



THE SPALDING  
SPECIAL SCHOOLS FEDERATION

**THE GARTH  
SCHOOL**

*Achieving Together*

## School Improvement Plan 2017-2018

### 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 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.

### The School's Key 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 in numbers and complexity of learning need continually over the past few years. In September 2013 there were 41 students on roll, in 2014, 47, September 2015, 52, September 2016, 55 and September 2017, 58. It is expected that a greater number of pupils will present with more complex and severe learning and behavioural difficulties. The curriculum offered by the school will need to be kept under constant review in light of these changes, as will our styles and strategies for curriculum delivery.

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 and ourselves. The school has experienced a steady rise in pupil numbers over the past years and the number on roll currently stands at 58. Accommodating this number of students has been achieved by developing a flexible programme of study for a small group of 18 and 19 year old students, involving our sister school, The Priory School, Boston College and vocational experiences. 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.

### **CURRICULUM AND PLANNING**

The school has well-established and robust data management systems for analysing pupil progress based on the use of PIVATS for monitoring curriculum attainment and CASPA for evaluating pupil progress. During 2016-2017 the school has adopted PIVATS 5 and implemented it during the academic year for English, Maths and PSD. We have 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 in the most efficient and informative manner possible. Following on from the introduction of the Tapestry pupil profile package in 2015 and take up by more than 75% of parents we will continue to develop the use of electronic media to communicate effectively with parents and build truly collaborative relationships with them.

Our students need to be clear about their learning objectives and when they have achieved success in order to maximise their progress. We will 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 be a core element of our developments during 2017-2018. 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 and improved monitoring of the impact of our therapy programmes.

We will continue to develop the curriculum offer within the school. In particular, we will be trialling the use of whole word approaches to literacy learning for our students with dominant visual learning styles who have struggled with phonics. We will build on the successful use of 'numicon' in Pineapples class as an effective system to accelerate learning of number.

We will work closely with Boston College to develop the programme of study for our Key Stage 4 and 5 students. We 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 4 and 5 will have increased opportunities to achieve accreditation for their achievements working towards Entry Level qualifications and Pre-Entry level awards 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.

Following the establishment of the Garth School as an Academy within Community Inclusion Trust we will build further our links with schools in CIT (South) and more widely across the Trust to benefit from the curriculum expertise on offer. A particular focus for the coming cycle of 3 – 5 years will be on the effective use of ICT to support learning across the curriculum. We will also work closely with John Fielding and Sandon Schools to review our curriculum and how the formal, semi-formal and informal curriculum frameworks for children with complex learning needs are mapped within our schools. We anticipate making ever closer working links between teachers with curriculum responsibility for curriculum development activities.

We will continue to develop curriculum partnerships with the Priory School so that higher attaining Garth school students in key stages 4 and 5 can benefit from the expertise at the Priory School and groups of Key Stage 4 Priory students join PSHE lessons at the Garth school.

### **STAFF DEVELOPMENT / SCHOOL MANAGEMENT**

The school is committed to providing staff with the opportunity to develop their skills and build their careers here. Of the 7 teachers currently employed by the school 3 have completed their training at the school through the School Direct Initial Teacher Training route. 1 further teacher joined the school following a successful final teaching practice placement. All have developed into highly skilled teachers regularly delivering lessons rated 'Outstanding' or 'Good with outstanding features' by internal and external observers. 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 4 TAs 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.

Staff reorganisation has enabled the school to appoint a specialist TA for Communication with 10% class release time to work with our speech and language therapist on individual pupil programmes. 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 has been provided with 40% release time and a wider brief to work in liaison with medical therapists (Physiotherapy, Occupational Therapy, 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.

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 confidentiality 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. 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. During the Summer of 2017 the school was reroofed during the term time, fortunately with a minimum of disruption to teaching. During the Summer holiday 2017 new boilers, heating system, fire and intruder alarms were all fitted. A new tarmac path down the side of the school was being installed to improve ease of exit in fire evacuation. Repairs to the tarmac at the front of school completed the Improved external doors to enhance security and fire exit safety are due to be installed during the October 2017 holiday.

