FOX HOLLIES SCHOOL IMPROVEMENT PLAN 2017-20

Our purpose is for our pupils to make as much progress as possible that has relevance for their lives both now and in the future. Aim 0 addresses our school purpose directly. Aims 1-7 all support Aim 1.

Aims for 2017-2020 – These are expressed at the beginning of each area as three year aims. These align to our purpose and self-evaluation.

These are expressed as specifically as possible with an outcome, actions who will lead and support it, an estimate of its cost that link to a budget pla cost centre and measures to help us judge if we have achieved it.

At least one named governor will be actively engaged in each of the aims in this School Improvement Plan and the Full Governing Body will monitor progress towards them on a rolling basis.

We aim to complete the actions within each target by May 2018.

A glossary of jargon and acronyms used in this document:

AET = Autism Educational Trust
Annotation = concise details added to clarify evidence of what a pupil has learned
Banded Funding = part of National Funding reform whereby funding is related to the complexity and type of need of each pupil
Baseline Assessments = assessments made at the start of a period to allow progress from that point to be measured
CAT = Communication & Autism Team part of Services for Birmingham that offers advice and training on autism
Connexions = an agency formerly the Careers Service that works with our young people aged 14-25 and their families on transition
Core subjects = We define these as English, maths and computing. These are key to our school purpose.
CPD = Continuous Professional Development. This can take many forms including courses, observing others, job shadowing, professional conversations, coaching etc.
Education Health and Care Plans = new outcome based plans that replace Statements of SEN for education and for some pupils include assessment and provision for their health and social care needs
IEP = Individual Education Plan, the learning targets agreed between pupils, their parents and staff each year on communication, interacting with others and life skills
Key Stages = pupil age groups Key Stage 3 = 11-14, Key Stage 4 = 14-16, Key Stage 5 = 16-19
LDSL= Lead Designated Safeguarding Lead
Moderation = ways of checking that we are all using consistent standards when we assess pupils' work, without this we cannot trust our results
National Progression Guidance = data used by the Dept for Ed. and OfSTED to judge the rate of progress by pupils in English and mathematics.
Sensory profiles = a tool for recording the small steps that learners who need a sensory curriculum make and generalise from one setting to another
SIP = School Improvement Plan
SLT = Senior Leadership Team
Teaching Schools= schools that work with an "alliance" of partners to deliver teacher training, CPD and support schools who are in difficulty
TLR = Teaching and Learning Responsibility Holder (refers to our middle leaders, currently Dawn Convery (Middle School 11-16), Mark Williams (Acting)11-14,Sarah Youngson (Acting) (14-19))

2017- 20 – Aim.1 Our pupils will be safe at home, in the Community and in school. We will work together with families and other agencies to ensure this.

Outcome	Actions to achieve the target	Evaluation June 2018
1.1 Our Pupils know that they are safe at school	Extend/develop the 'I am Safe' curriculum to include emotional awareness and well being. A specific e-safety module is written for cognitively ready students Staff attend and develop work following an 'All Together United Against Bullying' course (Autumn 2017) Review lunch break timings and duty rota's Assess feasibility and usefulness of play leaders Review Health and Safety in the playground Refresh Autism awareness and interaction skills with lunchtime supervisors, how do we best use our play space? Make safety a standing item on the student council Develop ways to debrief pupils who witness challenging behaviours at school. This would include the behaviours of other students, including health issues. Training reviews the use of the adult voice in the school environment – how/why might we get cross/raise our voices with students?	
1.2 All staff comply with statutory safeguarding requirements	Provide regular training and information updates. Revise the safety and mentoring support package for new staff DSL attends termly BCC updates and conferences Mentoring for DSL's provided by BCC Section 175 Audit updated annually Implement a new system of efficiently informing staff on safeguarding updates	
1.3 All policies are up to date and acted upon.	Create a systematic template for reviewing policies. Quickly update staff of new or updated policies via a full staff meeting. The latest recommendations are updated into E-safety Policy, and training updates are provided for all staff	
1.4 Families receive support with issues that affect the safety of the home and school environments	Develop practical support ideas for families in the school prospectus. Explore translation costs/services. Improve working practice with hubs in relation to family support and early help panels. Train staff in Signs of Safety and Well being (SOSW) Collaborate with families to establish best methods of communication	

1.5 Safe practice is regularly scrutinised	The use of electronic transfer of information is explored Case file audits are undertaken within supervision visits by safeguarding governors	
1.6 Pupils who experience challenging mental health problems are supported across school.	Staff receive training in recognising the signs of adolescent mental health issues within our setting and how we can make a difference. Exploration of a mentoring program for specific individuals Identified staff implement the proforma for 'Well being Recovery Action Plan' WRAP to include an audit to identify which pupils would benefit from support.	

