

# Jack Tizard School

## Learning Improvement Plan



**Headteacher:** Francesca Smith

**Date:** September 2017

Section	School Improvement Focus	Key Issues/ Development Areas	
<b>A</b>	<b>Overall Effectiveness</b>	<b>SIP Introduction</b>	
<b>B</b>	<b>Priorities for Whole School Development</b>	<b>Communication</b>	Ensuring clarity & consistency in all interactions with pupils, staff, parents & external agencies.
		<b>Learning Environment</b>	Use of the learning environment & resources to maximise opportunities for pupils.
		<b>Community</b>	Raise community awareness of the needs of our pupils to help improve their transition from school into adulthood.
<b>C</b>	<b>Effectiveness of leadership and management</b>	<b>Additional Focus Areas</b>	
		Following the addition of new leaders to the SLT and ELT review the systems in place to support leadership development	
		(From the curriculum section of the SSE) Investigate opportunities for further integrating the school into the local community & in raising awareness within the community about the role of the school.	
<b>D</b>	<b>Teaching, learning and assessment</b>	<b>Additional Focus Areas</b>	
		Build on the success in improving PMLD provision & address the changing complexity of need of the pupils by fine-tuning provision in the SLD & ASD Pathways.	
<b>E</b>	<b>Personal development, behaviour and welfare</b>	<b>Additional Focus Areas</b>	
		Increase pupils' skills in making healthy eating choices.	
<b>F</b>	<b>Outcomes for pupils</b>	<b>Additional Focus Areas</b>	
		Further Increase the rates of progress made by the most able pupils in acquiring skills in functional literacy.	
<b>G</b>	<b>Early Years Provision</b>	<b>Additional Focus Areas</b>	
		Ensure greater balance between indoor and outdoor experiences accessed by the children.	
<b>H</b>	<b>Post 16</b>	<b>Additional Focus Areas</b>	
		Enhance provision for Post 16 to accommodate the increasing numbers of PMLD students.	

## Section A

### SUMMARY OF OVERALL EFFECTIVENESS

This continues to be an outstanding school because it is consistently successful in ensuring that its pupils make the best possible progress and are very well equipped for the next stage of their education and for adult life. Its pupils benefit strongly from a curriculum that helps develop their spiritual, moral, social and cultural qualities. The teaching is highly effective in providing challenges for pupils of all abilities pitched at demanding, but achievable levels. There is a clear vision for the school's future development, which is shared by the whole community. Staff are relentless in challenging practice to ensure the maximum provision for the pupils.

<b>OVERALL EFFECTIVENESS JUDGEMENT</b>	<b>Grade 1</b>	<b>1: Outstanding</b>	<b>2: Good</b>	<b>3: Requires Improvement</b>	<b>4: Inadequate</b>
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This evaluation was put together through:

- A whole staff evaluation exercise (September 2017)
- An Extended Leadership Team Workshop (September 2017)
- Parental satisfaction questionnaires (Summer 2017)
- Pupil voice throughout the year (see document: 'Pupil Voice at Jack Tizard')
- Review of pupil achievement data (2016-17)
- Review of teaching & learning monitoring data (2016-17)
- Governor evaluation questions (October 2017)

