



School Improvement Plan 2016/2017

Engagement and Involvement

• Document to be read alongside School Development Plan 2015/18

Key Aims of the School Improvement Plan 16 - 17

Aim 1 – Quality of teaching, learning and assessment

Improved Involvement and Engagement levels for all learners and staff

Development of a growth mind set in learners and staff supporting them to achieve through;

- Effective and appropriate challenge and motivation provided by leaders
- A willingness to evaluate personal performance
- Effective feedback based on effort rather than outcomes
- Ensuring motivation, responsiveness and involvement is considered throughout a learners whole day

Aim 2 – Outcomes for learners

Process orientated monitoring implemented

- Observation schedules developed to broaden focus for involvement and motivation in learning
- Moderation, within the framework of ipsative data, to be developed to ensure consistency of high expectation across all classes
- Data collected to triangulate, reporting, assessment and observations

Aim 3 – Effectiveness of leadership and management

Ensure effective leadership and management at a time of educational change and expansion

To join with Great Oaks to form a multi-academy trust in order to;

- Share resources, curriculum, staff and Governor expertise and knowledge
- Benefit from economies of scale to ensure that the maximum budget can be spent on learners
- Increase provision and opportunities for pupils with learning difficulties through the planning of a new school
- To increase potential for Post 19 agenda across the city
- Work with local special schools through the Schools Partnership programme to provide challenge and support to each other to improve school effectiveness

Aim 4 –Community, health and well-being

Meet the holistic needs of pupils across the school

- Continue to work to develop appropriate practices and levels of excellence with Health colleagues
- Work in closer partnership with families to understand the challenges they face and to provide them with right support through Early Help and signposting to relevant services as required
- Ensuring the school web site is functional for legal and family requirements and represents the school as a functional information service
- Continue to raise profile of high standards for PMLD at a local and national level

Aim 1 – Quality of teaching, learning and assessment
Improved Involvement and Engagement levels across all learners and staff

Development of a growth mind set in learners and staff supporting them to achieve through;

- Effective and appropriate challenge and motivation provided by leaders
- A willingness to evaluate personal performance
- Effective feedback based on effort rather than outcomes
- Ensuring motivation, responsiveness and involvement is considered throughout a learners whole day

| What we have already done 2015 / 2016 | What we aim to do this year 2016 - 17 | Our long term aims |
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| <ul style="list-style-type: none"> • Revised and developed ImPACTS Assessments and Curriculum to reflect up to date research and in light of experience and feedback • Monitored impact of INSET on Cognitive Development and seen direct improvement in teaching and learning (evidenced in Class observations) • 8 staff completed training day with early years and began research and theories on Involvement scales and process orientated Monitoring. • Reviewed performance Management and appraisal systems as a Senior Leadership team • Implemented online Appraisal systems for teachers introduced 360 Appraisals • Trialled using Engagement scales as part of the observation process • Challenged positively underperformance • Supported new staff and completed Induction and Basic training plans • Developed teacher as leader of learning principle • Rewritten teacher handbook to reflect high expectations and developed thinking | <ul style="list-style-type: none"> • Train all staff in Engagement and Involvement scales • All staff members face to face with learners will be given a baseline engagement score • Develop involvement scales for PMLD based on research and school's expertise in PMLD • Team meetings will have regular agenda items where engagement and involvement are discussed • Teachers will be responsible for monitoring and supporting development of SSA and LTA's engagement scores • Whole class observations will focus on the impact of staff on a learner's involvement • Performance Management systems and cycles of appraisal will be implemented offering more structure to coaching and mentoring for face to face staff. • Support strategies developed for staff with lower engagement scores • All staff fully aware of high expectations related to their post and responsibilities, including post threshold teachers | <p>From 15/18 SDP:</p> <p>Assessment and Curriculum: AC1. AC2. AC3.</p> <p>Teaching and Learning: TI1. TL2. TL3. TL4.</p> <p>Leadership: L4 L5 L6</p> <p><i>For all learners to be involved and motivated to learn in a highly responsive learning environment.</i></p> <p><i>To ensure provision is challenged via research, new learning, internal and external feedback to continually improve and innovate.</i></p> |

