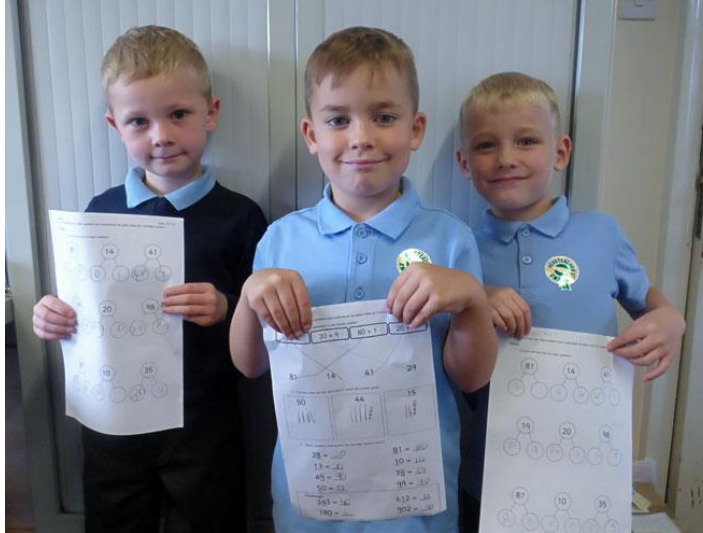


Conisbrough Ivanhoe School Improvement Plan 2018-2019



- SEN systems and SEN provision is to be highly effective with ALL SEN children making at least expected progress.
- Assessment data drives personalised teaching and learning with ALL children making at least expected progress, and a higher percentage of pupils reaching ARE.
- Provision for Pupil Premium children to be personalised to ensure ALL PP children make at least expected progress, a higher percentage of PP children reaching ARE, and higher attaining PP pupils have opportunities to broaden their experiences both in and out of school.
- Improve the leadership of foundation subjects to ensure effective teaching and learning which meets all the needs of the NC.

Develop a robust, effective SEN system with highly effective SEN provision which enables ALL SEN children to make at least expected progress.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Introduce new format for provision maps for all SEN children which clearly shows individual additional support being received for personalised targets.	December 2018	VS	JB	New provision map format will be in place and being used across school by all staff.
Introduce 'school wide' provision maps to provide an overview of support in key SEN areas throughout school.	Feb 2019	VS	JB	Whole school provision map created and being used to monitor SEN support across school.
Staff to be trained on setting SMART targets for support plans.	October 2018	VS	JB	Staff training delivered to introduce/recap on what SMART targets are. All targets on SEN support plans are SMART and relevant to the child's area of need.
Introduce new format SEN support plans that meet LA needs.	October 2018	VS	JB	New format rolled out and being used across school.
All SEN correspondence to be put on CPOMS by all relevant staff – no exceptions unless agrees by SENCO	October 2018	VS	JB	CPOMS will be the only recording and reporting system for SEN correspondence.
All appointments from outside agencies to be diarised on CPOMS with alerts to class teacher and SENCO.	October 2018	VS	JB	SENCo will be aware of all agencies visiting school and reasons behind each visit. Class teachers will be aware, in advance, of any outside agencies observing or working with children.
Clear process implemented for internal referral with clear flow-chart to ensure staff know referral pathways and actions to take.	January 2019	VS	JB	A simple in house referral process will be in place and all staff will know how and when to refer a child to the SENCo

Buy in additional Speech and Language support to ensure children are correctly identified as having a need, and receive the support they need.	On going	VS	JB	Speech and Language needs are quickly identified. High quality, in-house, provision is in place, to support children with SLCN. Our in-house support works effectively alongside any NHS programmes provided.
Buy in additional EP support to help identify children with SEN and to ensure they are put on the correct 'pathway' in a timely manner.	On going	VS	JB	Children are identified in a timely manner and we have no long delays in placing them on correct 'pathway'
Buy in LSS support and advice to ensure interventions and strategies used by staff are appropriate and professionally advised.	On going	VS	JB	Children with unidentified areas of need are assessed and guidance used to ensure correct interventions put in place. A range of new interventions are introduced and appropriate staff are trained in delivering them.
Interventions for all SEN children to be personalised and to be directly related to children's support plan targets.	On going	VS	JB	All interventions are linked to the specific need of the child, no grouping of similar needs to fit current interventions. Interventions are monitored and assessed on a regular basis
Evidence files for intervention to be restructured to ensure consistency and that recording is purposeful, meaningful and at a minimum.	October 2018	VS	JB	A new LSA Support file is being used consistently across school. Support files contain relevant and purposeful recording documentation. Support files are working documents that are shared with class teachers on regular basis.
Designated staff to be solely responsible for delivering quality interventions to KS1 to ensure consistency and regularity and to enable children's interventions to be 'protected'.	January 2019	VS	JB	Interventions in KS1 are delivered consistently and to a high standard.
All appropriate interventions to be delivered from high quality, highly effective, researched intervention packages.	On going	VS	JB	

<p>All timetabling of LSA's for interventions to be 'protected' – 1 HLTA/UQT to be left 'free' each afternoon to provide emergency cover so interventions do NOT have to be cancelled.</p> <p>Children to be tracked each half term based upon which interventions they have received to evaluate effectiveness of current provision, and to help determine future provision.</p>	On going	VS	JB	<p>All interventions have been researched and staff delivering them are confident in the expected outcomes as well as understanding why the intervention has been chosen.</p> <p>No grouping of similar needs to fit current interventions.</p> <p>Interventions are monitored and assessed on a regular basis</p> <p>Interventions are delivered consistently and without interruption.</p> <p>A tracking system is in place that clearly shows progress made after delivering interventions.</p> <p>Interventions are evaluated and amended based on the impact on a child's progress.</p>
	On going	VS/LM	JB	

