

School Improvement Plan

2022/23

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**To be read alongside**: **SSET Improvement Plan**

**1st Evaluation November 2022**

**2nd Evaluation February 2023**

**Key Intentions of the School Improvement Plan 22-23**

**Intent 1 – Quality of Education**

**All learners will access a curriculum relevant to their needs and delivered by well-trained and responsive adults**

* *To embed understanding of how to develop curriculum opportunities that allow opportunities for learner-led discovery, initiation and play*
* *To embed how learning intentions develop a process model style of teaching, “Informed Scruffy”*
* *To ensure all learning team understand the core developmental levels associated with PMLD learners i.e. Pre Intentional, Intentional and Formal”*
* *To continue to ensure data from assessment explicitly supports the Learning Journey for every learner*
* *To continue Conductive Education Clinics for advice and guidance to teams and to identify where specific interventions are required*
* *To complete Sexuality and Relationships Education (SRE) curriculum development for PMLD learners*
* *To embed understanding of the impact of Cortical Visual Impairment (CVI) on learners*
* *To continue to develop staff skills in deciding on augmentative communication strategies for learners who are Formal in their ImPACTS Communication Profile*
* *To widen the impact of music and vocal exploration across the school and ensure support is embedded in the ImPACTS curricula documentation*
* *To implement the developments of the Intensive Interaction strand to inform assessment and class practice*

**Intent 2 – Behaviour and Attitudes**

**All learners’ involvement in the learning process will be challenged and supported**

* *To ensure all staff understand the “Rosewood Way” and the impact this has on providing optimum opportunities for learning*
* *To continue to explore the relationship between well-being levels and involvement in learning*
* *To embed recording and media evidence system that focuses on the process of learning*
* *Continued identification of learning resources by teachers earlier in the planning cycle to have full year impact*
* *Continued early identification and planning of effective spending to support pupil premium and LAC*
* *Continued improvement and access to resources to support learners with CVI*
* *To review the curriculum offer for learners moving between ImPACTS and Extended ImPACTS*
* *To deliver signalong training to relevant class teams to ensure at least core vocabulary is known*
* *To improve team awareness and ability to support learners who have dystonic movements*

**Intent 3 – Personal Development**

**The holistic needs of each learner, within the context of their family, will be developed through a transdisciplinary approach**

* *To continue raising awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each*
* *To explore the impact grief has on learners, families and the staff*
* *To continue work with Family Link to develop areas where families could be supported to implement education and therapy principles into home life*
* *Relaunching EHCP Review processes to engage families and other professionals to develop aspirational plans for our learners*
* *To launch family support materials for transition through the EHCP process from children’s to adult services, ensuring families are supported through all key transition points*
* *Maintaining high standards of Health and Safety for learners and staff*
* *To offer a placement to a student Social Worker*

**Intent** **4** –**Leadership and Management**

**The wellbeing and personal development opportunities of all staff will be prioritised**

* *Re*-*focus on reviewing teacher workload and wellbeing of all staff*
* *To support teachers to develop leadership and management skills to empower their class teams*
* *Updating all Safeguarding Leads and staff training including Governors with responsibility for Safeguarding*
* *To review policies and process with HR, including updating safer recruitment training and rewriting interviews to reflect ethos and ambition of the school*
* *To continue to support and develop Early Career Framework teachers providing supervision, mentoring and training as required for both Year 1,Year 2 ECT & Post 16 trainee*
* *To ensure all teachers and HLTAs are consistently applying the language of impacts to assessment process*
* *To continue to work with the LA to address significant funding concerns*

**Intention 1 – Quality of Education**

**All learners will access a curriculum relevant to their needs and delivered by well trained and responsive adults**

* *To embed understanding of how to develop curriculum opportunities that allow opportunities for learner- led discovery, initiation and play*
* *To embed how learning intentions develop a process model style of teaching,” Informed Scruffy*
* *To ensure all learning team understand the core developmental levels associated with PMLD learners i.e. Pre Intentional, Intentional and Formal”*
* *To continue to ensure data from assessment explicitly supports the Learning Journey for every learner*
* *To continue Conductive Education Clinics for advice and guidance to teams and to identify where specific interventions are required*
* *To complete Sexuality and Relationships Education (SRE) curriculum development for PMLD learners*
* *To embed understanding of the impact of Cortical Visual Impairment ( CVI) on learners*
* *To continue develop staff skills in deciding augmentative communication strategies for learners who are Formal in their ImPACTS Communication Profile*
* *To widen the impact of music and vocal exploration across the school and ensure support is embedded in the ImPACTS curricula documentation*
* *To implement the developments of the Intensive Interaction strand to inform assessment and class practice*
* *Relaunch ECT as EC Key Skill to widen access and understanding of early control*

