



School Improvement Plan 2020/21

- H** Health – Mental & Physical
- O** Opportunities- Learning and Development
- P** Partnership – Families and Professionals
- E** Engagement of Learners and Staff

“ Real hope is humanity’s emotional PPE”

Anthony Scioli

To be read alongside: **SSET Improvement Plan**
Post 16 Improvement Plan
Early years Improvement plan

Key Intentions of the School Improvement Plan 20-21

Intent 1 – Quality of Education

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

- To ensure curriculum opportunities reflect Rosewood interpretation of the “Recovery Curriculum” and include wellbeing levels
- To ensure data from assessment explicitly supports the Learning Journey for every learner
- To integrate the principles of Conductive Education into the Rosewood Routine approach to maximise functional movement opportunities
- To embed Conductive education into the Early Years and Upper school
- To implement new RSE assessment and curriculum
- To develop physical offer to all learners looking at the impact of hydro, rebound and conductive education
- To review the development and encouragement of vocalisation across the curriculum

Intent 2 – Behaviour and Attitudes

All learner’s involvement in the learning process will be challenged and supported

- To implement into planning, interoception as a sensory need
- To add wellbeing indicators to the communication passport format
- To develop training and support packages to maximise the use of the Eye gaze and other augmented communication aids
- 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
- Improved awareness and interventions for behaviour for communication
- Improved awareness and interventions for sensory seeking behaviour
- Revisit and skill all staff in the nature of Cortical Visual Impairment (CVI) and the potential of colour focused teaching

Intent 3 – Personal Development

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

- Wellbeing levels, based on Fere Leavers work, to be implemented across the whole school
- To build on relationships and communication styles developed during Covid 19 to strengthen partnership working with families
- To work with Family Link to develop areas where families could be supported to implement education and therapy principles into home life
- To re-evaluate and seek professional services to improve our communication and education offer to learners and their families with English as an Additional Language (EAL)
- To build on the foundations made in the role of Family Link to support all families to navigate support services effectively
- Continued awareness of signs and symptoms of poor mental health in staff and learners
- Strategies for developing resilience for staff and learners refined to link with wellbeing indicators
- Continued review of the EHCP Review processes to engage families and other professionals and use of Data to support families to challenge progress
- Maintaining high standards of Health and Safety for learners and staff, implementing new learning achieved during lockdown

Intent 4 –Leadership and Management

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

- Continued focus on reviewing teacher workload and wellbeing of all staff; development of wellbeing champions across the school
- Implementation of HR improvement plan, including recruitment, DBS, contracts and payroll procedures
- Implementation of extended HLTA use across the school
- Embedding use of Rosewood Teaching Standards and Learning Assistant Standards
- Updating all Safeguarding Leads and staff training including Governors with responsibility for Safeguarding
- To develop leadership supervision plan across SLT and aspiring middle leaders

Intention 1 – Quality of Education

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What we have already done 2019 - 20	What we intend to do this year 2020 - 21	Our long term intentions
<ul style="list-style-type: none"> • All current assessments are on the Earwig platform • All learners have been assessed using Earing platform • Training on evidence collection via Earwig has been undertaken by all the team • Conductive Education principles are in place in four classes • CE training undertaken and time for lead to visit, plan and deliver programmes implemented • Extended ECT assessment completed and curriculum to follow • RSE assessment completed and reviewed, curriculum in draft format • Fine Motor lead has had time to write and will introduce amendments early next academic year • Reworked Annual Review dates and content amended with teaching team 	<ul style="list-style-type: none"> • To introduce Wellbeing Indicators across the whole school • To extend physical activities across the school using Rebound, CE and hydro • To develop the content of the assessment and write a curriculum for Extended Communication • Trial and embed new Fine Motor assessment • To implement Extended ECT assessment and complete curriculum • RSE assessment and curriculum to be implemented • To introduce learning journeys via Earwig, with sharing permissions with families at each learners EHC Annual Review • To ensure all teachers understand the Data findings for individual learners and their curriculum responsibilities • Review the Assessment and Curriculum for Interaction Strand • Review the Assessment and Curriculum for Vocalisation Strand 	<p>Our assessments and curriculum offer will be continually reviewed, researched and developed to meet the population of current learners</p> <p>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</p> <p>Data collected by the school will be used to influence and review the curriculum delivered and monitor individual learners access to a relevant EHCP</p> <p>Assessment and evidence collection will make use of technology to reduce the overall work load of the teaching team</p>