<p>Assessment data drives personalised teaching and learning with ALL children making at least expected progress, and a higher percentage of pupils reaching ARE.</p>				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
Staff training on what the school's definition of 'target children' will be – <i>children who are 1 step away from ARE, and who, with increased focus, could make accelerated progress and move to ARE within the term</i>	Autumn 1	LM/VS	LM/VS	All staff are clear what 'target children' are, and will be able to use tracking to identify target children in their class.
Teachers to agree 'target children' alongside the SENCO and assessment co-ordinator each half term.	Termly	LM/VS/ ALL STAFF	LM/VS	Termly meetings held and target children agreed each half term with individual targets set.

Teachers to plan targeted provision for 'target children' based upon individual KPI's/skills not yet secured, which are barriers to reaching ARE.	Termly	ALL STAFF	LM/VS	Target children will have received tailored intervention for 'gaps' and will now be 'on track'.
Target children to be tracked as a cohort, so that the effectiveness of the targeted provision can be monitored.	Termly	LM/VS/ ALL STAFF	LM/VS	Data will be available and will have been analysed for each intervention type delivered, and data will be available and will have been analysed for 'target children' as a cohort each term.
Detailed pupil progress meetings to take place to ensure teachers are acutely aware of children's next steps and any missing KPI's/skills preventing progress or attainment, and put in place plans to meet these needs through either class teaching or intervention.	Termly	LM/ALL STAFF	LM	Pupil progress meetings will have taken place each half term and agreed measures will have been put into place for children who need it, and more children will be at ARE.
New pupil progress documents to be rolled out to staff which allow all data analysis completed for meetings to be viewed in one place for the whole year.	Autumn 1	LM	LM	New pp spreadsheet has been completed by every teacher before pp meetings.

Provision for Pupil Premium children to be personalised to ensure ALL PP children make at least expected progress, a higher percentage of PP children reaching ARE, and higher attaining PP pupils have opportunities to broaden their experiences both in and out of school.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
New format for pupil summaries for pupil premium children to be rolled out to staff – pupil on a page.	10 th Oct	LM	HT	Staff will have been shown the new summary format and will have been talked through how to complete.
A summary to be completed by class teacher on each pupil premium child to identify	17 th Oct/19 th Oct	All staff	LM	

<p>needs/gaps/barriers/opportunities, and discussions with SLT to take place to agree provision to be put in place.</p> <p>Provision maps for each pupil premium child to be completed to show additional support/experiences etc.</p> <p>To set up afterschool enrichment for PP children to broaden opportunities.</p> <p>Identify and put in place 'whole cohort approaches' – funded trips, breakfast club, holiday club, homework club, Saturday club, school library etc.</p> <p>Pupil premium children identified on all weekly planning and the 'groupings' which they sit in, to ensure teachers are remaining focussed on this group of children.</p>				<p>All teachers will have completed and submitted PP summaries to LM, and provisions to be put in place will have been agreed with SLT.</p>
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Improve the leadership of foundation subjects to ensure effective teaching and learning which meets all the needs of the NC.				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
<p>All foundation subject leaders to have one afternoon per half term out of class for time dedicated to subject leadership.</p>	<p>Termly throughout year</p> <p>Summer 1</p>	<p>Subject leaders</p>	<p>Appraisal manager</p>	<p>All staff will have had 6 afternoons out of class dedicated to subject leadership by the end of the year.</p>

<p>All subject leaders to 'observe' lessons taught throughout school on at least one occasion per teacher through the year.</p>		Subject leaders	Appraisal manager	All subject leaders will be able to provide evaluative information about the teaching and learning in their subject.
<p>All subject leaders to demonstrate that they know what is being taught in each year group/class and across the school.</p>	Autumn 2	Subject leaders	Appraisal manager	All subject leader files will include information of what is being taught when in their subject for each year group.
<p>All subject leaders to demonstrate that they know how the National Curriculum objectives in their subject, are delivered through the Cornerstones Curriculum.</p>	Spring 1	Subject leaders	Appraisal manager	All subject leaders will have an in-depth knowledge of how the NC objectives for their subject are delivered to each year group, this information will be in their subject leader files, and they will be able to articulate this information well.
<p>All subject leaders to demonstrate that they know how more able children are effectively stretched and challenged in their subject, and will have observed this in practice.</p>	Spring 2	Subject leaders	Appraisal manager	Subject leaders will know how to use the cornerstones curriculum to challenge more able pupils, and there will be evidence in subject leader files to show examples where this has happened.
<p>All subject leaders to track and analyse data for their subject, and be able to demonstrate that they know the data 'headlines' for their subject.</p>	Termly throughout the year	Subject leaders	Assessment co-ordinator	Subject leader meetings will have taken place with the assessment co-ordinator to discuss 'data' for their subject. Subject leader files will include raw data, and a 'headline summary'.
<p>All subject leaders to be able to show that they are satisfied that lessons in their subject are properly planned for with high expectations for process and outcome.</p>	Summer 2	Subject leaders	Appraisal manager	Subject leader files will include examples of planning which clearly show objectives for lessons/series of lessons, differentiation for LAPs where necessary, and sufficient challenge for HAPs. SEN children and PP children are identified on planning.