

**Kisimul Schools Lincolnshire
(Swinderby Lower School)
(Acacia Hall Upper School)**

School Improvement Plan 2017/18



Kisimul School Improvement Plan 2017 18

Leadership and Management				
Area	School Imp Priority	Resources/ actions required	Impact	Lead
1. Attainment of YP	To ensure that there are no discernible differences of outcomes for attainment and progress for any cohort throughout the school.	Continue to embed ILPs, and utilise revised TEST processes with ownership by teaching/therapy teams. . Extend suite of standardised assessment within therapy teams.	Measurable outcomes for YP and new learners to the school during 17/18. TEST outlines for all YP by end of 17/18.	<i>Various person/s outlined on internal version.</i>
	To ensure that current Outstanding outcomes for YP are maintained during 2017 18, for existing YP and new referrals.	SaLT, OT and Psych enhanced input for all priority learners or where progress has plateaued.	Better and more quantifiable therapeutic outcomes within EOY reports	<i>Website version</i>
2. Teaching and Learning	To ensure consistency of teaching and delivery across all class settings.	Mentoring system in place for newly qualified teachers.	Waking day evidence (TEST) shows pupils have developed transferable and generalised skills for learning.	
	To ensure that there is correct application of semi-formal / developmental curriculum where applicable throughout all age ranges.	Curriculum enrichment programmes in place and embedded. QA of session planning, observation and learning walk cycles with high quality feedback.		
3. Training	Extend the suite of statutory and pedagogy based training for all education staff.		Better outcomes for learners within all classes to replicate Outstanding outcomes for 2017 18	
	Improve the use of site and joint teacher meetings for training and T&L input.		Staff are aware of wider responsibilities in keeping YP safe, and combating extremism.	

<p>4. Leadership development</p>	<p>Develop the school teaching and middle leadership pool, to reflect the plans for expansion at Swinderby and new school building, to ensure that outstanding outcomes for learners remain pivotal to growth.</p>	<p>Training plans in place as part of PDR processes for KSLG – linked to SIP priorities and school performance criteria.</p> <p>HLTA's in place at each site to support discrete management time.</p> <p>Recruitment and growth plans for sites in place and executed.</p>	<p>Middle leadership skills are developed, and these can be directly linked to better outcomes for YP.</p> <p>HOS roles embedded at each school site, and clear lines of reporting and evaluation in place for AD and DoFE.</p>	
<p>5. School evaluation</p>	<p>16/17 EOY outcomes reports and subsequent recommendations in place and show clear progress.</p> <p>SIP corp gov processes (see separate Corp Gov planning) ensure self and peer evaluation are accurate, and developments are purposeful and linked to better outcomes.</p> <p>Extend links and school improvement partnership between Kisimul Group schools to ensure peer moderation and support for priority areas, and critical relationships utilising the expertise available across the wider education and care provisions.</p>	<p>AD and HOS ensure that monthly site corp gov reports are of high quality, and actions and follow up are completed and reported back on.</p> <p>Corp Gov. group processes are executed as outlined within Corp Gov. and compliance plan 2017-19.</p>	<p>Kisimul can identify its strengths and weaknesses for external providers and inspection processes.</p> <p>Quality assurance and insulation for Kisimul Schools assertions of Outstanding provision.</p>	

<p>6. Performance Management</p>	<p>Embed revised processes for teaching staff for PDRs, and analyse impact of more teaching and learning focussed targets.</p> <p>Develop middle leadership capacity to tackle under performance/absences etc.</p>	<p>Teachers /TAs Ed Support completed Nov 17. New teachers on induction processes and probation based appraisal.</p> <p>KSLG with support from HR where appropriate</p>	<p>Better outcomes for learners. Teaching staff to take on additional responsibilities, and</p> <p>KSLG identify future leaders for potential re-structure in line with school expansion planning 18/19.</p>	
<p>7. Compliance</p>	<p>School Website updated with key documents to outline key school information, and ensure ongoing Ind School Reg. compliance.</p> <p>To include additional information about school performance and Pupil Premium for parents and professionals.</p>	<p>DC/PR to liaise and update key documents for website - ongoing 17/18.</p> <p>DC/PR to complete ISS compliance checklist bi-annually.</p>	<p>School compliant with Reg. requirements – website gives a better information stream to users.</p> <p>School performance more transparent to external stakeholders.</p>	
<p>8. Outcomes</p>	<p>Extend the TEST (Ten Strands of assessment) model beyond the pilot stage, and give ownership to class and therapy teams for summary assessment of pupil progress across 10 key areas of learning.</p>	<p>PR/ AW work to develop a more streamlined assessment system for Lincs.</p> <p>Utilise existing forum sessions for class and therapy teams to complete assessment strands on termly basis.</p> <p>Link to provision elements within ILPs to ensure this is reflected in EHCP review processes.</p>	<p>TEST outline in place for all learners by end 17/18.</p> <p>Ownership of process in place for teachers to oversee progress for their learners, and linked to better reporting on social, emotional and functional learning elements within review processes.</p>	