| | ACTIONS that will lead to achievement of target What | IMPLEMENTATION | TIMESCALE When | LEAD & OTHERS Who | RESOURCES | Planned Outcomes and Monitoring |
|---|---|---|------------------------------------|---|--|---|
| 1 | Introduction to involvement and engagement scales. Review existing and revise and develop for PMLD relevance | General introduction 5/9 Teacher focused Meetings Class based INSET to implement Engagement and involvement 31/10 Review and discussion via staff meetings and Class meetings | Dec 16 | ZE supported by SLT | INSET day costs Staff Meeting time | Shared understanding of Engagement and Involvement |
| 2 | a. All face to face staff will have improvement plan to develop Engagement b. All staff will record and monitor learners using agreed Involvement scales | SLT to set teacher scales Teachers to have discussions with individual SSA JA to have initial target setting meetings with LTAs Class discussion regarding involvement levels of learners and factors impacting each learner | Dec 16 May 17 | Class teachers and JA supported by ZE Whole team | Supervision time, class meeting time and staff meeting time to support | a. All staff will develop understanding and reflect on personal scores. b. Language of involvement used across all aspects of the school day |
| 3 | a. Focus of Learning Walks and formal observations will be Engagement and learning b. Department observations to focus on Engagement and involvement c. Review of observation schedule currently used for SLD and PMLD learners | Regular learning walks and 3 scheduled observation times. Supervision and monitoring visits SLT meetings | May 17 May 17 Dec 16 | ZE and JA NS and FJ SLT | Management Time SLT Meeting time SLT Meeting time | Evidence towards research and improvement of practices gathered. Whole school information shared via SLT discussions. Planned improvements implemented. |
| 4 | a. Implementation of new agreed Appraisal cycle b. Review of Filio package | Revised policy and approach completed Discussion with SLT/Teachers | Sept 16 Oct 16 | ZE/JA JA | Admin time Management Time/ Staff meeting | Focused performance Management Agreed implementation and move to SSA using electronic format. |

Monitoring –Curriculum Committee to monitor this area, lead Governor IW. Whole GB to monitor via Committee Minutes and with termly Headteacher reports.

External monitoring from Sam Newton dates tbc; Southampton LA and School to School Support programme

Aim 2 – Outcomes for learners
Process orientated monitoring implemented

- Observation schedules developed to broaden focus to involvement and motivation in learning
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| What we have already done 2015 / 2016 | What we aim to do this year 2016 - 17 | Our long term aims |
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| <ul style="list-style-type: none"> • Staff meetings focused on agreeing content on newly revised ImPACTS Key Skills all staff involved in writing, and consistency of developmental progression • 8 staff completed training day with early years and began research and theories on Involvement scales and process orientated Monitoring • Data collected and analysed for the whole group with implications for improvement detailed • Information from school other schools using ImPACTS has been collated. • Discussions on an electronic system initiated • Challenged positively predicted outcomes for individual learners | <ul style="list-style-type: none"> • Revise observation schedules to implement Process orientated monitoring • Implement all new ImPACTS assessments and complete associated curriculums • Develop involvement scales for PMLD based on research and school's expertise in PMLD • Team meetings will have regular agenda items where engagement and involvement are discussed • Teachers will be responsible for monitoring and supporting development of SSA and LTA's engagement scores • Whole class observations will focus on the impact of staff on a learner's involvement • Performance Management systems and cycles of appraisal will be implemented offering more structure to coaching and mentoring for face to face staff • Support strategies developed for staff with lower engagement scores • All staff fully aware of high expectations related to their post and responsibilities | <p>From 15/18 SDP:</p> <p>Assessment and Curriculum: AC1. AC2. AC4. AC5.</p> <p>Teaching and Learning: TI1. TL2. TL3. TL4.</p> <p>Leadership: L4 L5 L6</p> <p>Community: CTY5</p> <p><i>For all learners to be involved and motivated to learn in a highly responsive learning environment.</i></p> <p><i>To ensure high standards and expectations are consistent across the whole school.</i></p> |