Section B		PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT		
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<p><b>Communication:</b></p> <p>Ensuring clarity &amp; consistency in all interactions with pupils, staff, parents &amp; external agencies. NB: This is the key performance management target for all members of staff. This will be personalised for each role/person as appropriate.</p>	<p><b>With pupils:</b></p> <ul style="list-style-type: none"> <li>▶ Ensure greater consistency of signing &amp; reduction of adult language.</li> </ul> <p><b>Between staff:</b></p> <ul style="list-style-type: none"> <li>▶ Survey staff opinion and ensuing actions.</li> </ul> <p><b>With other agencies:</b></p> <ul style="list-style-type: none"> <li>▶ Review of current practice and ensuing actions.</li> </ul> <p><b>With parents:</b></p> <ul style="list-style-type: none"> <li>▶ Investigate the establishment of a parents' forum.</li> </ul>	<p><b>With pupils:</b></p> <ul style="list-style-type: none"> <li>▶ Pupils contribute to make outstanding progress in developing communication skills.</li> </ul> <p><b>With staff:</b></p> <ul style="list-style-type: none"> <li>▶ Comparison of 'before &amp; after' staff surveys show that staff feel that internal communications have improved.</li> </ul> <p><b>With other agencies:</b></p> <ul style="list-style-type: none"> <li>▶ Communications with outside agencies run smoothly and there are no adverse issues.</li> </ul> <p><b>With parents:</b></p> <ul style="list-style-type: none"> <li>▶ Positive response to the annual survey of opinion.</li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>HT with overview – monitoring &amp; evaluation</b></li> <li>▶ <b>With pupils:</b> Senior TAs with responsibility for communication &amp; Speech &amp; Language Therapist.</li> <li>▶ <b>With staff:</b> Headteacher &amp; leadership team.</li> <li>▶ <b>With other agencies:</b> Occupational Therapist.</li> <li>▶ <b>With parents:</b> Family Link Worker, Lead teachers (EYFS, Post 16 &amp; PMLD)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Training costs for staff (<i>in language development</i>) £10K.</li> </ul>
<p><b>Learning Environment:</b></p> <p>Use of the learning environment &amp; resources to maximise opportunities for pupils.</p>	<p><b>Short term:</b></p> <ul style="list-style-type: none"> <li>▶ Ensure that all spaces are used to the maximum effect through sharing of good practice.</li> </ul> <p><b>Medium term:</b></p> <ul style="list-style-type: none"> <li>▶ Source additional funding, such as selling of in-house expertise and charity fundraising.</li> </ul> <p><b>Long term:</b></p> <ul style="list-style-type: none"> <li>▶ Conduct a review of the learning areas with a clear focus on a) their accessibility &amp; b) the impact of their use on pupils' learning.</li> </ul> <p>Research into best practice in this area.</p>	<ul style="list-style-type: none"> <li>▶ Learning spaces are used to their maximum effect &amp; are suitably adapted to reflect the needs of the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lead teacher (PMLD) + Extended leadership team for delivery.</li> <li>▶ Family Link Worker and SBM delivery on additional funding.</li> <li>▶ Senior leaders for monitoring &amp; evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ To be agreed</li> </ul>
<p><b>Community:</b></p> <p>Raise community awareness of the needs of our pupils to help improve their transition from school into adulthood.</p>	<p><b>External activities/ links:</b></p> <ul style="list-style-type: none"> <li>▶ Increased focus on providing effective support to pupils in order to achieve our aim that they have meaningful lives within the community.</li> <li>▶ Partnership with external groups to increase staff awareness &amp; expertise.</li> </ul> <p><b>Work-related learning &amp; transition links:</b></p> <ul style="list-style-type: none"> <li>▶ Evaluate the quality &amp; impact of work-experiences provided for pupils.</li> </ul> <p>Work more closely with providers to ensure shared expectations.</p>	<ul style="list-style-type: none"> <li>▶ There is clear evidence of pupils' greater use of the local community as a resource &amp; in pupils' confidence in their interactions within the local community.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lead teacher for Inclusion and Outreach.</li> <li>▶ Senior leaders for monitoring &amp; evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Travel &amp; cover costs: £2K.</li> </ul>

Section C	EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT			
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<p>Following the addition of new leaders to the SLT and ELT review the systems in place to support leadership development.</p>	<ul style="list-style-type: none"> <li>▶ Review roles &amp; responsibilities within the context of the newly expanded leadership team.</li> <li>▶ Each leader to meet with their team on a regular basis (<i>to be negotiated</i>).</li> <li>▶ Line managers to clarify their expectations with their team members. (<i>SLT meet to ensure consistency of approach</i>).</li> <li>▶ Conduct a review of policies to prioritise those that require fine-tuning.</li> </ul>	<ul style="list-style-type: none"> <li>▶ All members of the leadership team &amp; staff feel valued &amp; that their contributions are valued.</li> </ul>	<ul style="list-style-type: none"> <li>▶ HT &amp; GB for delivery.</li> <li>▶ SLT for monitoring &amp; evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Nil additional costs.</li> </ul>
<p>(From the curriculum section of the SSE) Investigate opportunities for further integrating the school into the local community &amp; in raising awareness within the community about the role of the school.</p>	<ul style="list-style-type: none"> <li>▶ Make contact with local businesses &amp; community groups (eg: open day) to raise their awareness.</li> <li>▶ Draw up an outline plan of action for improving local links.</li> </ul>	<ul style="list-style-type: none"> <li>▶ There is clear evidence of pupils' greater use of the local community as a resource &amp; in pupils' confidence in their interactions within the local community.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Family Link Worker for the further development of community links.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Travel &amp; cover costs: £2K (<i>see above – Section B3</i>).</li> </ul>