2017-20 – Aim 2. Our pupils achieve an individually challenging level of progress that is relevant to their needs and future

Outcome	Actions to achieve the target	Evaluation June 2018
2.1 Pupils in each class make the level of progress that is set for them for the 2017/18 academic year.	Targets for each pupil will be set in late September, based upon prior progress and parental consultations in EHCP meetings (re-assess baseline in early September). Teachers use a range of progress measures towards their individual long term to 25 goals. These include P Levels and Levels, MAPP Qualifications and (to be trialed in 2017-2018) The Engagement For Learning Framework. Teachers are supported by SLT core subject leaders, needs specialists and TLR holders. Bridging The Gap materials to be available for targeted pupils.	
Pupils will improve their individualised Communication skills.	All staff will capture 'real and relevant' communication in natural settings (including Community based, break times, lunch). Homework will be set based upon home/school communication. All lessons will plan for relevant communication teaching and opportunities to practice. An additional Communication assembly will be timetabled on every Friday. Parents will be offered targeted Communication support. Moderation with other schools is timetabled.	
2.2 Pupils who do not make expected levels of progress over a half term show evidence of relevant progress the next half term	Class teams, core subject leaders, the qualifications leader & SLT monitor pupil progress. Referrals are made by and to staff who lead on core subjects or types of pupil need lateral progress is captured via MAPP. These include the key areas from EHC Plans - Communication and interaction, Cognition and learning Social, emotional and mental health difficulties Sensory and/or physical needs.	

2.3 Pupils in year 9 and Key Stages 4&5 have individual long term targets for when they are 25	Wherever possible Pupils and their families are involved in reviewing the clear learning targets that anticipate their needs at the age of 25 Pupils in years 7 and 8 and their families create clear learning goals to the age of 14.	
2.4 Pupil progress is generalised and extended in real life settings	Pupils learning in functional skills lessons, Community Education, IEP's, work experience and careers is linked to their long term and medium term targets Evidence progress gained during residentials and OOH schemes.	
2.5 Accurate baseline assessments are in place for new pupils by mid-October 2018	Core subject leaders and year 7 Teacher carry out baseline assessment for new pupils, All information is entered on our systems.	
2.6 Teaching is accurately matched to pupils' levels of achievement and our assessments are valid	SLT and TLR holders monitor the quality of annotation, class moderation meetings and medium term planning. Core subject leaders all externally monitor work and gather exemplar material to inform moderation	

Notes

2017-20 - Aim 3– We teach pupils in the way that they learn best

Outcome	Actions to achieve the target	Evaluation June 2018
3.1 Pupils who are able to do so understand their learning targets	Pupils are involved in setting their long term targets (2.3) These are expressed clearly in home school Diary. Individual long term learning targets are referred to regularly during lessons	
3.2 Teaching consistently reflects the needs of pupils who have autism	Extend the remit of the Autism faculty and action plan. New staff are trained to level 2 of AET standards, all other staff are refreshed. All classes follow the agreed National AET standards, relevant to our setting. We improve our offer to pupils with Autism by working closely with the CAT Team. Lunchtime supervisors are trained to level 1 AET standards. Parental workshops are held through 'Family Circle'	
Teaching consistently reflects the needs of pupils who have ADHD	Literacy Lead trains colleagues in best practice.	
3.3 The teaching of pupils who are learning at early P Levels reflects their needs	These learners remain in mixed ability base classes where work is appropriately differentiated. They are also ability grouped regularly through the weekly timetable. Planning is based upon 'The Engagement For	