Quality of Teaching, Learning and Assessment				
Area	School Imp Priority	Resources/actions required	Impact	Lead
1. Quality of teaching	<p>Complete weekly site reports, feeding into monthly leadership meetings outlining key curriculum delivery, and mentoring in place for newer teachers in the school.</p> <p>Training schedule in place with focus on T&L delivery of vocational and arts elements to ensure a broad and varied coverage.</p> <p>LM to ensure essential components of teaching delivery - communication and sensory greetings – are planned and effectively differentiated within all lower school class groups.</p>	<p>KSLG, Ed Support and Sch. Imp. Partner to all contribute to observation and evaluation/improvement process.</p> <p>Embed Forum processes to enable targeted feedback for interventions with YP linked to TEST and provision.</p> <p>LM to develop resources and teaching meetings to focus on core elements of teaching delivery. INSET focus on teaching and assessment for learning within 2018.</p>	<p>Better outcomes for learners and teachers – more holistic observation feedback with a broader perspective.</p> <p>Consistent and purposeful delivery of daily components of core offer for all pupils across the school. Expansion of roll is mirrored by consistent delivery.</p>	
2. Assessment	<p>CASPA, B Squared and AET assessment inform Progression processes. PR to oversee EOY outcomes measures alongside HOSs' for the schools.</p> <p>Introduce ASD assessment strands within BSquared and as a core part of the TEST assessments processes. Design a way of ensuring aspirational progress is outlined on these frameworks.</p>	<p>ASD strands all baselined across both school by end Autumn term 2017.</p> <p>Termly outlines of progress in place for ASD progress in sensory, communication, flexibility of thought and interaction. Evidence collected from residential teams to support waking day evidence.</p>	<p>More precise ASD focussed assessment tool in place to track progression for social communication and interaction.</p>	

<p>3. Teaching Improvement</p>	<p>Continue to develop scope of Individual Learning Plans with regular peer review within teachers meetings.</p> <p>Peer observation a norm as part of school improvement cycle</p>	<p>KSLG to lead peer review processes during joint/site based teacher meetings.</p> <p>New teachers to the school have opportunities to observe senior colleagues as part of induction. Summer 2016 observation cycle to include peer to peer observation.</p>	<p>Better information for parent and professionals, and direct links to EHC outcomes within ILPs. Contextual learning embedded.</p> <p>Maintain Outstanding outcomes for Teaching in the schools.</p>	
<p>4. Curriculum</p>	<p>Revise curriculum offer, and subject areas co-ordinators. Execute thematic based teaching of NC and KS2/3/4 provision.</p> <p>Routes for Learning pathways document updated for 2017 18 to reflect approaches and expanding cohort and curriculum delivery in sensory and vocational elements.</p>	<p>Update Routes for Learning as the 'How' to teach, and curriculum offers for each KS as the 'What' to teach at Kisimul.</p> <p>Embed topic cycles and related schemes of work into KS2-5 teaching, and link to accreditation – termly and annual outlines available and available for monitoring and inspection purposes.</p>	<p>Curriculum is broad and balanced, covers all mandatory areas of NC for each KS, but is purposeful and adapted to needs of Kisimul learners within ILPs.</p> <p>New school development provides an opportunity to look at more subject specialist delivery rather than the primary model predominately in place.</p>	
<p>5. Curriculum</p>	<p>Curriculum area leaders to produce an annual action plan and report demonstrating strategic priorities in line.</p> <p>This will include a review of the enrichment programmes in place at each site, and discrete teaching weeks such as career and multi-cultural delivery.</p>	<p>Curriculum maps updated.</p> <p>Joint teachers meetings focussing on the curriculum. Tighten up expectations for subject and curriculum area reporting and outlines.</p> <p>Resources as appropriate and budget allocation identified within 2017 18 offer.</p>	<p>Curriculum delivery is more diverse and orientated towards all abilities of learners on the school sites.</p>	