Section D	TEACHING, LEARNING AND ASSESSMENT			
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Build on the success in improving PMLD provision & address the changing complexity of need of the pupils by fine-tuning provision in the SLD & ASD Pathways.	<ul style="list-style-type: none"> <li>▶ Use the model adopted to revise PMLD provision (<i>eg: multi-disciplinary working group, evidence from tracking pupils, research into other models of provision</i>).</li> <li>▶ Carry out case-studies of individual pupils from each of the three learning pathways to determine how the most effective learning takes place.</li> </ul>	<ul style="list-style-type: none"> <li>▶ All members of staff have an even clearer understanding about pupils' specific learning needs.</li> <li>▶ There are demonstrable improvements in the engagement of SLD &amp; ASD pupils in learning.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Senior Teacher (<i>Behaviour</i>) for delivery.</li> <li>▶ SLT for monitoring &amp; evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Nil additional costs.</li> </ul>

Section E	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE			
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Increase pupils' skills in making healthy eating choices.	<ul style="list-style-type: none"> <li>▶ Post 16 to be lunchtime menu monitors &amp; help prepare the symbols on the menu board so that pupils become more independent in making choices.</li> <li>▶ Provide support for families in healthy eating (<i>e.g. workshops etc.</i>).</li> <li>▶ Review the effectiveness of the curriculum in promoting healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teachers &amp; staff regularly promote healthy eating.</li> <li>▶ Positive outcomes of regular health checks on pupils.</li> <li>▶ Pupils access a wider range of activities to be active.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Business Manager + Lead Teacher (Literacy) for delivery.</li> <li>▶ SLT for monitoring &amp; evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Workshop costs &amp; travel costs (<i>competitions, etc.</i>) : £500.</li> </ul>

Section F	OUTCOMES FOR PUPILS			
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Further increase the rates of progress made by the most able pupils in acquiring skills in functional literacy.	<ul style="list-style-type: none"> <li>▶ Clearly identify the functional literacy needs of these pupils.</li> <li>▶ Provide targeted teaching time for these pupils.</li> <li>▶ Ensure a well structured approach with a clear recording system.</li> <li>▶ Community visits so that pupils can learn &amp; apply their skills.</li> <li>▶ Closely monitor the effectiveness of this bespoke provision.</li> </ul>	<ul style="list-style-type: none"> <li>▶ There are clearly demonstrative gains in the literacy skills of these pupils &amp; in their confidence as learners.</li> </ul>	<ul style="list-style-type: none"> <li>▶ DHT for delivery.</li> <li>▶ SLT for monitoring &amp; evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Travel costs: £500.</li> </ul>

Section G	EARLY YEARS PROVISION			
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Ensure greater balance between indoor and outdoor experiences accessed by the children.	<ul style="list-style-type: none"> <li>▶ Research current outdoor provision in other settings.</li> <li>▶ Develop a plan of what the outdoor learning area needs to look like &amp; investigate sources of funding &amp; construction.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Before the beginning of the 2018-19 financial year: a clear plan, including possible financial implications, is in place.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lead teacher (<i>EYFS</i>) for delivery.</li> <li>▶ SLT for monitoring &amp; evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Cost of bid-writing course: £500.</li> </ul>

Section H	POST 16			
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Enhance provision for Post 16 to accommodate the increasing numbers of PMLD students.	<ul style="list-style-type: none"> <li>▶ Conduct a review of provision.</li> <li>▶ Review use of Post 16 funding to enhance the distinct nature of Post 16 students' experiences – in particular for PMLD students.</li> <li>▶ Liaise with Post 16 providers to explore possibilities for more understandable transition for PMLD students.</li> </ul>	<ul style="list-style-type: none"> <li>▶ All students have a personalised work experiences that effectively aid their transition to adulthood.</li> <li>▶ PMLD students are able to successfully implement their personal, social &amp; communication skills within adult provision.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Senior Teacher (6<sup>th</sup> Form) for delivery.</li> <li>▶ SLT for monitoring &amp; evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Travel costs etc. + external expertise (e.g.: risk assessments): £8-10K.</li> </ul>