We will continue to work closely with existing community partners and the friends of the Garth School (FOGS) to build the very best learning environment possible for our students. Specifically during the coming 3-5 year cycle we will continue to develop the outdoor learning area at the front of the school, making it more accessible with a wheelchair accessible path through the woodland area between the sensory garden and outdoor classroom.

All teachers have been provided with iPads and all classrooms have good quality interactive boards. In the Summer of 2016 2 new 65" screens were purchased for Mangos, Strawberries and Pineapples classes. It is planned to replace the desktop computers in the ICT room with a laptop trolley during 2017-18 as these machines are now largely obsolete. We remain committed to updating our ICT resources based on rigorous and robust analysis of impact and according to best value principles.

All purchased places are currently full. As previously mentioned any increase to numbers will necessitate an increase in the teaching and learning areas available for use.

## **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 well regarded within the community it serves, support from the LA diminished in recent years linked to recurring budget cuts contributing to the 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 achievement of the school in achieving an Ofsted Outstanding judgement in all areas in June 2015 was followed up by the award of 'School of the Year' in the Lincolnshire Free Press / Spalding Guardian Presentations. The school has built from this point and has continuing plans for further development as outlined above.

The School underwent a one day 'Healthcheck' visit by 2 Lincolnshire Special School Headteachers and the CIT Director of Education in June 2017. This process, which involved observations in all classes and a thorough analysis of the school attainment data and self-evaluation paperwork, concluded that the school remains outstanding in all key areas of the Ofsted framework.

Pupil progress and outcomes remain very strong, with the majority of pupils making expected or above expected progress against CASPA expectations. As new systems (PIVATS5 and MAPP) were adopted there were some difficulties in ensuring continuity of assessment but by careful re-baselining and monitoring of progress it has been possible to ensure progress is maintained. Claire Moore has led on the introduction of PIVATS5 whilst Toni Mayers has supported John Fielding School in their implementation of the same tool. Toni Mayers has led on the introduction of MAPP, which has contributed to greater accountability in the progress of children with the most complex learning difficulties. Toni has worked closely with Tom Booth, CIT ICT lead, on a spreadsheet to support progression monitoring for MAPP children which is to be fully implemented during 2017-2018.

During the past academic year Kelly Slater successfully completed her NQT year. Aaron Bloodworth-Flatt returned from his parental leave to join the SMT and has contributed to teacher development through his mentoring of teachers in the 5-14 (FS – KS3) stage of the school. Aaron has also led on communication across the school, working with Jo Doughty to devise a bespoke communication tracking tool for the school against which children have been baselined during the past year and will have targets set using this tool for 2017-2018.

The school has continued to expand year on year and remains in demand for places by the Local Authority and parents who are impressed by the work we do. In times of national challenge the school finances remain stable and sustainable. 2015-2016 was characterised by what can only be described as financial chaos within Lincolnshire County Council and the careful management of the school finances by the school business team during this period, when they were effectively working without any central data or support and taking the school through to successful transition to Academy status was a major achievement. 2016-2017 has not been without its difficulties either and for much of the year the tools in place for management of the budget have been under change or development.

An evaluation of the progress made towards School Improvement Priorities from 2016-2017 is recorded on last year's SIP plan. Particular highlights, not covered above, include:

- All lesson observations of teachers still in post in September 2016 were good or outstanding during 2015-2016.
- All key stage 4 and 5 students achieved external accreditation for their achievements.
- There was a very significant decrease in physical interventions to support behaviour.
- Pupil attendance rose slightly and remains above norms for similar special schools.
- Outstanding staff attendance at over 80% 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.
- There has been a good take up of Tapestry pupil profile and recording system by parents and exceptionally positive feedback from those using it.
- Teachers from the Garth School have played a valued role in support to our partner school, John Fielding, and this support has been positively received.