	<p>To extend the school's facilities for creative arts curriculum within the new school buildings, and integrate this into the core timetable offer for all pupils.</p>	<p>Installation and design of a creative arts teaching space within the new school development – to enable delivery of creative arts as part of the core curriculum offer.</p>		
<p>6. School evaluation</p>	<p>Update SEF, and complete regular monthly School performance reports in new Corp Gov. format to inform this and other action planning documents.</p> <p>Meet corporate governance responsibilities for quality assurance of school performance. HOSs' take increasingly frontline role in completing these evaluations of site performance.</p>	<p>PR to produce EOY outcomes report for 16/17, and use this to drive outcomes for SIP and 17-19 improvement.</p> <p>Updates on website for external scrutiny and information.</p> <p>Audit and key stakeholder feedback evaluations in place to capture point in time and summative appraisal of school performance.</p>	<p>School self-evaluation is robust and evidence driven to promote accurate reflection of outcomes for YP.</p>	

Personal Development, Behaviour and Welfare				
Area	School Imp Priority	Resources/actions required	Impact	Lead
1. Safeguarding	<p>Annual training, and provision of bitesize pamphlets for staff.</p> <p>DSL to update training and ensure additional and specialist training completed.</p> <p>Communication and bitesize understanding the needs (autism specific) training in place for all education staff.</p>	<p>Safeguarding training completed as above.</p> <p>Safeguarding Audit updated 2017 18-PR/DC</p> <p>Teachers meetings and specific training days in place to outline knowledge and evidence based approaches.</p>	<p>Safeguards for YP in place and up to date, and whistle blowing procedures clear for staff.</p> <p>Staff able to respond to the sensory and communication needs of YP with differentiated approaches.</p> <p>Behaviour managed consistently and with empathy for needs of learners. This is reflected stakeholder questionnaires and outcomes.</p>	
2. Behaviour Management	<p>Improve consistency of responses by revising PBSPs in IPCPs, and maintaining regular class forums with Therapy staff in attendance.</p> <p>Psych sessions target anxiety as part of curriculum offer. AAI and art therapeutic approaches in place within the curriculum where assessed as appropriate.</p> <p>Better and more comprehensive de-briefs in place following incidents of control and restraint.</p>	<p>Revision of PBSPs within IPCPs to be subject to ongoing review. Behaviour Monitoring to give more indication of patterns and evidence basis for interventions.</p> <p>QA of recorded information ensures quality recording and where further investigation is required there is clear and concise factual information in place to identify causes and links for marks and injuries.</p> <p>Red Flag system embedded to identify emerging issues. Recording information group regularly review effectiveness of processes in place to safeguard pupils.</p>	<p>Learners continue to self-regulate their own responses, evidenced by trends in individual behaviour monitoring data showing decreases in challenging behaviour over time.</p> <p>Reduction in individual profiles in respect of incidents of challenging behaviour and C&R profiles and frequency.</p> <p>Better recording of information in place.</p>	

3. SRE	Embed SRE curriculum in KS3 – 5. Psych team input into sessions, with advice / resources support for teachers.	SRE curriculum in place –increase consistency by ensuring focus within cycle of observations/learning walks throughout the year.	Learners have more consistent and substantive input into relationships work and dealing with issues related to sexualised behaviour and adolescence in a way they can understand.	
4. E Safety	E safety an integral part of SRE curriculum Deliver effective online safety curriculum that is meaningful and purposeful for pupils – consider discrete learning week.	Online safety focus week delivered to raise awareness for all staff and pupils within the schools.	Learners are able to develop their understanding of E safety, in preparation for making safe choices within Adulthood.	
5. Emotional Health	Complete analysis of Health and Emotional well-being. Assessments for Emotional Literacy, such as BESSI (school readiness profile) introduced. Discrete focus within the TEST process on emotional regulation and behaviour.	Extension of the emotional health aspects of the curriculum. This includes better OT provision in respect of sensory diets and self-regulation, direct Psychology input for emotional health and regulation individual and group work. AAI intervention and music therapy provision extended throughout both schools.	Outcomes for emotional well-being reflect learning and communication outcomes at Kisimul for YP.	
6. Pupil Voice	Pupil Questionnaire visual support resources revised Extend value and purpose of social stories and AACs within the waking day curriculum.	SaLT team to provide additional resources to support completion of PQu’s. to support annual point in time and ‘My Support plan’ delivery. Specialist SaLT support for communication. EHCP execution and core therapy support.	Better quality of feedback from learners ensuring more precise response to views.	