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| **What we have already done**  **2021 - 22** | **What we intend to do this year**  **2022 - 23** | **Our long term intentions** |
| * ECT Curriculum revised and developed with teaching team ready for launch 22/23 * Strands of RSE curriculum completed for PMLD learners, identified missing areas to be completed. * Research completed and vocalisations and strand, both assessment and curriculum improved in light of research and staff experience * Guidance on formal Communication available to all teachers * DoJo introduced and improved families access to media and improved whole school communication * Conductive Education Clinics established * Identified agreed challenges of use of eye gaze with PMLD, software identified that school needs to purchase * Language of Engagement Model used to focus observations of learning ensuring more focus on child-led learning * New planning format in place to focus team on whole learner and their profile of need. * Introduced team to “Informed Scruffy” and more focus now on child initiated in most classes * Research on CVI has developed awareness and Eye Levels introduced across whole school | * Ensure all the team can describe levels of PMLD learning * All staff will be actively developing playfulness and responsiveness in daily learning activities * Planning will reflect “Informed Scruffy” and lesson observations will provide evidence of an embedded approach * Teachers will be asked to prepare a summary of what the data is showing ahead of an annual review * New teachers will be supported to understand principles of functional movement * PMLD/SLD learners will have an improved offer and communication strategies matched to their developmental needs * Music and vocalisations will be part of the planning and seen within sessions as part of observations * All staff will understand and use principles of Intensive Interaction throughout a learners day * Pre Intentional learners will have wider access and control of their environment * Ensure all staff, particularly ECT 1 &2 understand the principles and how to get support for conductive/functional movement | Our assessments and curriculum offer will be continually reviewed, researched and developed to meet the population of current learners  Our learners will have opportunities to lead learning and we will focus on the process of learning that demonstrates progress through motivating and playful curriculum opportunities  All staff will be trained and understand the developmental levels used to assess learners and understand the main teaching requirements of each level of need  Data collected by the school will be used to influence and review the curriculum delivered and monitor individual learners access to a relevant EHCP  Assessment and evidence collection will make use of technology to reduce the overall work load of the teaching team |

|  | **INTENT** | **IMPLEMENTATION** | **TIMESCALE**  **When** | **LEAD &**  **OTHERS**  **Who** | **PLANNED IMPACT** | **ACTUAL IMPACT** |
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| 1. | To review earliest developmental levels of EC and control before switches | Initial staff meeting discussion  Joint development days x 3  Review of resources available | Autumn term onwards | NS, KL, LW | * Pre I learners needs reflected in assessment , curriculum and resources |  |
| 2. | RSE curriculum finalised | 2 development days have been allocated | September 2022 | GK AR | * PMLD/SLD learners will be supported to develop positive and safe friendships * PMLD/SLD personal safety awareness will be prioritised * Staff attitudes to age respectful practices developed |  |
| 3. | INSET Day on developmental levels and how to plan for SCRUFFY  Learners have increased opportunities to lead learning, initiate and playfully engage with their world | Development days x 3 allocated and whole school INSET 31/10 | Autumn term | NS/ KL/ ZE | * Whole team to understand Developmental levels of PMLD * Whole school understanding of SCRUFFY * Staff are confident to build in opportunities for learner led activities |  |
| 4. | Guidance on formal Communication available to all teachers | Curriculum lead to develop Guidance material and resources  X2 Development days | Autumn Term | KL | * Staff know how to get additional support on Communication issues |  |
| 5. | Focused research and development work for learners with VI/CVI | Development days x 3  Part of January INSET | Autumn term | NW | * All learners have Eye Levels assessed * VI Environments evidenced vis learning walks |  |
| 6 | Conductive Education | * Clinics (one for school and one for Lower school) per term led by Qualified Conductor | Academic Year | KL | * Continued use of conductive education principles to support functional movement |  |
| 7. | Eye Gaze- guidance and resources | * Development days allocated x2 | Spring Term | NS | * Guidance and resources on effective use of Eye gaze for learners with PMLD |  |
| 8. | Language of Engagement Model used to focus observations of learning | * Part of INSET day 02.09.22 * Regular agenda item on Staff meetings * Learning walks | Academic Year | ZE  Teachers | * Language reflects learning to learn and is centred on the pupils effort and progress |  |
| 9. | Data is used by class teachers to reflect on learning opportunities and inform next steps | Annual review training on INSET 02.09.22  Discussion on Data as part of annual Data quiz | September 22 and throughout year | ZE, SC teachers | * Teachers are confident to discuss data with families and reflect on data as part of teaching process |  |
| 10 | Rewriting of ACA guidance | 3 x development days allocated  Staff meeting discussion | November / December  January | NS NF | * ECT 2 introduced to Key Skill leadership by work on one strand |  |
| 11 | Extending use of music and vocalisations to increase involvement | INSET session 27/1  1x development day for vocal prep | January 2023 | SC/NF | * All staff increase confidence in vocal play |  |
| 12 | Increased use and understanding of Intensive Interaction principles, styles and purpose | 2 x development days allocated | Autumn 2022 | TB | * II a tool used by all staff frequently and clearly evidenced in formal observations and Learning walks |  |
| **Monitoring** –LGB Jane Williams Georgie Knight  External monitoring: Southampton SIO Margaret Swift SIP – XXXXXXXX | | | | | | |  |  |  |  |  | Rosewood expectations for Learning Assistants explicit and used between class teachers and team and used to inform supervision and appraisal. |