**The Garth School Improvement Plan 2017 / 2018**

Our school Federation aims to:

**Raise pupil outcomes and progression across all subjects.**

**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 35% making more than expected progress.
- All Pupil Premium students will make progress in line with or ahead of their peers.
- The MAPP Assessment Tool will be fully implemented for identified pupils with PMLD and complex learning needs at p4 or below.
- Every student will have a learning journal evidencing in detail their steps towards clearly defined targets across academic, communication and life skills targets.
- A bank of case studies will be established evidencing the impact of interventions for children falling behind targets, support for CiC and CiN, pupil premium children and therapies.
- Work with partner schools to establish best practice in recording pupil voice through school council, class forums (eg circle time) and contributions to ECHP reviews

- All lesson observations will be graded as either good or outstanding.
- Teachers will receive good quality inset, coaching and mentoring linked to identified performance management targets.
- Teachers to receive peer observation and feedback to support professional development of observer and observee.
- All teachers to have at least 3 'buddying' meetings with a member of staff from either Sandon or John Fielding School based on their personal development targets
- Introduce systemic teaching of whole word literacy to identified KS2 and 3 students with phonological processing difficulties.
- Introduce numicon across all classes to support practical teaching of number.

- Make further improvements to the learning context to support behaviour for learning including the introduction of Forest School approaches
- Maintain highest standards of Safeguarding practice with particular focus on training regarding sexual exploitation and the impact of domestic violence
- Further improve pupil attendance.
- Support all students to maximise well-being throughout the school day
- Implement and evaluate sensory programmes for ASC students in EY class
- Develop the spiritual dimension to the school week

- Strengthen cross school liaison through regular HT meetings involving CIT complex needs schools.
- Embed new assessment systems (PIVATS 5, MAPP, Communication tracker) and further develop systems for recording pupil progress
- Subject coordinators to develop their role through involvement in work scrutiny and learning walks
- Increased access to career development opportunities for teaching assistants
- Evaluate options for school expansion to meet ever increasing local demand
- Evaluate options for extending the school age range to 25 for identified pupils for whom the existing local offer is unsatisfactory

Raise pupil outcomes and progression across all subjects.		Strategic lead: Claire Moore + Subject Leads		Link Governor:	
<b>Outcomes: What will success look like for children?</b> <ul style="list-style-type: none"> <li>• Pupils make expected or more than expected progress in core curriculum subjects.</li> <li>• Underachieving pupils have personalised plans and make outstanding progress, closing the attainment gap relative to their peers.</li> <li>• Attainment against EHC targets is high.</li> <li>• Therapy interventions are evaluated and impact demonstrated.</li> <li>• Students in Key Stages 4 and 5 all receive external accreditation at a level commensurate with their current attainments.</li> <li>• Post school outcomes for Garth students are monitored over time.</li> </ul>					
