

Jack Tizard School

Learning Improvement Plan



Date: Academic Year 2020-21

Section	School Improvement Focus	Key Issues/ Development Areas	
A	Overall Effectiveness	SIP Introduction	
B	Priorities for Whole School Development	Wellbeing	<ul style="list-style-type: none"> To ensure optimum emotional health and wellbeing for all, by offering provision and interventions that match the needs of our school community
		Curriculum	<ul style="list-style-type: none"> To ensure the curriculum supports the pupils to rebuild their emotional health and skill levels, and reflects the diversity of the community it serves. Discern and adapt appropriate digital resources to enhance our rich curriculum for all key stages
C	The quality of education	Additional Focus Areas	
		<ul style="list-style-type: none"> Substantiate the defined learning pathways for pupils as they move through the school. To ensure that class staff at all levels understand the rationale behind curriculum activities. Explore opportunities for accreditation which reflect the diverse needs of our students Continue to review our target setting processes so that they synthesise our multi-disciplinary approach. 	
D	Behaviour and attitudes	Additional Focus Areas	
		<ul style="list-style-type: none"> Continue to develop the interface between home and school which was so successful during Covid, to provide ongoing support for pupils' social, emotional health and well-being. 	
E	Personal development	Additional Focus Areas	
		<ul style="list-style-type: none"> Implement the Sex and Relationships Curriculum so that it continues to be of high quality, whilst meeting needs and statutory guidelines. 	
F	Leadership and Management	Additional Focus Areas	
		<ul style="list-style-type: none"> Consolidate the new leadership structure to ensure that systems and processes are purposeful, clearly defined and visionary. Continue to develop our external partnerships, but with a major focus on establishing links with similar cohort schools within the London area, as well as looking at national and global links. 	
G	Early Years Provision	Additional Focus Areas	
		<ul style="list-style-type: none"> Accommodate forthcoming changes to the EYFS Framework into our Early Years and KS1 provision and curriculum. Enhance the positive relationships and engagement with parents, so evident during Covid, by establishing regular opportunities for pro-active parent partnerships 	
H	POST 16	Additional Focus Areas	
		<ul style="list-style-type: none"> Extending independence so that 6th Form students can make appropriate choices 	

Section A

SUMMARY OF OVERALL EFFECTIVENESS

The overall effectiveness judgement from the 12th June 2018 Ofsted inspection was that *'the leadership team has maintained the outstanding quality of education in the school since the last inspection. The governing body provides clear strategic leadership and offers support and challenge.'*

Since this inspection, the new structure of the Leadership Team provides additional capacity to drive forwards further improvement. Stakeholders, including staff, pupils, parents and therapists, are overwhelmingly positive about Jack Tizard and report a sense of pride in being part of the school. Staff consistently go above and beyond what is expected of them. There are significantly high retention rates amongst staff and students. The vast majority of students make outstanding progress from their starting points, despite exceptional barriers to learning. Staff know their students and families incredibly well and this ensures that students are at the centre of everything we do.

OVERALL EFFECTIVENESS JUDGEMENT	Grade 1	1: Outstanding	2: Good	3: Requires Improvement	4: Inadequate
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This plan was put together through:

- A whole staff evaluation questionnaire (Summer 2020)
- Leadership Team Workshops (September 2020)
- Parental satisfaction questionnaires (June 2020)
- Pupil voice throughout the year (see document: 'Pupil Voice at Jack Tizard')
- Review of pupil progress information (2019-20)
- Review of teaching & learning monitoring data (2019-20)