**Intent 2 – Behaviour and Attitudes**

**All learners involvement in the learning process will be challenged and supported**

* *To ensure all staff understand the “Rosewood Way” and the impact this has on providing optimum opportunities for learning*
* *To continue to explore the relationship between well-being levels and involvement in learning*
* *To embed recording and media evidence system that focuses on the process of learning*
* *Continued identification of learning resources by teachers earlier in the planning cycle to have full year impact*
* *Continued early identification and planning of effective spending to support pupil premium and LAC*
* *Continued improvement and access to resources to support learners with CVI*
* *To review the curriculum offer for learners moving between ImPACTS and Extended ImPACTS*
* *To deliver signalong training to relevant class teams to ensure at least core vocabulary is known*
* *To improve team awareness and ability to support learners who have dystonic movements*

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| **What we have already done**  **2021-22** | **What we intend to do this year**  **2022 - 23** | **Our long term intentions** |
| * Increased opportunities for learner led interactions and engagement * Shelter fitted August 22 to provide shade in outdoor learning area * Resources purchased that impacted learning for Pupil Premium learners from Autumn term * Developed RWS “Eye Levels” to prompt all staff to ensure learning environment takes account of VI & CVI needs * Invested in a new Library of ECT Resources to improve access across the whole school * Monitored Teaching and Learning and found the majority to be Meeting RWS standards or Exceeding. Individual support given when required. * Impact of introducing “Informed SCRUFFY” has seen, as evidenced lesson monitoring, improved focus on well being | * Ensure that the whole of the team understand and adhere to the Rosewood way * Revisit well-being for learners to ensure everyone understands relationship to learning * Continue to use Do-Jo to share regular media and therefore learning with families * Ensure opportunities for learners with pupil premium are optimised and planned for the whole year * Review resources available for learners to access learning, particular focus on those with VI and Pre Intentional learners * Develop a working party for the small group of learners who are developmentally bridging PMLD/SLD * Improve our understanding of Communication strategies including augmented aids, signs and symbols * Ensure all the team know how to support learners with dystonia | Learners involvement in the process of learning is recognised and considered at all times  Barriers to learning whether Behavioural, Social or Sensory are challenged and appropriate interventions designed to overcome these  To proactively manage attendance and work with families and external respite, hospital and other providers to maintain consistent access to education  Relationships and interactions between staff and learners will reflect the school’s ethos to “Be who the learner needs you to be” |

