

Jack Tizard School

Learning Improvement Plan



Headteacher: Francesca Smith

Date: September 2018

Section	School Improvement Focus	Key Issues/ Development Areas	
A	Overall Effectiveness	SIP Introduction	
B	Priorities for Whole School Development	Wellbeing	Review the well-being of staff, pupils & families
		Preparing for Adulthood	Further improve the transition between the different key stages & transfer to adult life.
		Assessment	Implementation of changes in statutory assessments.
C	Effectiveness of leadership and management	Additional Focus Areas	
		Conduct a review of the leadership structure.	
D	Teaching, learning and assessment	Additional Focus Areas	
		Further develop staff confidence in initiating the use of signing.	
E	Personal development, behaviour and welfare	Additional Focus Areas	
		Further enhance pupils' development of independence & ability to make meaningful choices about their lives	
F	Outcomes for pupils	Additional Focus Areas	
		Embed the improvements made in 2017-18 in developing pupils' functional literacy & extend this focus to numeracy	
G	Early Years Provision	Additional Focus Areas	
		Ensure greater balance between indoor and outdoor experiences accessed by the children	
H	Post 16	Additional Focus Areas	
		<i>'Ensure that the sixth-form curriculum is reviewed so that students are even better prepared for life after school.'</i> (Ofsted 2018)	

Section A

SUMMARY OF OVERALL EFFECTIVENESS

The Overall Effectiveness judgement from the 12th June 2018 inspection was: ‘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 & challenge. Since the last inspection, leaders have implemented a number of school improvement strategies that have further strengthened the provision for pupils. Staff are overwhelmingly positive about their school and report a sense of pride in being part of Jack Tizard School.’

OVERALL EFFECTIVENESS JUDGEMENT	Grade 1	1: Outstanding	2: Good	3: Requires Improvement	4: Inadequate
--	----------------	---------------------------	--------------------	--	--------------------------

This plan was put together through:

- A whole staff evaluation questionnaire (Summer 2018)
- Two Extended Leadership Team Workshops (June and September 2017)
- Parental satisfaction questionnaires (Summer 2018)
- Pupil voice throughout the year (see document: ‘Pupil Voice at Jack Tizard’)
- Review of pupil achievement data (2017-18)
- Review of teaching & learning monitoring data (2017-18)
- Governor and Leadership Team Workshop led by Head of Governor Services (June 2018)

Section B		PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT		
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<p>Wellbeing:</p> <p>Review the well-being of staff, pupils & families.</p>	<p>By October 2018:</p> <ul style="list-style-type: none"> ▶ ELT review of next steps re. wellbeing for pupils and their families ▶ Review of parent/carer surveys of summer 2018 ▶ Review staff views about existing provision that is focused on well-being (<i>eg: longer lunch time, re-charge week – limited meetings etc.</i>) with a specific focus on what aspects of school life contributors find to be stressful. <p>In October 2018:</p> <ul style="list-style-type: none"> ▶ Provide an INSET day based on teamwork & well-being. <p>On-going:</p> <ul style="list-style-type: none"> ▶ Continue to promote activities to engage parents/carers. ▶ Re-establish the ‘siblings support group’. <p>Ensure that class teams meet & discuss issues of common interest – some of which may impact on their well-being.</p>	<ul style="list-style-type: none"> ▶ Outcomes from follow-up audits of staff/pupil/families clearly demonstrate measurable improvements in well-being. 	<ul style="list-style-type: none"> ▶ HT with overview – monitoring & evaluation ▶ With pupils: Senior TAs with responsibility for communication & speech & language therapist ▶ With staff: Headteacher & leadership team ▶ With other agencies: Occupational therapist ▶ With parents: Family Link Worker, Lead teachers (EYFS, 6th Form & PMLD) 	<ul style="list-style-type: none"> ▶ Training costs for staff (<i>in language development</i>) £10K
<p>Preparing for Adulthood:</p> <p>Further improve the transition between the different key stages & transfer to adult life</p>	<p>From September 2018:</p> <ul style="list-style-type: none"> ▶ ‘<i>Review of the 14-19 Curriculum</i>’ working party – following from this: actions agreed to review approach & delivery of changes (<i>starting point with SLD pathway</i>). <p>On-going:</p> <ul style="list-style-type: none"> ▶ Continue to research ‘work experience’ opportunities with a view to bespoke adaptation of the curriculum offer. <p>By March 2019:</p> <ul style="list-style-type: none"> ▶ Staff to be trained in assessing possible work-experience placements. ▶ Action plan to be devised and disseminated for this are from 2018-2022 ▶ Teachers meeting to share ideas ▶ Strengthen links with colleges & PFA team from the local authority. <p>By July 2019:</p> <ul style="list-style-type: none"> ▶ Develop a programme to help prepare parents for their children’s move between phases (<i>Nursery, Primary, Middle & Secondary</i>) by providing detailed information about their children’s transition. <p>For students in the Upper Secondary Phase:</p> <p>Ensure that power Point presentations for annual reviews incorporate information about students’ intentions / preparation for adult life.</p>	<ul style="list-style-type: none"> ▶ There is a personalised curriculum that better prepares students & their families for transition through their school life & beyond. ▶ There is a common ethos, culture and language used across the 14-19 spectrum that emulates life outside school 	<ul style="list-style-type: none"> ▶ Lead teacher (PMLD) + Extended leadership team for delivery ▶ Family link worker and SBM delivery on additional funding ▶ Senior leaders for monitoring & evaluation 	<ul style="list-style-type: none"> ▶ To be agreed