Section B		PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT			
Area for development	Actions/Initiatives with dates	Impact/Success Criteria	Responsibility for delivery	Responsibility for monitoring	RESOURCES
<p>Wellbeing:</p> <p>To ensure optimum emotional health and wellbeing for all, by offering provision and interventions that match the needs of our school community</p>	<ul style="list-style-type: none"> ▶ Autumn term curriculum – whole school well-being focus. ▶ On-going well-being curriculum focus during the year. ▶ Train more staff in the ‘Emotional Literacy Support Assistant’ programme – staff to disseminate ▶ Review impact of Well-Being days ▶ Ongoing support for sleep difficulties ▶ SIBS day ▶ Staff training on understanding mental health and wellbeing for students with complex needs ▶ Mental Health and Wellbeing Awareness Week – May 2020 ▶ Roll out of Staff training on ‘Talking Mats’ ▶ Raise awareness of availability of student and staff mental health First-Aiders ▶ Review and act on exit interview outcomes with a wellbeing focus ▶ Continue to implement ideas from staff wellbeing questionnaires and re-send this annually 	<ul style="list-style-type: none"> ▶ Parents will be aware of information, support and resources to support their wellbeing ▶ A Wellbeing Strategy for parents with identified areas in which they would like support ▶ Ongoing Circle of Support meetings and training provide class teams with support and understanding of pupils’ emotional needs ▶ Staff teams will have clear strategies for their own classes to support pupils’ emotional wellbeing. ▶ School will have a clear picture of retention needs across class support staff ▶ Staff and pupils will have sustained levels of emotional resilience 	<ul style="list-style-type: none"> ▶ All members of the Leadership Team 	<ul style="list-style-type: none"> ▶ Headteacher and School Business Manager for staff ▶ Family Link Worker, Occupational Therapist and Deputy Headteacher for pupils and their families 	<ul style="list-style-type: none"> ▶ Time on Inset days ▶ Staff lieu/overtime for events such as SIBS days ▶ Funding from Local Authority for Talking Mats training
<p>Curriculum</p> <p>To ensure the curriculum reflects the diversity of the community it serves.</p> <p>Discern and adapt appropriate remote resources to continue to develop and extend our</p>	<ul style="list-style-type: none"> ▶ Undertake a ‘Diversity’ audit, analyse outcomes and review the curriculum accordingly ▶ Create and trial new PMLD PFA curriculum - ongoing ▶ Develop further links with external post-19 providers ▶ Consolidate networking by holding Coffee Mornings for all parents. 	<ul style="list-style-type: none"> ▶ The curriculum is responsive to the cultural needs of students ▶ Staff are confident in providing remote learning resources. ▶ Students respond positively to remote learning in 	<ul style="list-style-type: none"> ▶ Assistant Headteacher, Heads of Department, Family Link Worker 	<ul style="list-style-type: none"> ▶ Deputy Headteacher 	<ul style="list-style-type: none"> ▶ Time to visit other providers ▶ IT resources for remote learning

rich curriculum for all key stages	<ul style="list-style-type: none"> ▶ Ensure that the curriculum is designed to address students' cultural needs ▶ Increase the advances in remote learning which were refined so successfully during Covid. 	partnership with their families.			
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Section C		The quality of education			
Area for development	Actions/Initiatives with dates	Impact/Success Criteria	Responsibility for delivery	Responsibility for monitoring	RESOURCES
<ul style="list-style-type: none"> • To ensure that class staff at all levels understand the rationale behind curriculum activities. 	<ul style="list-style-type: none"> ▶ Continue with the induction plan for new staff ensuring that they understand the rationale supporting the school's curriculum ▶ Experienced practitioners to model best curriculum practice for new and less experienced staff 	<ul style="list-style-type: none"> ▶ Class staff at all levels demonstrate increased confidence in supporting and delivering outstanding learning opportunities for all pupils ▶ All staff have a sound knowledge of the updated curriculum at Jack Tizard and are aware of how the curriculum is responsive to the pupils' needs. 	<ul style="list-style-type: none"> ▶ Assistant Headteacher and Heads of Department 	<ul style="list-style-type: none"> ▶ Deputy Headteacher 	<ul style="list-style-type: none"> ▶ Time on Inset day ▶ Time for mentoring, probation and appraisals ▶ Induction
<ul style="list-style-type: none"> • Explore opportunities for accreditation which reflect the diverse needs of our students 	<ul style="list-style-type: none"> ▶ Research accreditation opportunities with external qualification providers to ensure appropriate, meaningful and personalised qualifications. ▶ Implement staff training for accreditation choices and continually evaluate the impact. ▶ Mapping exercise with potential providers to ensure continuity and progression of learning. 	<ul style="list-style-type: none"> ▶ Students will have an accreditation pathway commensurate with their interests and needs. ▶ The school has evaluated the impact of chosen accreditation pathways 	<ul style="list-style-type: none"> ▶ Assistant Headteacher and Heads of Department 	<ul style="list-style-type: none"> ▶ Deputy Headteacher 	<ul style="list-style-type: none"> ▶ Time to link with other providers and institutions/ awarding bodies

Section D		Behaviour and attitudes			
Area for development	Actions/Initiatives with dates	Impact/Success Criteria	Responsibility for delivery	Responsibility for monitoring	RESOURCES
<ul style="list-style-type: none"> Continue to develop the interface between home and school which was so successful during Covid, to provide ongoing support for pupils' social, emotional health and well-being. 	<ul style="list-style-type: none"> Review systems of communication with parents to ensure that awareness raising and support is personalised in terms of their child's development and social, emotional health. Research other possible platforms for communication with families. 	<ul style="list-style-type: none"> Parents feel that the social, emotional health of their children is fully and effectively supported by strong home-school partnerships 	<ul style="list-style-type: none"> Family Link Worker and other members of the Leadership Team as required 	<ul style="list-style-type: none"> Headteacher 	<ul style="list-style-type: none"> Funding for additional communication resources