Target	Actions	Costs and Target Date	Monitoring & Evaluation	Progress and Evaluation	
1. 100% of students not on MAPP programmes will make at least expected progress against CASPA targets with at least 35% making more than expected progress.	<ul style="list-style-type: none"> <li>• All students (not on MAPP) will have personal targets set based on CASPA expectations as a minimum and a stretch factor incorporated through discussion with the Assistant Head (AHT).</li> <li>• Progress towards targets will be tracked at 2 interim points and intervention plans put in place if students are not on track.</li> </ul>	<ul style="list-style-type: none"> <li>• .end Sept 2017</li> <li>• Jan, Mar 2018</li> </ul>	<ul style="list-style-type: none"> <li>• AHT and Class Teachers</li> <li>• AHT and Class Teachers</li> </ul>		
2. All Pupil Premium students will make progress in line with or ahead of their peers.	<ul style="list-style-type: none"> <li>• Individualised intervention plans will be put in place for all students in receipt of Pupil Premium; Free School Meals and Armed Forces.</li> <li>• The analysis of pupil premium progress and outcomes in comparison to the main cohort will take place and intervention plans will be reviewed to narrow any gaps identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2017</li> <li>• January 2018 and July 2018</li> </ul>	<ul style="list-style-type: none"> <li>• AHT and Class Teachers</li> <li>• AHT, HT and Class Teachers</li> </ul>		
3. The MAPP Assessment Tool will be fully implemented for identified pupils with PMLD and complex learning needs at p4 or below.	<ul style="list-style-type: none"> <li>• MAPP moderation protocol will be adhered to throughout the year and joint moderation held with at least 2 other schools at the end of the academic year.</li> <li>• Students will have achieved expected or better progress towards 80% of all targets set.</li> </ul>	<ul style="list-style-type: none"> <li>• June 2018</li> <li>• July 2018</li> </ul>	<ul style="list-style-type: none"> <li>• TM</li> <li>• TM and teachers</li> </ul>		
4. Every student will have a learning journal evidencing in detail their steps towards clearly defined targets across academic, communication and life skills targets.	<ul style="list-style-type: none"> <li>• Initial training day delivered by CM and ABF on 'post-it' recording of progress</li> <li>• Staff meeting to review initial development of journals and iron out any teething problems</li> <li>• Regular review of learning journals to ensure adequate recording taking place</li> </ul>	<ul style="list-style-type: none"> <li>• Stationary and printing £600</li> <li>• Sept 2017</li> <li>• Oct 2017</li> <li>• Termly</li> </ul>	<ul style="list-style-type: none"> <li>• AHT and TLR</li> <li>• HT</li> <li>• HT</li> </ul>		
5. A bank of case studies will be established evidencing the impact of interventions for children falling behind targets, support for CiC and CiN, pupil premium children and	<ul style="list-style-type: none"> <li>• Draw up template and timetable for completion of case studies through the academic year</li> <li>• Monitor the development of the case study folder</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2017</li> <li>• Termly</li> </ul>	<ul style="list-style-type: none"> <li>• HT, Exec HT</li> </ul>		

