>January 2019</p> <p>January 2019 onwards</p>		

Maintain and Strengthen Outstanding Leadership and Management across the School.	Strategic Lead: SLT	Link Governor: Kate Yearsley and Kerry Simpson
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Outcomes: What will success look like for children?

- Pupils will know that school leaders are aware of their individual needs and are interested in their progress.
- Pupils will have access to well-designed curriculums which will meet their individual needs, managed successfully by subject co-ordinators and the SLT.
- Pupil's progress and outcomes will be assessed and analysed using assessment tools most appropriate to their individual need and ability.
- Staff will be further supported to develop their skills and expertise in meeting the needs of all pupils in school.
- Pupils will receive recognition and reward for their effort and achievement and will be proud of what they achieve.
- Developments towards the forthcoming amalgamation with The Priory will take into account individual pupil need and ability, including additional liaison between SLT at the two schools and enhanced building work being carried out at The Garth incorporating larger classrooms and enhanced therapy rooms, with a focus on the pupils with profound and multiply difficulties and complex needs.

Target	Actions	Costs and Target Date	Monitoring & Evaluation	Progress and Evaluation
Strengthen cross school liaison through regular HT meetings involving CIT complex needs schools.	The HoS will diarise meetings with the HoS at John fielding, Sandon and The Priory. The school/school support will be evidenced by the HoS. Teachers release time will be diarised to support the 'buddying' scheme across CIT schools.	September 2018 Ongoing throughout 2018-2019		
Embed revised strategies for setting Learning Intentions against EHCP areas of need to be tracked using MAPP.	TW will meet with class teachers individually to support with setting MAPP Learning Intentions.	July 2018		

<p>Subject coordinators to develop their role through involvement in work scrutiny and learning walks</p>	<p>SLT, CB and class teachers will meet to draft subject co-ordinators against the semi-formal curriculum in place.</p> <p>CDPs will be compiled by subject co-ordinators and submitted to CB.</p> <p>Learning walks for subject co-ordinators will be diarised, along with work scrutinise and meetings with the HoS.</p>	<p>September 2018</p> <p>September 2018</p> <p>Ongoing throughout 2018-2019</p>		
<p>Increase access to career development opportunities for teaching assistants</p>	<p>The school will continue to support TAs completing higher education courses and degrees, providing release time and mentoring when it is required.</p> <p>The school will employ six TA apprentices in conjunction with Boston College for the Advanced Apprenticeship Scheme.</p>	<p>Ongoing throughout 2018-2019</p> <p>July 2018 and ongoing throughout 2018/19/20</p>		
<p>Further develop SLT liaison with The Priory in preparation for a forthcoming amalgamation of the two schools.</p>	<p>The EHT will continue to attend regular meetings with LCC with regards to the forthcoming buildings works scheduled for The Garth and The Priory and will liaise with the HoS's as appropriate.</p>	<p>Ongoing throughout 2018-2019</p>		

	<p>The HoS and AHT will meet at least once every short term with SLT at The Priory with regards to upper school students on roll at The Garth, accessing education at Entry Level at The Priory.</p> <p>The HoS will attend full governors meetings.</p>	<p>Ongoing throughout 2018-2019</p> <p>Ongoing throughout 2018-2019</p>		
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Maintain and strengthen outstanding leadership and management across the school.	Strategic lead: SLT	Link Governor:
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Outcomes: What will success look like for pupils and students?