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1.	To introduce the whole team to Levers Wellbeing Scale	<ul style="list-style-type: none"> • INSET 4/09/2020 • Follow up via Business meetings • Monitoring via Observations 	From Autumn Monitored over the year	ZE All teachers All staff	<ul style="list-style-type: none"> • Increased awareness of learner wellbeing and impact on readiness to learn • Changed and redesigned activities to develop mental wellbeing in learners • Wellbeing reviewed alongside involvement including staff reflecting on their own actions to change availability to learn 	
2	Refinement of evidence collected to inform families of their child's learning journey	<ul style="list-style-type: none"> • Regular Earwig development time for lead teacher • Follow up via Business meetings • Focus of teacher led INSET 2/11/2020 	From Autumn Monitored over the year	JS, SC, MW	<ul style="list-style-type: none"> • Recordings are learning focused • Staff are able to articulate the learning journey to families 	

3	<ul style="list-style-type: none"> Conductive Education to be developed with Early years and older learners Functional use of CE principles across the school In class support and clinics for all staff on CE 	<ul style="list-style-type: none"> CE lead will have 2.5 days per week CE plan to be developed in first three weeks Staff meeting time allocated INSET allocated 2/7/2021 	From Autumn and implemented over the year	NP Therapy All teachers EY, C5 & Hub staff	<ul style="list-style-type: none"> Skills in physical handling developed across whole school Individual CE programmes for identified learners Teacher discussion on functional movement within routines 	<ul style="list-style-type: none">
4	Fine Motor update to be implemented	<ul style="list-style-type: none"> Staff meeting 	1/10/2020	SM Teachers	New assessment implemented	
5	Extended ECT Assessment to be implemented and Curriculum developed	<ul style="list-style-type: none"> Development time allocated Staff meeting time allocated Joint launch across both schools on the Earwig platform 	Autumn term 2020 Staff meeting: 17/09/2020	LW SC	<ul style="list-style-type: none"> SLD learners have access to a range of technology that supports all aspects of learning Structured teaching of IT will support community sessions to generalise IT use 	
6	Implement RSE assessment and curriculum	<ul style="list-style-type: none"> Development time allocated Liaison time agreed for staff involved Joint launch across both schools on the Earwig platform 	Autumn term – 2020 Staff Meeting: 10/09/2020	JA GK AR GO Staff	<ul style="list-style-type: none"> SLD learners will be supported to develop positive and safe friendships SLD personal safety awareness will be prioritised Staff attitudes to age respectful practices developed 	

7	Staff skills, interests and expertise will be fully utilised to review assessment and curriculum work	<ul style="list-style-type: none"> • Development day schedule published with key outcomes • New teams developed • 	Autumn Term 2020	ZE and all KS Leaders	<ul style="list-style-type: none"> • A responsive, well researched and relevant curriculum offer for all learners 	
8	All assessment data will be collected electronically to enable data scrutiny to inform Key Skill leads and individual teacher responsibilities	<ul style="list-style-type: none"> • Staff meeting time to support teachers • Training provided for analysis 	Autumn - Summer Term	JS MW SC ZE All teachers	<ul style="list-style-type: none"> • Accurate data on individual learners can be used to inform planning, trends and support development of curriculum materials, identify training and support transdisciplinary working 	
9	Review access to physical activities across the school, taking account of restrictions of Covid -19, aim to increase access across the school to functional movement opportunities	<ul style="list-style-type: none"> • Rebound training Sept/Oct 2020 • Review of hydro and Rebound Risk assessments • Timetabling reviewed • Reassessment of programmes and equipment to be targeted in first half of the Autumn Term • 	Autumn term Ongoing review as guidance changes	SC SL KT ZE Therapy	<ul style="list-style-type: none"> • Physical recovery following lockdown is prioritised for learners • All physical programmes reflect the learners assessed needs by the end of the Autumn Term 	
10	To refine assessment and curriculum of the Vocalisation strand within Communication	<ul style="list-style-type: none"> • Development time allocated 	Autumn/Spring Term	EB SC	<ul style="list-style-type: none"> • Vocalisation reflects additional research and staff 	