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therapies.				
6. Work with partner schools to establish best practice in recording pupil voice through school council, class forums (eg circle time) and contributions to ECHP reviews	<ul style="list-style-type: none"> <li>• Liaise with Sandon and John Fielding Schools regarding their school council practices</li> <li>• Structures to enable the perspective of all students to be 'heard' at EHCP reviews to be put into place</li> <li>• Evidence of class and/or whole school practices being developed based on pupil views.</li> </ul>	<ul style="list-style-type: none"> <li>• Jan 2018</li> <li>• Nov 2017</li> <li>• June 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Designated teachers for SC</li> <li>• HT</li> <li>• HT</li> </ul>	

Increase the proportion of outstanding teaching across the school.		Strategic lead: SLT		Link Governor:	
<p><b>Outcomes: What will success look like for children?</b></p> <ul style="list-style-type: none"> <li>Teaching across all subject areas is always good and often outstanding.</li> <li>There is a strong culture of peer support leading to teachers offering one another coaching and mentoring.</li> <li>Students will make accelerated progress in the acquisition of number skills as a result of the introduction of numicon.</li> <li>Some targeted students who have made slower than expected progress in reading and who are assessed to have a visual learning style will receive additional whole word teaching and make accelerated progress.</li> <li>Students express enjoyment in learning and pride in their achievements</li> <li>All teachers engage with CPD activities to develop their own skills and competencies.</li> <li>Work scrutiny, lesson observations, drop ins and learning walks will reveal an appropriately differentiated curriculum with stimulating experiences leading to good progress.</li> </ul>					
Target	Actions	Costs and Target Date	Monitoring & Evaluation	Progress and Evaluation	
1. All lesson observations will be graded as either good or outstanding.	<ul style="list-style-type: none"> <li>Regular lesson observations conducted according to agreed calendar.</li> <li>Targeted learning walks for core subjects</li> <li>Medium term planning to be monitored by SMT at the beginning of each term</li> <li>SMT to conduct joint observations to ensure that there is consistency of judgements</li> <li>External peers contribute to lesson observations and judgements at least once during the year</li> </ul>	<ul style="list-style-type: none"> <li>Oct 2017, Jan 2018, Apr 2018</li> <li>Nov 2017, March 2018</li> <li>Sept 2017, Jan, April 2018</li> <li>Oct 2017, Jan 2018, Apr 2018</li> <li>June 2018</li> </ul>	<ul style="list-style-type: none"> <li>SMT lesson observations</li> <li>SMT / curriculum coordinators as per school calendar</li> <li>SMT to monitor and feedback to teachers</li> <li>SMT to jointly moderate observations</li> <li>SMT to work with external peers and moderate judgements</li> </ul>		
3. Teachers will receive good quality inset, coaching and mentoring linked to identified performance management targets.	<ul style="list-style-type: none"> <li>All teachers have access to a performance management meeting before October holiday</li> <li>Teachers performance management targets are linked to the School Improvement Plan</li> <li>Teachers receive mid-year performance management meetings to evaluate progress against targets</li> </ul>	<ul style="list-style-type: none"> <li>October 2017</li> <li>Sept 2017</li> <li>February 2018</li> </ul>	<ul style="list-style-type: none"> <li>HT to support teachers to complete on BlueSky</li> <li>HT to support teachers to make these links explicit</li> <li>HT to support teachers to enter review notes onto BlueSky</li> </ul>		
4. Teachers to receive peer observation and feedback to support professional development of observer and observee.	<ul style="list-style-type: none"> <li>Head of School to draw up schedule for peer observations and necessary release time.</li> </ul>	<ul style="list-style-type: none"> <li>March 2018</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to complete feedback forms on usefulness of the exercise.</li> </ul>		
5. All teachers to have at least 3 'buddying' meetings with a member of staff from either Sandon or John Fielding School based on their personal development targets,	<ul style="list-style-type: none"> <li>Identify personal development areas at performance management meetings that would be supported through buddying.</li> <li>Form links and arrange a series of buddying meetings</li> </ul>	Transport £200 <ul style="list-style-type: none"> <li>Oct 2017</li> <li>Nov 2017</li> </ul>	<ul style="list-style-type: none"> <li>HT, teachers</li> <li>Teachers</li> </ul>		
6. Introduce systemic teaching of whole word literacy to identified	<ul style="list-style-type: none"> <li>Identify those children who have made less than</li> </ul>	Resources £1000 <ul style="list-style-type: none"> <li>Oct 2017</li> </ul>	<ul style="list-style-type: none"> <li>ABF</li> </ul>		

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<p>KS2 and 3 students with phonological processing difficulties.</p>	<p>expected progress in reading using phonics</p> <ul style="list-style-type: none"> <li>• Implement whole word teaching approach with training for KS2/3 teachers and class teams</li> </ul>	<ul style="list-style-type: none"> <li>• Nov 2017</li> </ul>	<ul style="list-style-type: none"> <li>• ABF</li> </ul>	
<p>7. Introduce numicon across all classes to support practical teaching of number.</p>	<ul style="list-style-type: none"> <li>• Purchase key resources for numicon</li> <li>• Hold workshop for teachers to share pedagogical techniques to maximise the impact of the resources</li> </ul>	<p>Resources £1000</p> <ul style="list-style-type: none"> <li>• Sept 2017</li> <li>• Oct 2017</li> </ul>	<ul style="list-style-type: none"> <li>• CM</li> <li>• CM</li> </ul>	