	Sensory profiles are used to capture specific progress including lateral progress, these are summarised in 'Real English'. Home –school diaries reflect sensory profiles. Parental workshops are offered through 'Family Circle'	
3.4 All pupils' learning is enhanced by the way those who have challenging behaviour are supported.	Behaviour team supports class teams with individual behaviour plans. The behaviour and Emotional Intelligence teams link their work together. Targeted pupils learn to understand the impact of and manage their own behaviour Pupil's who encounter challenging behaviour are encouraged to express their feelings and helped to understand how it has been dealt with. Assemblies and Topic work encourage a greater understanding of Feelings, Emotions and Behaviours. Positive values are taught through curriculum and assemblies. The 'I am safe' curriculum plans and delivers targeted support for pupils.	
3.5 Pupils learning of literacy, mathematics and computing is enhanced by improving the skills of all class based staff	Staff use pupils Long term targets to make each strand personally relevant. Core Skills Leaders actively contribute to the 'Post P Levels debate' In Co-operation with colleagues from other schools we formulate our post level response.	
3.6 Pupils receive a broad and balanced curriculum	Develop the Topic based 'Me in My World' Curriculum, Linked to Global Learning. Identify a Leader for this development. The school calendar is planned to balance regular provision and enrichment with a personal relevance at the heart of all provision. 2017-2018 Industry Fortnight, Transition week, Arts Week. 'I am Safe' Themes.	Dave Hale attends the Global Learning working group at Baskerville school and will lead on the 'Me In My World' curriculum.

appropriate level of Sex and Relationships Education (SRE)**	SRE is taught through an IEP group and an SRE afternoon each term for many other pupils Topic work and assemblies reinforce the relationship knowledge and understanding and provide settings to practice and embed positive safe behaviours.	
3.8 Robust assessment for learning informs accurate planning.	High quality annotation relates to the learning objectives of the lessons so that the evidence base is more robust. Ensure that all staff using PECS and symbol support know how to present choices faithfully and appropriately such that inherent preferences are not built into the work and risk accuracy of student outcomes.	

Notes

** Some students are gaining the knowledge but not being able to apply it when in heightened emotional states. Prioritise and discuss

Outcome	Actions to achieve the target	Evaluation June 2018
4.1 All involved in our school can find clear relevant and up to date information on our web-site	Website is OFSTED Compliant. New ICT manager appointed and trained. Task manager developed to enable ICT manager to regularly update the Website.	
4.2 Parents reliably receive information about school events Parental Engagement in the academic and social elements of school increases. *	Survey parents on how they want to receive information on school events. Assess ParentPay options. Develop a half termly newsletter to compliment FoxPrint. Implement a consistent approach to communicating with parents. Develop a Governor newsletter.	
4.3 Staff meet the needs of pupils by developing their own performance	Teacher and Support staff Appraisal objectives align to School Improvement Plan. New staff are inducted and trained. Casual cover staff are trained in their role. Staff Survey re roles and responsibilities and personal Skillsets informs curriculum planning - matching Staff skills to pupil needs.	
4.4 The quality and efficiency of reporting and sharing information internally improves	SIMS management information system training rolled out. Develop the reporting facilities and pupil logs	
4.5 Parent View reaches publishable numbers.	Have Parent View available at all School events. Send home web address.	

Notes

* Quantify this across areas e.g attendance at EHCP's. Friends events. Survey parents re events they would like to attend.

Outcome	Actions to achieve the target	Evaluation June 2018
5.1 Parents are able to effectively support their child's learning at home	Calendar of family learning events with targeted relevant invitations. Implement a clear homework policy linked to communication and generalisation of skills.	
5.2 Pupils and families who have multi-agency needs are assessed and supported promptly	A range of partners work with us CAT, Advocacy, Ed Psych's.Mencap. Use Escalation Policy.	
5.3 Pupils and their families receive effective School support in the post-school transition process	Review transition process with Adults Disability Transition Team. Identify individualised key transition support staff.	
Pupils and their families receive effective multi-agency support in the post-school transition process *	Monitor implementation of agreement. Pro-actively raise concerns and escalate to Heads of Service. Use School's forum to highlight flaws.	
5.4 Our school assesses the potential for offering 19-25 provision for young adults who have complex needs	Broker space sharing for vocational learning with Mencap lead. Approach SENAR re forward thinking re complex needs pupils.	

Notes

Very poor multi-agency support. Systemic attempts to not follow procedure and place inappropriately due to financial constraints. A number of transitions will need to be supported in Autumn 17 term by FH after they have left FH! Appeals pending.