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|  | **INTENT** | **IMPLEMENTATION** | **TIMESCALE**  **When** | **LEAD &**  **OTHERS**  **Who** | **PLANNED IMPACT** | **ACTUAL IMPACT** |
| 1 | To ensure all staff can identify wellbeing signs in each learner | * INSET day | 2/5/23 | ZE/SC | * Higher regard and understanding of the impact well-being has on learning |  |
| 2 | Early identification for additional resources required to support learning both at class and individual level | * Teachers to be asked to identify additional resources/opportunities as part of planning * Staff meeting discussion on spending and impact | Autumn 22 | SC and Teachers | * Targeted spending on resources that have maximum impact on learning outcomes |  |
| 3 | Continue targeted spending and early identification of additional resources and opportunities required for Pupil premium learners | * Teachers to be asked to identify additional resources/opportunities as part of planning * Staff meeting discussion on spending and impact | Autumn 22 | SC  All teachers  LGB | * Targeted spending on resources that have maximum impact on learning outcomes * Governors aware of impact |  |
| 4 | All staff understand, define, contribute to and deliver the Rosewood Way | * INSET day main focus | 02.09.22 | ZE and whole team | * Consistent approach to high quality teaching and learning across the whole team, irrespective of time as part of the team |  |
| 5 | Resources allow all levels of learners to fully access their personalised curriculum path | * Development days and staff meeting time allocated to review | Autumn/Spring term | Teaching Team | * Monies available are maximised to the benefit of learners |  |
| 6 | Guidance book developed to support teachers and teams to look at potential communication strategies available to each learner | * 2x development days * Staff meeting * Communication clinics per term | All year | KL | * Staff confident in broader range of strategies to support communication particularly for learners bridging SLD/PMLD |  |
| 7 | Staff understand cause, support and when to intervene if a learner has dystonic movements | * Health INSET | 01.09.2022 | LA  Physio | * Staff understands when to intervene and when dystonia impacts involvement and engagement in learning |  |
| **Monitoring** – LGB Liz McCaughey  External monitoring; Southampton SIO Margaret Swift SIP – xxxxx | | | | | | |

**Intent 3 – Personal Development**

**The holistic needs of each learner, within the context of their family will be developed through a transdisciplinary approach**

* *To continue raising awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each*
* *To explore the impact grief has on learners, families and the staff*
* *To continue work with Family Link to develop areas where families could be supported to implement education and therapy principles into home life*
* *Relaunching EHCP Review processes to engage families and other professionals to develop aspirational plans for our learners*
* *To launch family support materials for transition through the EHCP process from children’s to adult services, ensuring families are supported through all key transition points*
* *Maintaining high standards of Health and Safety for learners and staff*
* *To ensure whole transdisciplinary team contribute effectively to safeguarding*
* *Ensure all staff team are trained at appropriate levels of delegated health care tasks to meet the needs of all learners*
* *To offer a placement to a student Social Worker*

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| **What we have already done**  **2021 - 22** | **What we intend to do this year**  **2022- 23** | **Our long term intentions** |
| * Evidence that Do Jo’s translate function is being used regular by at least two families * School have funded interpreters for family meetings as well as Annual reviews * Wellbeing meetings have been requested * Return to work meetings include mental health check ins * Awareness and open conversations with staff on families on mental health and wellbeing concerns * Whole school INSET on Health & Safety * H&S embedded into whole school calendar * New Risk Assessment format embedded across whole school * National Preparing for Adulthood training completed and disseminated * Transition information cards which are available on our website * Continued support for respite services to support learners and their families * Teaching team introduced to proposed annual review format for transition years and discussions on whole school improvement required at Annual Reviews | * Introduce clear points of transition for families to support them over their child’s learning journey * Further develop cultural awareness and review resources available to learners and families * Launch a sharing/learning platform for families to access and understand key approaches used by the school * Improve Annual Reviews to ensure families are more informed and feel able to contribute to the yearly plan for their child * To ensure all staff understand, can support and feel supported through the grief process * Further raise standards of Health and Safety, fully using the skills of MH and H&S leads * Termly safeguarding meetings with wider team ahead of each holiday period * Implement contract changes to include delegable health care tasks * To deliver training on understanding our PMLD learners in the context of their families for the Jigsaw ( social care) team | To develop Family focused working with and between all professionals involved with the school and individual learners  To develop effective and sustainable use of health colleagues to develop effective EHCPs for all learners  To develop working arrangements that are sustainable with colleagues from Social Services  To ensure transition planning and points of change are well considered and balance Best Interest and Family Involvement  To offer support to families to navigate services and advocate for families when required  To ensure all learners are seen as individuals and their learning, health and social needs are reflected in their EHCP with due consideration to well being  To ensure all learners and their families are treated with dignity and respect aligned to the British Values the school holds on equality and diversity |