<b>Maintain the high standards of behaviour and learning behaviour for all pupils across the school.</b>		<b>Strategic lead: SLT</b>		<b>Link Governor:</b>	
<b>Outcomes: What will success look like for pupils and students?</b> <ul style="list-style-type: none"> <li>• Pupils and students will learn in well-structured and safe classrooms which are matched to their learning needs</li> <li>• Pupils and students will demonstrate consideration for their peers and good behaviour for learning</li> <li>• Pupils and students will enjoy coming to school and demonstrate high and increasing levels of attendance</li> <li>• Pupils and students who display challenging behaviour will be treated with respect and low arousal interventions planned to support them in developing pro-social behaviours</li> <li>• Staff will treat pupils and students with consistency according to a clear understanding of their individual needs</li> </ul>					
<b>Target</b>	<b>Actions</b>	<b>Costs and Target Date</b>	<b>Monitoring &amp; Evaluation</b>	<b>Progress and Evaluation</b>	
1. Make further improvements to the learning context to support behaviour for learning including the introduction of Forest School approaches	<ul style="list-style-type: none"> <li>• Teachers to make full use of outdoor areas to support learning drawing on Forest School training</li> <li>• Classes to make use of polytunnel to develop understanding of life cycles</li> <li>• Maximise use of display spaces to support communication and academic progress</li> </ul>	Training and resources £350 <ul style="list-style-type: none"> <li>• May 2018</li> <li>• May 2018</li> <li>• September 2017</li> </ul>	<ul style="list-style-type: none"> <li>• HT to evaluate environments</li> <li>• Post 16 teachers to lead</li> <li>• AHT to conduct displays learning walk and provide feedback to teachers</li> </ul>		
2. Maintain highest standards of Safeguarding practice with particular focus on training regarding sexual exploitation and the impact of domestic violence	<ul style="list-style-type: none"> <li>• Comply fully with 5 year Safeguarding training plan including delivery of Safeguarding update briefings to all staff at least once every full term</li> <li>• AHT to lead on some cases with support to increase her experience of Safeguarding issues</li> </ul>	Training £222 <ul style="list-style-type: none"> <li>• Sept 2017, Jan 2018 and Apr 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Exec HT, HT</li> </ul>		
3. Further improve pupil attendance.	<ul style="list-style-type: none"> <li>• Ensure that parents are contacted to explore reasons for all absences</li> <li>• Promote attendance at routine appointments outside of school hours wherever possible</li> <li>• Actively seek medical advice to support families with pupils experiencing absence for medical reasons</li> <li>• Support parents to ensure educational continuity for children out of school for medical reasons</li> <li>• Report on absence data and actions to GB</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout year</li> <li>• Ongoing throughout year</li> <li>• Ongoing throughout year</li> <li>• Ongoing throughout year “</li> <li>• July 2018</li> </ul>	<ul style="list-style-type: none"> <li>• HT and ExecHT to monitor through Behaviour Watch</li> <li>• HT to monitor patterns of attendance.</li> <li>• HT to monitor patterns of attendance</li> <li>• HT to report to ExecHT / GB on student out of school for medical reasons</li> </ul>		
4. Support all students to maximise well being throughout the school day	<ul style="list-style-type: none"> <li>• Provide training and close liaison with First Choice Royals to minimise the disruptive impact of changes to transport contracts</li> <li>• Consider environment, pupil specific needs and interaction style in devising behaviour plans</li> <li>• Liaise with families to ensure that consistent home</li> </ul>	Training and resources £500 <ul style="list-style-type: none"> <li>• Sept 2017 training followed by ongoing liaison</li> <li>• Sept 2017, Jan, July 2018</li> </ul>	<ul style="list-style-type: none"> <li>• HT</li> <li>• SMT to monitor BMPs</li> <li>• SMT to ensure that class teachers liaise with families</li> </ul>		

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	<p>school approaches are adopted</p> <ul style="list-style-type: none"> <li>• Develop further liaison with support services including EPS, CAMHS, SaLT, OT, Physio, Nurse trainer to draw on multi-disciplinary perspectives on managing behaviour</li> <li>• Heart Math and Quiet Places training</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing as required</li> <li>• CAMHS termly clinics, SaLT weekly visits, OT, Physio, Nurse trainer as req.</li> <li>• Partnership with BGU</li> </ul>	<p>when drawing up BMPs</p> <ul style="list-style-type: none"> <li>• HT to plan and evaluate involvement of support services</li> <li>• ABF NR</li> </ul>	
5. Implement and evaluate sensory programmes for ASC students in EY class	<ul style="list-style-type: none"> <li>• Complete sensory profiles for at least 3 targeted students.</li> <li>• Implement sensory programmes and evaluate impact on behaviour</li> </ul>	<p>Sensory resources £400</p> <ul style="list-style-type: none"> <li>• Oct 2017</li> <li>• May 2018</li> <li>• June 2018</li> </ul>	<ul style="list-style-type: none"> <li>• HT, EY teacher</li> <li>• HT, EY teacher</li> <li>• HT, RE coordinator</li> </ul>	
6. Develop the spiritual dimension to the school week	<ul style="list-style-type: none"> <li>• Create reflective dimension to class and school assemblies accessible to all students to complement the strong celebratory element already in place</li> </ul>			