Spring 17 despite EHCP deadlines being met by school, visits to providers supported the march deadline was not met by SENAR… families who chose Independent Specialist Providers (ISP's) were contacted by SENSR PA's to meet. Families were told that School did not need to be present. School were alerted by parents and attended, families unsure of placement and were told they may not hear until end of May 17. Families registered their discomfort with this.
Summer 17
Parents of 3 pupils have received a letter naming South and City, Hall Green Campus, inappropriate! 2 pupils have received a new form of letter naming an unnamed Specialist provider… Families are now very worried!
School Pressure has resulted in the majority of pupils receiving appropriate placements. One family will go to appeal in the Autumn, School will support.

Outcome	Actions to achieve the target	Evaluation June 2018
6.1 Decide between possible partnerships options via Multi-Academy Trusts, cooperative or collaborative arrangements.	Jointly commission Academy and Co-operative Trust speakers. Invite Governors and take their responses to all stakeholders. If agreed begin a formal consultation period.	
6.2 Pupil numbers are capped at 100.	Present compelling evidence to Tribunals. Work collaboratively with other Special schools /SENDIAS and SENAR to offer creative solutions to pupil placements eg shared training/ dual role.	
6.3 In light of the work of the Birmingham Inclusion Commission and the changing profile of Birmingham SEN, to review and strengthen the position of Fox Hollies and its offer for students.	Discussions with LA about Inclusion Commission findings and recommendations. Liaise with the Governing Body, to investigate how Fox Hollies can work towards these recommendations e.g. helping to build the capacity of mainstream schools, meeting the needs of highly complex children etc.	
6.4 Our staff profile meets the needs of increased pupil numbers	Recruit and train staff. Use staff survey and skills matrix to match practice with pupil needs.	
6.5 The use of Agency cover staff reduces….	Remind all parents of the need to communicate pupil absence in a timely way enabling staff redeployment rather than cover buy-ins. Continue to monitor, support and challenge staff absence.	
and those used are efficient.	Report back clearly on cover staff capability and inform agencies. Develop a Fox Hollies expectations welcome pack for Cover staff and Students on placement.	

Notes

Outcome	Actions to achieve the target	Evaluation June 2018
7.1 Our school self-evaluation is informed by participating in peer review processes	Book Joint observations and progress reviews. Adopt good practice observed in other settings that fits our purpose. Support other schools by undertaking Peer reviews.	
7.2 Our response to the Children's Act is informed by our role in participating in a City-wide SEN Cluster	Liase with Brays Teaching alliance to book events.	
7.3 The skills and knowledge of staff is enhanced.	By CPD provided by and offered to Teaching School Alliance partners. Staff lead Alliance CPD including Brays Alliance Training Day. Staff attend training offered by other Alliance schools.	
7.4 The skills and knowledge of Governors is enhanced.	By CPD provided by Governor Support Teaching School Alliances and by partnered work within Fox Hollies. Develop the relationship with other Governors via the Co-operative process.	
7.5 Our school helps to train teachers	Run immersion days and placements for our Teaching School Alliances, and local Universities.	
7.6 Pupils learning is generalised and extended in regular or enriched inclusive settings	Pupils learn in extended performing arts settings. A joint residential is booked with Bishop Challoner. Student Council meet with Highbury Parliament.	

Notes

Outcome	Actions to achieve the target	Evaluation June 2018
8.1 Ensure that the school can operate effectively and deliver high quality teaching and learning against a picture of severe budgetary cuts.	Predict cuts. Plan for 3 years of reducing budgets. Look for economies of scale by potential sharing of services with other schools. Investigate income generation opportunities e.g. in relation to Arts/ SEND pedagogy. Model projected budget for 2017-18, identifying possible costs savings. Ensure that any forced increase in Pupil numbers is generously funded. Model 2018-19 budget to enable governors to make strategic decisions about structure, staffing, savings etc.	
8.2 Pupils learning through out of hours provision is fully supported by a range of funding streams	Fund raising working group set up.	
8.3 Staff deployment in lessons/ class bases reflects the needs of our pupils	Assess Banded Funding outcome against deployment in classes & groups Investigate different class structures to see if these would impact on costs e.g. mixed ability/setting, ASC corridor etc.	
8.3 Security of valuables improves	Monitor use and appropriate placing of lockable storage in classrooms.	
8.4 Return of equipment improves	Implement a lockable storage and sign out system for all equipment that is shared across school	
8.5 Level of tidiness improves across school	Each class takes responsibility for one shared area in school and monitors that it is kept tidy. Monitor cleaning contract explore	

options.		
8.6 Reduce spending on electricity and develop as a sustainable school	Monitor savings from shared solar panels. Initiate pupil project re saving energy.	

Notes