		<ul style="list-style-type: none"> • Staff Meeting time allocated 			training completed by team <ul style="list-style-type: none"> • Music development and understanding is embedded in the ImPACTS assessment 	
Monitoring –LGB Jane Williams Georgie Knight External monitoring:						

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Intent 2 – Behaviour and Attitudes

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

- *To implement into planning, interoception as a sensory need*
- *To add wellbeing indicators to the communication passport format*
- *To develop training and support packages to maximise the use of the Eye gaze and other augmented communication aids*
- *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*
- *Improved awareness and interventions for behaviour for communication*
- *Improved awareness and interventions for sensory seeking behaviour*
- *Revisit and skill all staff in the nature of Cortical Visual Impairment (CVI) and the potential of colour focused teaching*

What we have already done 2019- 20	What we intend to do this year 2020 - 21	Our long term intentions
<ul style="list-style-type: none"> • Monitored and found Involvement Indicators to be embedded, disseminated best practice across the school • Outdoor learning area opened and resourced • Resources to enhance learning were purchased earlier in the year impact on outcomes noted in data summary • Focused spending on individual learners during Covid to support home learning • INSET introduced Interoception positively received needs embedding and further development • Communication INSET positively influenced practice as evidenced via lesson observations and learning walks • New technology purchased and introduced to learners during covid period • Specialist behaviour support sought for one learners and training needs identified 	<ul style="list-style-type: none"> • Monitor and develop outdoor learning opportunities • Continue intervention strategy to target initial Pupil Premium spending in the Autumn Term • To further develop what Interoception means for PMLD/SLD learners • To undertake bespoke training for learners identified as needing additional behaviour support • To use the ECT assessment to identify further augmentative communication training required across the school • To implement wellbeing indicators and activities across the whole school community • To continue to develop staff understanding of Sensory Engagement for mental wellbeing via external training provider • To ensure all staff have a basic understanding of CVI and the implications for effective teaching and learning 	<p>Learners involvement in the process of learning is recognised and considered at all times</p> <p>Barriers to learning whether Behavioural, Social or Sensory are challenged and appropriate interventions designed to overcome these</p> <p>To proactively manage attendance and work with families and external respite, hospital and other providers to maintain consistent access to education</p> <p>Relationships and interactions between staff and learners will reflect the school's ethos to "Be who the learner needs you to be"</p>

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	To ensure teachers implement training on interoception into session planning	<ul style="list-style-type: none"> Staff meeting discussion 15/10/2020 to look at action plan 	From 15/10	TB SM SC	<ul style="list-style-type: none"> Planning takes into account all sensory needs and identifies additional areas learners may need support 	
2	To ensure Sensory Happiness section and communication passport reflects wellbeing indicators	<ul style="list-style-type: none"> Staff discussion following INSET 4/9/2020 on format for using scales 	Autumn and monitored throughout the year		<ul style="list-style-type: none"> Increased awareness of learner wellbeing and impact on readiness to learn Changed and redesigned activities to develop mental wellbeing in learners Wellbeing reviewed alongside involvement including staff reflecting on their own actions to change availability to learn 	
3	To develop knowledge and skills in communication strategies, including augmented communication aids	<ul style="list-style-type: none"> New teacher lead identified Relaunch of communication surgeries Focus of session during Communication INSET day 12/2 Audit and plan produced on Eye gaze equipment, software 	New Lead from September Surgeries once per half term 12/2/2021	KL SC ZE Teachers MW	<ul style="list-style-type: none"> Increased use and confidence in a range of communication strategies Positive problem solving approaches supported by SLT to communication challenges Equipment available and accessible to 	