Maintain and strengthen outstanding leadership and management across the school.		Strategic lead: SLT		Link Governor:	
<b>Outcomes: What will success look like for pupils and students?</b> <ul style="list-style-type: none"> <li>• Pupils and students will know that school leaders are aware of their individual needs and interested in their progress</li> <li>• Pupils and students will experience a school that is calm, well ordered and in which they have the resources they require to learn</li> <li>• Pupils and students will experience a well-designed curriculum that meets their individual needs</li> <li>• Pupil's and student's academic progress and outcomes will be assessed and analysed using assessment tools most appropriate to individual need and ability.</li> <li>• Staff will be supported to develop their skills and practice in meeting the needs of all pupils and students in the school</li> <li>• Pupils and students will receive recognition and reward for their effort and achievement and be proud of what they have achieved</li> </ul>					
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"> <li>• Diarise regular meetings of Sandon, John Fielding and Garth School Headteachers for each full term</li> <li>• Support release of teachers to enable buddying scheme to take place</li> <li>• Evidence school / school support impact</li> </ul>	Transport costs £250 <ul style="list-style-type: none"> <li>• September 2017</li> <li>• Ongoing</li> <li>• June 2018</li> </ul>			
2. Embed new assessment systems (PIVATS 5, MAPP, Communication tracker) and further develop systems for recording pupil progress	<ul style="list-style-type: none"> <li>• Learning Journals to evidence pupil progress</li> <li>• Case studies to record impact of full range of interventions available across the school</li> </ul>	<ul style="list-style-type: none"> <li>• April 2018</li> <li>• July 2018</li> </ul>	<ul style="list-style-type: none"> <li>• SMT to train and support colleagues in the implementation of learning journals and case studies</li> </ul>		
3. Subject coordinators to develop their role through involvement in work scrutiny and learning walks	<ul style="list-style-type: none"> <li>• All subject coordinators to conduct learning walks in their designated subject areas</li> <li>• Subject coordinators to support with scrutiny of learning journals for their subject to support analysis of current state of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• October 2016</li> <li>• June 2018</li> </ul>	<ul style="list-style-type: none"> <li>• HT / AHT to support curriculum coordinators with learning walks</li> <li>• SBM to manage budgetary aspects of curriculum development</li> </ul>		
4. Increased access to career development opportunities for teaching assistants	<ul style="list-style-type: none"> <li>• School staff to contribute to the Boston College apprenticeship programme being run out of the Garth School</li> <li>• Support through performance management process for TAs to identify career development needs.</li> <li>• Release time for TAs wishing to carry out further academic studies.</li> </ul>	Apprenticeship levy <ul style="list-style-type: none"> <li>• March 2018</li> <li>• October 2017</li> <li>• Throughout academic year</li> </ul>	<ul style="list-style-type: none"> <li>• HT to monitor Boston College programme</li> <li>• Staff to use BlueSky to record development needs</li> <li>• HT to seek feedback from students on value of learning</li> </ul>		
5. Evaluate options for school expansion to meet ever increasing local demand	<ul style="list-style-type: none"> <li>• Work with LA to evaluate need</li> <li>• Work with Rob Diamond (Architect) to consider feasibility of SIF bid</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Exec HT and HT</li> </ul>		
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"> <li>• Complete feasibility study including liaison with Lea Mason at the Wolds Federation.</li> <li>• Explore potential demand with parents through EHCP review meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 2017</li> <li>• Autumn 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Exec HT and HT</li> <li>• HT</li> </ul>		

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