Outcomes for Children and Learners				
Area	School Imp Priority	Resources/actions required	Impact	Lead
Progression	<p>ASD assessment strands baselined and summative assessment in place throughout the school year.</p> <p>Kisimul Progression and Attainment Tools tracking for individual learners to indicate progress against external benchmarking using B Squared small steps assessment.</p> <p>CASPA analysis for within year and KS tracking. TEST outline in place for all learners across the school.</p>	<p>Track outcomes for learners across all KS against externally moderated benchmarks – termly review and moderation. Snr Teacher roles and responsibility and extends into TEST processes.</p> <p>PR/ GH as above.</p> <p>GH to explore post Jan 16.</p>	<p>As above</p> <p>Measurable judgments of outcomes for learners and evidence for school self-evaluation processes.</p> <p>As above</p> <p>As above</p>	
Integrated therapy	<p>To provide more streamlined outlines and identify the core and specialist provision elements in relation to integrated therapy services.</p> <p>Improved placement reporting in place for those YP for whom LA's are driving toward local provision on funding rather than need priorities.</p>	<p>Review core and specialist provision outlines for therapeutic input.</p> <p>Link therapeutic outcomes more effectively to ILP learning intentions and provision within EHCPs.</p>	<p>Clearly definition of provision in place for learners of all abilities throughout the school.</p> <p>External commissioning authorities clearer on provision linked to outcomes.</p>	
Pupil views	<p>Review evidence gathering for pupil views and outline how these are an accurate reflection of YP's experiences within the school and of quality of teaching and learning.</p>	<p>SaLT/Psych /Teaching teams – 6 monthly cycle of processes within the 2017 18 year – supplemented by individual reviews and OFSTED point in time Questionnaires.</p>	<p>Better feedback from learners regarding their experiences at the school.</p>	

Whole school outcomes	Monthly corp gov reports feed into effective EOY evaluation.	HOSs' assign specific KSLG site responsibilities and overview /updates as school roll expands.	Better capacity to respond provide effective whole school evaluation, which is driven by outcomes for learners.	
Environment SMILE/ sensory integration	Further develop sensory provision with additional installs within the new school development Sensory integration room upgraded in line with above.	Ensure installs in use and functioning for work with YP by Spet 18. SMILE teacher working across both sites. Facilities team to support upgrading of SI room within Swin main school building	Facilities for sensory learning at both sites with access to immersive learning. SI suite in place and easily accessible for sensory diet, sensory trail and modulation work, as well as direct work with OT.	
PPG targeted resources	Pupil Premium tracking document revised to reflect whole school input. (refer to doc for specific input) Additional use of sensory diets and AACs where applicable to support accesses to learning and engagement,	PR/DC to oversee PPG input and evidence based outcomes throughout 15/16. Regular review in KSLG meetings.	Better outcomes for learners in receipt of PPG. As above	
Behaviour monitoring	More targeted and refined behaviour monitoring to enable more accurate feedback during forums / MDT mtgs.	AW to continue to review success and definition of behaviour monitoring throughout the school.	Better evidence base for judgments about progress of YP.	
Whole school events / celebrations/ achievements	Repeat success of graduation events for learners and families in celebrating achievements. Achievement award books and schemes in place at both sites.	KSLG to oversee organisation of events through liaison with events committee and feedback from learners (school council) KSLG to continue to encourage teaching teams in identifying learners for special mentions/achievement awards.	Opportunities for YP to celebrate achievements and have the opportunity to 'graduate' into next KS of learning. Positive reinforcement of achievements for learners within school.	
SaLT/ outcomes	Embed the use of assistive technology to support learners with complex communication difficulties. GAS analysis identifies tangible and sustained communication gains	AAC specialism and training provided for staff from within core provision. Direct work and small group support is targeted towards specific needs of learners.	24 hour communication targets progress show acquisition of generalised and transferrable skills throughout the Waking Day.	

Key summary headlines for 2017 18.

(see EOY QA and Outcomes report 2016 17)

- Extend the TEST (Ten Strands of assessment) model beyond the pilot stage, and give ownership to class and therapy teams for summary assessment of pupil progress across 10 key areas of learning.
- Develop more seamless links between the EHCP and individual learning plan processes so that there is clearer and accurate reflection of outcomes and related provision within the school.
- Develop the school teaching and middle leadership pool, to reflect the plans for expansion at Swinderby and new school building, to ensure that outstanding outcomes for learners remain pivotal to growth.
- Improve the use of technology to support evaluation of learning outcomes and record keeping relating to behavioural presentation.
- To provide more streamlined outlines and identify the core and specialist provision elements in relation to integrated therapy services.
- To embed curriculum enrichment supplementary experiences as part of the cyclical curriculum offer.
- To develop further the vocational offer for Post 16 students.
- To extend the school's facilities for creative arts curriculum within the new school buildings, and integrate this into the core timetable offer for all pupils.
- Embed the use of assistive technology to support learners with complex communication difficulties.
- Extend links and school improvement partnership between Kisimul Group schools to ensure peer moderation and support for priority areas, and critical relationships utilising the expertise available across the wider education and care provisions.