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|  | **INTENT** | **IMPLEMENTATION** | **TIMESCALE**  **When** | **LEAD &**  **OTHERS**  **Who** | **PLANNED IMPACT** | **ACTUAL IMPACT** |
| 1 | Transition points will be emphasised in communications with families and as part of Annual Reviews | Teachers Meeting 02.09.22  Regular staff meetings and checking of paperwork | From Autumn 22 | ZE/ SC Teachers | * Families feel supported to move through school and are better prepared for transition into adulthood |  |
| 2 | Planned school, community and home based engagement events to be organised | * Family link to evaluate successes and look at opportunities within current operating conditions | Autumn and throughout the year | PO SC | * Variety of events and opportunities for support networks to grow for families |  |
| 3 | To develop family training/information training sessions | * Audit and areas to be identified using Family Link | From Autumn | PO SC | * Families’ understanding of techniques and approaches to support learning and development is supported |  |
| 4 | Promote positive mental health and have available support to pupils, families and staff | * Posters around school * Check ins promoted across all levels of staff * Availability of space to talk * Focus of INSET02/05/23 | Academic year | SC PO  KJ | * Mental health is understood and supported by whole team |  |
| 5 | Annual review format changed and planning for  “ Living Our Best Lives “ launched | Teachers Meeting 02.09.22  Regular staff meetings and checking of paperwork | From Autumn 22 | ZE/ SC Teachers | * Families feel empowered to contribute in AR meeting and feel able to say what is and isn’t working |  |
| 6 | Extend research and look for specialist input to understand grief process and supporting families on palliative pathways | * Focus of INSET02/05/23 * Head to sit on Board for children and young people palliative care | From Autumn | ZE | * Staff feel they have the skills and understanding to support families * Improved signposting to support for families by school * School staff now how to get additional support |  |
| 7 | Improved safeguarding and contact over school holidays | * Whole school safeguarding KCSIE 02.09.22 * Termly meetings * Training for Jigsaw team | Over the year  12.10.22 | SC  ZE/SC | * Whole team working together to improve safeguarding and outcomes for children/young people and their families |  |
| 8 | All learning assistants and HLTA will have training to undertake agreed health tasks required by learners | * Health INSET * Bespoke training as required | 01.09.22 | Nursing Team | * Team are well trained to meet complex health care needs learners |  |
| 9 | SALs who volunteer will do additional Health tasks above enteral feeding | * Health INSET * Bespoke training as required | 01.09.22 | Nursing Team | * Team are well trained to meet complex health care needs learners |  |
| 10 | Health & Safety standards will continue to be improved over the year | * Regular audits * Meeting with Business Lead – Operations * Training updates as required * Risk assessments reviewed * Attendance at Trust H& S meetings | All year | VD SL  NL | * The workplace ensure all staff and learners are kept as safe as possible via thorough system of monitoring and reviewing |  |
| Monitoring –LGB Liz Murray  External: Southampton SIO Margaret Swift SIP – xxxxxx | | | | | | |

**Intent** **4** –**Leadership and Management**

**The wellbeing and personal development opportunities of all staff will be prioritised**

* *Re*- *focus on reviewing teacher workload and wellbeing of all staff*
* *To support teachers to develop leadership and management skills to empower their class teams*
* *Updating all Safeguarding Leads and staff training including Governors with responsibility for Safeguarding*
* *To review policies and process with HR, including updating safer recruitment training and rewriting interviews to reflect ethos and ambition of the school*
* *To continue to support and develop Early Career Framework teachers providing supervision, mentoring and training as required for both Year 1 and Year 2 ECT*
* *To ensure all teachers and HLTAs are consistently applying the language of impacts to assessment process*
* *To continue to work with the LA to address significant funding concerns*