		<ul style="list-style-type: none"> and iPads for communication Support time from SLT for Hub 2; Class4; Caterpillars and Butterflies 			<ul style="list-style-type: none"> support augmentative strategies Total Communication approach understood 	
4	Early identification for additional resources required to support learning both at class and individual level	<ul style="list-style-type: none"> Teachers to be asked to identify additional resources/opportunities as part of planning Staff meeting discussion on spending and impact 10./9 	Autumn 20	SC All teachers	Targeted spending on resources that have maximum impact on learning outcomes	
5	Continue targeted spending and early identification of additional resources and opportunities required for Pupil premium learners	<ul style="list-style-type: none"> Teachers to be asked to identify additional resources/opportunities as part of planning Staff meeting discussion on spending and impact 10./9 	Autumn 20	SC All teachers LGB	Targeted spending on resources that have maximum impact on learning outcomes Governors aware of impact	
6	To continue development of understanding and strategies to support learners using behaviour to emphasise communication	<ul style="list-style-type: none"> Individual learners identified for additional support Training for identified team members to be developed with PHIG 	Autumn 20	Class 4 team initially	Additional support and bespoke interventions implemented for identified learners	
7	Improved understanding of Sensory engagement for well being	<ul style="list-style-type: none"> INSET to build on work from previous year and ongoing conversations on Interoception 	Summer 2021 INSET 1/6/21	SC	Staff awareness and first strategies discussed to inform if curriculum changes are required	
8	To ensure whole teaching team understand the impact and curriculum needs of learners with Cortical Visual Impairment (CVI)	<ul style="list-style-type: none"> Time allocated for lead teacher New VI lead to be trained initially in house 	Autumn Term- in house training 12/2 INSET session on CVI	NS NW SC ZE	All staff aware and teacher's implementing in planning strategies to support CVI learners	

		<ul style="list-style-type: none"> • Whole school INSET with impact monitored • Colour tents introduced in classes 				
9	To ensure all learners are challenged and supported to achieve	<ul style="list-style-type: none"> • SLT monitoring of quality of teaching and learning 	<p>Autumn Term *Observation and Planning scrutiny-focus <i>Wellbeing & relationships</i> LGB learning walk-focus - <i>relationships</i></p> <p>Spring Term – *Observation and joint LGB Learning walk Focus- Sensory curriculum coverage</p> <p>Summer Term *Observation and joint LGB Learning walk Focus- Vocalisation</p>	SLT LGB All Staff	Expectation and delivery of high quality teaching and learning across all classes	
Monitoring – LGB Liz McCaughey Colleen Grice External monitoring;						

Intent 3 – Personal Development

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

- wellbeing levels, based on Fere Leavers work, to be implemented across the whole school
- To build on relationships and communication styles developed during Covid 19 to strengthen partnership working with families
- To work with Family Link to develop areas where families could be supported to implement education and therapy principles into home life
- To re-evaluate and seek professional services to improve our communication and education offer to learners and their families with English as an Additional Language (EAL)
- To build on the foundations made in the role of Family Link to support all families to navigate support services effectively
- Continued awareness of signs and symptoms of poor mental health in staff and learners
- Strategies for developing resilience for staff and learners refined to link with wellbeing indicators
- Continued review of the EHCP Review processes to engage families and other professionals and use of Data to support families to challenge progress
- Maintaining high standards of Health and Safety for learners and staff, implementing new learning achieved during lockdown

What we have already done 2019 - 20	What we intend to do this year 2020- 21	Our long term intentions
<ul style="list-style-type: none"> • Developed an effective family link approach, with activities, engagement, communication and support meetings • Early Years music project completed • New project identified with Orchestra of the Age of Enlightenment with Great oaks involvement • Mental health first aiders trained and supervisor trained • Teachers using professional email post reviews to ensure good communication • Communication with MDT strengthened during Covid lockdown • Improved communication and range of communication strategies with families during Covid period • Continued support for respite services to support learners and their families 	<ul style="list-style-type: none"> • Strengthen further the work of the Family Link • Continue to develop signposting for support services • Continued focus for staff to be aware of own mental wellbeing and how to be kind to self and others • Focus on wellbeing for learners and their families • Via implementing involvement indicators be more aware of motivators and supportive learning strategies for each learner • Continue Work with LA to support review process to make more family friendly and encourage a learning focus • Continued development of Manual handling competencies 	<p>To develop Family focused working with and between all professionals involved with the school and individual learners</p> <p>To develop effective and sustainable use of health colleagues to develop effective EHCPs for all learners</p> <p>To develop working arrangements that are sustainable with colleagues from Social Services</p> <p>To ensure transition planning and points of change are well considered and balance Best Interest and Family Involvement</p>