Assessment:	From September 2018:	<ul style="list-style-type: none"> ▶ There is an assessment package in place – meeting DfE regulations - & all staff are competent & confident in using it. 	<ul style="list-style-type: none"> ▶ Lead teacher for Inclusion and Outreach ▶ Senior leaders for monitoring & evaluation 	<ul style="list-style-type: none"> ▶ Travel & cover costs: £2K
Implementation of changes in statutory assessments.	November 2018: <ul style="list-style-type: none"> ▶ SF, SM, & DS attendance at a conference on Assessment. On-going: <ul style="list-style-type: none"> ▶ Review accreditations for students to ensure that they continue to be relevant & meaningful. Continuation of Impact Group meetings to discuss & moderate assessments – informed by feedback from staff.			

Section C		EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT		
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Conduct a review of the leadership structure.	From July 2018: <ul style="list-style-type: none"> ▶ Development of teams to drive the learning improvement plan. 	<ul style="list-style-type: none"> ▶ Staff are secure & confident in their leadership roles. ▶ School priorities are successfully achieved. 	FS SM PS & JG for delivery	<ul style="list-style-type: none"> ▶ Nil additional costs

Section D		TEACHING, LEARNING AND ASSESSMENT		
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Further develop staff confidence in initiating the use of signing.	By October 2018: <ul style="list-style-type: none"> ▶ Communication team to audit staff strengths & further areas for improvement in the use of Makaton. From the outcomes of the audit: <ul style="list-style-type: none"> ▶ Communication team to provide bespoke support for staff. ▶ Ensure that staff teams are fully aware of signing requirements. 	<ul style="list-style-type: none"> ▶ Lesson observations show that staff use signing appropriately to the needs of each individual child. 	<ul style="list-style-type: none"> ▶ LM, SM and SG from SALT Team: LJ, ZL, EO, DJ, AW & KOB for implementation ▶ ELT for monitoring & evaluation 	<ul style="list-style-type: none"> ▶ Purchase of the most up-to-date support package for all classes. TBA

Section E		PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE		
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Further enhance pupils' development of independence & ability to make meaningful choices about their lives.	<ul style="list-style-type: none"> ▶ See Section B: Whole School Priorities 1 & 2 	<ul style="list-style-type: none"> ▶ As in Section B 1 & 2 	<ul style="list-style-type: none"> ▶ As in Section B 1 & 2 	<ul style="list-style-type: none"> ▶ As in Section B 1 & 2

Section F		OUTCOMES FOR PUPILS		
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Embed the improvements made in 2017-18 in developing pupils' functional literacy & extend this focus to numeracy.	<p>As in 2017-18:</p> <ul style="list-style-type: none"> ▶ Clearly identify the functional literacy needs of pupils. ▶ Provide targeted teaching time for these pupils. ▶ Ensure a well -structured approach with a clear recording system. ▶ Community visits so that pupils can learn & apply their skills ▶ Closely monitor the effectiveness of this bespoke provision. <p>plus:</p> <ul style="list-style-type: none"> ▶ Development of functional numeracy skills relevant to the pupils & reflecting their needs within modern society. 	<ul style="list-style-type: none"> ▶ There are clearly demonstrative gains in the literacy skills of these pupils & in their confidence as learners. 	<ul style="list-style-type: none"> ▶ DHT for delivery ▶ SLT for monitoring & evaluation 	<ul style="list-style-type: none"> ▶ TBA

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"> ▶ Develop links with external providers ▶ Conduct a review of the outdoor learning space to improve accessibility. 	▶ Increased usage of & improved access to the outdoor area.	▶ DS KP LD & LB for driving the initiative	▶ TBA following the outcome of the audit

Section H		POST 16		
ISSUE	INITIATIVES (From September 2017)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
<i>'Ensure that the sixth-form curriculum is reviewed so that students are even better prepared for life after school.'</i> (Ofsted 2018)	▶ See Section B: Whole School Priority 2	▶ As in Section B 2 above	▶ As in Section B 2 above	▶ As in Section B 2 above