Section E		Personal Development			
Area for development	Actions/Initiatives with dates	Impact/Success Criteria	Responsibility for delivery	Responsibility for monitoring	RESOURCES
<ul style="list-style-type: none"> Implement the Sex and Relationships Curriculum so that it continues to be of high quality, whilst meeting needs and statutory guidelines. 	<ul style="list-style-type: none"> Share the new SRE curriculum with all stakeholders (Autumn Term 2020) Resource the SRE curriculum in readiness for implementation (Autumn Term 2020) SRE Staff Training identified (Summer Term 2021) Pilot SRE focus days across the school Evaluate the implementation of the SRE curriculum (Summer 2021) Pupil discussion and feedback. 	<ul style="list-style-type: none"> Legal, statutory curriculum that meets the needs of the school will be in place from Summer Term 2021 All staff are confident in delivering the SRE programme Pupils respond positively to the SRE curriculum 	<ul style="list-style-type: none"> Assistant Headteacher 	<ul style="list-style-type: none"> Deputy Headteacher 	<ul style="list-style-type: none"> Funding for Resource boxes to support each topic area

Section F		Leadership and Management			
ISSUE	Actions/Initiatives with dates	IMPACT (Success Criteria)	RESPONSIBILITY delivery	Responsibility for monitoring	RESOURCES
Consolidate the new leadership structure to ensure that systems and processes are purposeful, clearly defined, and visionary.	<ul style="list-style-type: none"> ▶ Increase the regularity of departmental meetings to ensure the engagement of all staff in the school's, and departmental, priorities and action plans. ▶ Devise departmental action plans which reflect the school's vision and priorities. 	<ul style="list-style-type: none"> ▶ All staff continue to be aware of the school's improvement priorities and areas for development and work collegiately towards them ▶ Leadership sustains its high level of empowerment and accountability , evident in the successful completion of time related actions towards continuing school improvement 	▶ Heads of Department, Headteacher	▶ Assistant Headteacher, Deputy Headteacher , Headteacher	<ul style="list-style-type: none"> ▶ Time on meeting schedule. Leadership time to devise action plans SIP consultancy
Continue to develop our external partnerships, but with a major focus on establishing links with similar cohort schools within the London area, as well as looking at national and global links.	▶ Develop collaboration with schools with similar cohorts of pupils to enhance our outstanding practice	▶ The school has established links with partner schools which helps us to share, refine and continue to enhance our outstanding practice.	▶ Head of Secondary SF, Assistant Headteacher	▶ Deputy Headteacher, Headteacher	Time to visit/share practise with other institutions.

Section G		EARLY YEARS PROVISION			
Area for development	Actions/Initiatives with dates	Impact/Success Criteria	Responsibility for delivery	Responsibility for monitoring	RESOURCES
<p>Accommodate forthcoming changes to the EYFS Framework into our Early Years and KS1 provision and curriculum.</p> <p>Enhance the positive relationships and engagement with parents, so evident during Covid, by establishing regular opportunities for pro-active parent partnerships</p>	<ul style="list-style-type: none"> ▶ Explore the opportunities provided by the new Early Years Framework to extend and develop the provision and opportunities for children in EYFS and KS1. ▶ Internal staff training to support the new EYFS Framework ▶ Review the current offer of parent workshops and engagement to ensure that we meet the changing needs of families. ▶ Consulting with parents about what they want to know about their child's learning so that the school can help them support their child. 	<ul style="list-style-type: none"> ▶ The new Early Years Framework is successfully incorporated in the provision and practice of EYFS and KS1 ▶ All staff are appropriately trained in changes to the new EYFS Framework ▶ Parental workshops reflect the needs of our children and families. ▶ Parent surveys indicate that they are fully supported in meeting their child's needs 	<ul style="list-style-type: none"> ▶ Assistant Headteacher, Head of EYFS/Primary, teacher of EYFS 	<ul style="list-style-type: none"> ▶ Deputy Headteacher 	<ul style="list-style-type: none"> ▶ TBA following the outcome of the audit ▶ Training cost neutral but time requirement

Section H		POST 16			
Area for development	Actions/Initiatives with dates	Impact/Success Criteria	Responsibility for delivery	Responsibility for monitoring	RESOURCES
<p>Extending independence so that 6th Form students can make appropriate choices</p>	<ul style="list-style-type: none"> ▶ Design learning experiences which provide opportunities for extending independence for individual students appropriate to need ▶ Mapping the new curriculum across all of the learning pathways to provide consistency of opportunity for independence 	<ul style="list-style-type: none"> ▶ Students display increasing independence in making appropriate choices ▶ The curriculum is personalised to the interests of the students 	<ul style="list-style-type: none"> ▶ Heads of Secondary, Occupational Therapist, Assistant Headteacher 	<ul style="list-style-type: none"> ▶ Deputy Headteacher 	<ul style="list-style-type: none"> ▶ To be identified