<ul style="list-style-type: none"> • Continue to refine Review meetings, looking at data and learning journeys • To ensure Transition reviews signpost families and support start of journey to adult services • Two staff have completed health and Safety training and have begun reviewing Risk assessments used across the school 	<ul style="list-style-type: none"> • Review annually content of PEEPS to reflect learner population • Continued emphasis on the value of music across the whole school community 	<p>To offer support to families to navigate services and advocate for families when required</p> <p>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</p> <p>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</p>
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1	Well being levels implemented across the whole school	<ul style="list-style-type: none"> See Intent 2 				
2	To review with teachers family feedback on communication during lockdown	<ul style="list-style-type: none"> Review as part of INSET discussions 4/9/20 	Autumn and throughout the year	Teachers	Families feel listened to and communication improved	
3	Planned school, community and home based engagement events to be organised	<ul style="list-style-type: none"> 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	
4	Raised awareness, understanding and empathetic handling of staff, families and learners with mental health issues	<ul style="list-style-type: none"> Promotion of physical and mental health first aiders Open discussions on INSET 4/9 	Autumn and throughout the year	ZE SC PO	Mental health recognised and strategies for resilience development raised	
5	To develop family training/information training sessions	<ul style="list-style-type: none"> 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	
6	Family link to work with identified families to navigate through support services, identifying areas where language barriers need challenging	<ul style="list-style-type: none"> Via MDT, teachers, CiN and/or LAC reviews families identified and reviewed by SLT Family Link allocated time and resources to support families in need 	Autumn and throughout the year	SC ZE NS JA PO MDT	Families at the thresholds of services are supported and enabled to access services when required	

7	EHCP and the Review process will continue to support learners and families	<ul style="list-style-type: none"> • Identification of transition reviews and the introduction of adult services and importance of GP • Virtual meetings will continue to be offered • Teachers and/or families can request face to face • Continued use of professionals email to communicate key information 	Autumn and throughout the year	All teachers	EHCP process and reviews are accessible and meaningful to families	•
8	High standards of moving and handling that ensures all staff are aware of personal responsibilities to keep themselves and learners safe	<ul style="list-style-type: none"> • Monitoring of changes in plans • Regular review of content when learner needs change • Training to ensure high levels across the whole school 	All year: Induction Weeks INSET July	SL and VM SC	Exemplary standards of positioning and moving of learners by whole team	
11	Fire evacuation procedures reviewed to meet changing learner needs	<ul style="list-style-type: none"> • PEEPS re written and developed to be available and relevant to the whole site 	PEEPS checked by teachers for new learners and at the point of Annual review or any class change	MW SC JA teachers	All staff fully aware of evacuation needs of every learner	
Monitoring –LGB Liz Murray Vicky Morgan External:						

Intent 4 –Leadership and Management

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

- Continued focus on reviewing teacher workload and wellbeing of all staff; development of wellbeing champions across the school
- Implementation of HR improvement plan, including recruitment, DBS, contracts and payroll procedures
- Implementation of extended HLTA use across the school
- Embedding use of Rosewood Teaching Standards and Learning Assistant Standards
- Updating all Safeguarding Leads and staff training including Governors with responsibility for Safeguarding
- To develop leadership supervision plan across SLT and aspiring middle leaders

What we have already done 2019 - 20	What we intend to do this year 2020 - 21	Our long term intentions
<ul style="list-style-type: none"> • Class teachers are appraisers for their teams • Completed work on Learning assistant standards • Commenced review of teacher workload • Reviewed middle leadership model • Implemented training and recruitment of HLTA across the school • Delivered training to staff and Governors on new Ofsted framework • Undertaken initial whole school training on well being • Identified staff who have completed additional Mental Health first aider training • Managed supporting learners and their families during lockdown period • Developed robust HR processes and filing procedures • Completed HR training for Single central record 	<ul style="list-style-type: none"> • Review of Teacher workload • Lead staff through a review of workload and look at an agreed process to continually monitor • Work with teams to look at developing a wellbeing approach and how to engage staff in activities/ strategies to maintain wellbeing • Ensure SIP reflects concerns and ambitions of the whole staff team • Improved IT strategy across the whole school 	<p>To become a Mental Health Aware school</p> <p>To achieve sustainable work life balance for all teaching staff</p> <p>To provide personal development opportunities to all staff</p> <p>To ensure we employ and retain a high quality staff team</p> <p>To empower and develop the Governing Body as critical friends reviewing the overall quality of Teaching and Learning in the school</p> <p>To improve two way challenge and conversation between the LGBs and Trustees</p> <p>Be open to and contribute to critical challenge from outside professionals/educators</p> <p>Ensure the school is a safe learning environment for all</p>