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| **What we have already done**  **2021 - 22** | **What we intend to do this year**  **2022 - 23** | **Our long term intentions** |
| * Appointed Curriculum Lead, posy holder will have completed Middle leadership course by Nov * SIP was actively referred to by the staff team with shared focus on HOPEFUL and informed SCRUFFY * Evaluated the ImPACTS Key Skills and identified as a team key areas for development * Identified a teacher SSAT Future Leaders Project (application approved ) * ARBOR introduced in school with positive impact. Improved Registers, reports and monitoring * Achieved uplift in top up funding to recognise Learning assistants * Improved contract for LAs and HLTAs to include “Delegated health Care Tasks” * Worked with Special heads conference to develop whole City Local offer map of each school’s curriculum offer and identified gaps in provision * Continued negotiations with LA on Top Up Funding ( 4% uplift achieved .. so far) * Positive placement of SIP and enhanced placement * Trained ECT mentor and very positive feedback on quality of support provided by the school * Training plans are being referred to by all levels of staff * Successful training of another HLTA and two additional posts filled for HLTA * Whole team have embraced Informed Scruffy and improved awareness of VI * Use of engagement model language is well embedded across the school * Safeguarding Audit completed only one outstanding action which was Governor Training * Improved reporting to Governors and Trustees by using categories available on My Concern * DHT trained in Adult Safeguarding as part of DSL role | * Work with teaching team to review systems and expectations of teachers and staff * Support teaching team to develop as Leaders of teams * Ensure all staff team are fully aware of duties and responsibilities under safeguarding/ KCSiE * Policy review to be completed with full five year review plan completed * Support our ECTs in Year 1 and 2 to succeed * Develop a consistent and moderated approach to assessing using all ImPACTS material | To become a Mental Health Aware school  To achieve sustainable work life balance for all teaching staff  To provide personal development opportunities to all staff  To ensure we employ and retain a high quality staff team  To empower and develop the Governing Body as critical friends reviewing the overall quality of Teaching and Learning in the school  To improve two way challenge and conversation between the LGBs and Trustees  Be open to and contribute to critical challenge from outside professionals/educators  Ensure the school is a safe learning environment for all  To ensure the school has a sustainable succession plan by identifying and investing in future leaders  To continue to raise staff’s personal responsibility for their standard of practice  To continue to impact and influence the national agenda on the education of learners with PMLD |

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| 1 | Active participation in Southampton Inclusion Partnership   1. Student teacher placement 2. Contribution to teacher training programme | * To support in delivering training module * To host student placements * To support interviews for future cohorts | All year | SC ZE KL | Developing a sustainable future work force skilled in meeting SEND |  |
| 2 | Ensure the high quality and standards of teaching and learning are balanced with the work load and sustainability for teachers | * Revisit previous analysis * Staff meeting time allocated for discussions * Discuss the collection of evidence * Review how additional PPA can be used and requested | All year | ZE and teaching team | * Highly engaged staff and high levels of learning involvement through a sustainable yet ambitious curriculum and assessment system |  |
| 3 | Teachers and class teams all fully aware of SIP Priorities | * Priorities shared as part of first INSET | 02.09.22  From Autumn 2022 | ZE | * Excellence driven practice in an accountable framework |  |
| 4 | All Governors and Trustees fully informed of new SIP | Part of whole MAT strategy of LGB and Trustees understanding roles and responsibilities | Joint training | AE ZE | * Accountability structure that can challenge standards confidently and influence change |  |
| 5 | Continued focus on raising awareness, understanding and reporting of all Safeguarding and Child Protection issues | * Face to face training for all staff * Scheduled updates and follow up questions across classes * Close liaison work with a range of agencies * Governor training and monitoring visits | All year | SC to lead  PO  ZE and NS  ( EYFS)  LMc  (Chair Govs)  LM (Lead Gov) | * Strong culture of Safeguarding and rigorous procedures to ensure all learners are kept safe. |  |
| 6 | Development and support of Early Careers teachers YEAR 1 & 2 | * Mentoring training completed * Experienced teacher linked to ECT | Academic year | SC TB  TB and NS | * Skilled, reflective practitioners are developed in house to impact positively on teaching and learning in the school. |  |
| 7 | All teachers to complete training on  “ leading and Managing” | * 3 staff meeting training sessions | Autumn term Part 1 & 2  Summer  Part 3 | ZE | * All teachers feel confident of leadership and ability to influence and develop a strong team * Teachers feel skilled to manage underperformance and seek appropriate support |  |
| 8 | Language used in ImPACTS assessment and curriculums to be moderated by whole team | * Staff meeting allocated | Spring Term | ZE, KL and all teachers | * Standardised use and shared understanding of language of ImPACTS |  |
| 9 | Trust work on Policy List to be completed | * Leadership time to be given to finalise work started | Autumn term | ZE AE  SC KJ | * A manageable and effective system implemented across the Trust |  |
| 10 | Update Mental Health First Aiders qualifications | * Refresher training and additional staff member trained | Spring Term | SC KJ | * All staff have access to trained well being support |  |
| Monitoring – xxxxx  External Monitoring: Southampton SIO Margaret Swift SIP – xxxxx | | | | | | | |