- Pupils and students will know that school leaders are aware of their individual needs and interested in their progress
- Pupils and students will experience a school that is calm, well ordered and in which they have the resources they require to learn
- Pupils and students will experience a well-designed curriculum that meets their individual needs
- Pupil's and student's academic progress and outcomes will be assessed and analysed using assessment tools most appropriate to individual need and ability.
- Staff will be supported to develop their skills and practice in meeting the needs of all pupils and students in the school
- Pupils and students will receive recognition and reward for their effort and achievement and be proud of what they have achieved

Target	Actions	Costs and Target Date	Monitoring & Evaluation	Progress and Evaluation
1. Strengthen cross school liaison through regular HT meetings involving CIT complex needs schools.	<ul style="list-style-type: none"> • Diarise regular meetings of Sandon, John Fielding and Garth School Headteachers for each full term • Support release of teachers to enable buddying scheme to take place • Evidence school / school support impact 	Transport costs £250 <ul style="list-style-type: none"> • September 2017 • Ongoing • June 2018 		
2. Embed new assessment systems (PIVATS 5, MAPP, Communication tracker) and further develop systems for recording pupil progress	<ul style="list-style-type: none"> • Learning Journals to evidence pupil progress • Case studies to record impact of full range of interventions available across the school 	<ul style="list-style-type: none"> • April 2018 • July 2018 	<ul style="list-style-type: none"> • SMT to train and support colleagues in the implementation of learning journals and case studies 	New assessment systems are fully embedded and Assessment Point One has been carried out (Dec 2017).
3. Subject coordinators to develop their role through involvement in work scrutiny and learning walks	<ul style="list-style-type: none"> • All subject coordinators to conduct learning walks in their designated subject areas • Subject coordinators to support with scrutiny of learning journals for their subject to support analysis of current state of the curriculum 	<ul style="list-style-type: none"> • October 2016 • June 2018 	<ul style="list-style-type: none"> • HT / AHT to support curriculum coordinators with learning walks • SBM to manage budgetary aspects of curriculum development 	Core subject coordinators are in place and release time has been provided for this role; update policies, learning walks and reports, CDP writing, etc.(Jan 2018).
4. Increased access to career development opportunities for teaching assistants	<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. • Release time for TAs wishing to carry out further academic studies. 	Apprenticeship levy <ul style="list-style-type: none"> • March 2018 • October 2017 • Throughout academic year 	<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 	
5. Evaluate options for school expansion to meet ever increasing local demand	<ul style="list-style-type: none"> • Work with LA to evaluate need • Work with Rob Diamond (Architect) to consider feasibility of SIF bid 	<ul style="list-style-type: none"> • Autumn 2017 	<ul style="list-style-type: none"> • Exec HT and HT 	
6. Evaluate options for extending the school age range to 25 for identified pupils for whom the existing local offer is unsatisfactory	<ul style="list-style-type: none"> • Complete feasibility study including liaison with Lea Mason at the Wolds Federation. • Explore potential demand with parents through EHCP review meetings 	<ul style="list-style-type: none"> • Autumn 2017 • Autumn 2017 	<ul style="list-style-type: none"> • Exec HT and HT • HT 	

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: Garth and Priory SLT	Link Governor:
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Outcomes: What will success look like for pupils and students? <ul style="list-style-type: none"> • Post qualification teaching staff will have opportunities to work in professional networks with colleagues from other schools • Students will have opportunities to extend their learning through off-site experiences at least termly • All Year 11 and above students will experience good quality off-site learning at least once a week • Students will experience Priory students visiting the Garth and working with them
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Target	Actions	Target Date	Monitoring & Evaluation	Progress and Evaluation
1. At least 4 teachers will have had involvement in cross CIT school development projects.	<ul style="list-style-type: none"> • Focussed visits and working groups linked to personal development targets or interests 	Transport costs £200 <ul style="list-style-type: none"> • Throughout academic year • December 2016 	<ul style="list-style-type: none"> • Feedback from relevant teachers to teacher or whole staff meetings 	
2. Towards Independence group to provide demonstrable evidence of increased student independence.	<ul style="list-style-type: none"> • Access to learning at the Priory School • Weekly vocational opportunities • Organise a 'former students' day to maintain links and increase awareness of post school options 	Activity costs £300 <ul style="list-style-type: none"> • Throughout academic year • By June 2018 	<ul style="list-style-type: none"> • Student feedback, parental feedback 	