		<p>To ensure the school has a sustainable succession plan by identifying and investing in future leaders</p> <p>To continue to raise staff's personal responsibility for their standard of practice</p> <p>To continue to impact and influence the national agenda on the education of learners with PMLD</p>
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	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	Active participation in Southampton Inclusion Partnership a. Student teacher placement b. Contribution to teacher training programme	<ul style="list-style-type: none"> Caterpillars, Ladybirds and Class four to host trainee teachers Esther to train as a mentor Planning and delivering sessions as part of ITE programmes 	All year	JS EB NP SC ZE and JA	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	<ul style="list-style-type: none"> Revisit previous analysis 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	<ul style="list-style-type: none"> Overview and discussions on what it means for our current approach INSET day 4/1/2020 	From Autumn 2020	ZE	Excellence driven practice in an accountable framework	
4	HLTA Role established and utilised across the whole school, supporting development and leading standards in the class teams	<ul style="list-style-type: none"> Additional posts recruited and PPA cover utilising new positions Contracts changed Continued training plan for other interested LAs 	Autumn onwards	SC	Excellence driven practice in an accountable framework	

5	Use of Rosewood standards for all grades to be clearly referenced in supervisions and appraisals	<ul style="list-style-type: none"> Teachers and LA standards are used by most classes HLTA standards to be referenced 	Throughout scheduled appraisal and supervision meetings	ZE SC All teachers	Accountability and support to improve embedded in appraisal process	
6	Supervision meetings of Middle leaders and SLT to be scheduled once per term	<ul style="list-style-type: none"> Two aspiring middle leaders EY lead and DHTs will meet with head at least once per term 	Whole Year	ZE JS/LP SC/JA	Accountability and support to improve embedded in appraisal process	
7	All Governors and Trustees fully informed of new SIP	<ul style="list-style-type: none"> Part of whole MAT strategy of LGB and Trustees understanding roles and responsibilities 	<ul style="list-style-type: none"> Joint training February 2021 	AE ZE	Accountability structure that can challenge standards confidently and influence change	
8	Improve awareness of wellbeing and encourage staff to be aware of team needs and know when to intervene	<ul style="list-style-type: none"> INSET training Wellbeing as part of class meetings and staff meeting agendas Wellbeing on LGB and Trustee agenda 	All year	All Staff	A variety of wellbeing systems and support opportunities are in place and staff feel valued	<ul style="list-style-type: none">
9	Continued focus on raising awareness, understanding and reporting of all Safeguarding and Child Protection issues	<ul style="list-style-type: none"> Face to face training for all staff Scheduled updates and follow up questions across classes Close liaison work with a range of agencies Safeguarding Team developed Governor training and monitoring visits 	All year	SC to lead JA Post 16 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.	

10	New ICT strategy across the MAT implemented	<ul style="list-style-type: none"> All teachers have new laptop with cloud access Shared folders are cloud based and ensure flexibility to respond to any further lockdown requirements Joint system across the Trust to prepare for further joint administration functions 	Autumn	MW JF GO IT Team	Robust and secure IT systems that support future developments of individual schools and the Trust	
11	HR processes and standards to be implemented across the trust	<ul style="list-style-type: none"> HR work undertaken during lockdown to be implemented Shared processes across both schools Review of leadership structure for HR across the MAT Continued development of process at RWS 	Improvement consultation during Autumn 2020	ZE AE JF KJ	Robust and secure HR systems that support future developments of individual schools and the Trust	
Monitoring – Rob Burton Kate Pearson						