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|---|--|---|--------------------------------|---|--|---|
| 1 | Research papers, reading issued to teaching team, professional discussion and decision making | Staff meeting time allocated and action plan to follow | September 16 | ZE/JA | Management and Staff meeting time | Rosewood approach to process orientated Learning |
| 2 | Completion of ImPACTS Revisions and rewrites | Individual Key Skill leaders will be allocated additional time (see Action Plans) to complete ImPACTS revisions | Dec 16 | NS/JS/CV/IW/FJ/GK/SM/JA/TB | Development Cover | New ImPACTS set launched |
| 3 | Teaching team to write Engagement and Involvement levels for PMLD and SLD | Working groups for SLD, PMLD Involvement and adult Engagement | Dec 16 | FJ –SLD lead NS – PMLD lead JA- Adult Engagement lead | Staff meeting | Rosewood Engagement and Involvement Scale |
| 4 | INSET day with teaching team focused on a. Managing and developing teams b. Professional duties and responsibilities | a. Leadership material and activities will be researched and used to challenge perceptions on Teacher as leader of Learning b. EHCP Updates and leading meetings | January 2017 | ZE/JA/FJ | INSET day 20 th January 2017 Management preparation time | Increased devolved leadership Review of meeting structures |
| 5 | Review of current observation sheets and consider elements to add/remove | SLT review and teacher discussions | Dec 16 initial Final May 17 | ZE | Time Staff Meeting | Rigorous analysis possible through structured evidenced of quality of Teaching and Learning |
| 6 | Implementation of new appraisal plan | Initial discussions and finalising SLT then teachers and via class meetings | Dec 16 Implemented by May17 | ZE/JA/FJ/NS/PL | SLT Staff meeting time | Supervision, coaching and electronic Performance Management rolled out to SSAs |
| 7 | Policy and Procedure for Data Collection to be completed, all teachers to be aware of | Devolved responsibility for collating and analysis of data. | Dec16 | ZE/JA/FJ | SLT | Impact of data collected and how informs quality of outcomes and provision. |

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| | expectations | | | | | |
| 8 | Review in light of National agenda value of CASPA | Outcome reviewed from Government reports | As soon as available | ZE in consultation with HT Colleagues | Time | |
| 9 | STEW training and delivering training as part of the Southampton Inclusion Partnership | Supporting Early year's settings implementing process orientated observation schedules | June 17 | ZE/NS | Supply costs for NS and time £600 | Rosewood part of wider City support to EY's. Up to date information on national agenda |
| Monitoring – Curriculum Committee to monitor this area, lead Governor AD. Whole GB to monitor via Committee Minutes and with termly Headteacher reports. | | | | | | |
| External monitoring from Sam Newton dates tbc; Southampton LA and School to school Support programme | | | | | | |

Aim 3 – Effectiveness of leadership and management

Ensure effective leadership and management at a time of educational change and expansion

To join with Great Oaks(GO) to form a multi-academy trust in order to;

- Share resources, curriculum, staff and Governor expertise and knowledge
- Benefit from economies of scale to ensure that the maximum budget can be spent on learners
- Increase provision and opportunities for pupils with learning difficulties through the planning of a new school
- To increase potential for Post 19 agenda across the city
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| <ul style="list-style-type: none"> • Worked closer with City colleagues and established a broader platform for collaboration • Been challenged by external moderation to look at funding sustainability. • Established clearer committee structure and baselined Governor’s skills. • Appointed a business manager and Company secretary • Set up a company for Post 19 provision, “Avenues College Ltd” • Trained finance officer to higher level • Focused HR support • Re written legally correct contracts for SSAs and LTAs • Moved support staff pay to be in line with City levels. • Planned and considered 3 year forecast budget • Reviewed Admin structures • Looked at Governance models and structures that secure future • Attended New school Network Information • Secured a trustee from Great Oaks to link two schools • Delivered Post 19 provision via a sub | <ul style="list-style-type: none"> • Plan and convert into a Multi-academy trust • Work with GO to plan a second free school in Southampton • Work in close partnership with LA to secure Post 19 funding and complete due diligence process as a High needs provider Post 19 • Review Governance, business and admin structures in light of MAT • TUPE all staff to MAT on completion of process • Establish working relationship with Housing in the City for review of Post 19 living options. • Complete School to School Support programme to challenge practice in Special Schools in the city • Leading Key group as part of Southampton Inclusion Partnership | <p>From 15/18 SDP:</p> <p>Leadership: L1 L3 L4</p> <p>Governance: G1 G2 G3 G4 G5 G6</p> <p>Finance, Business and Administration: FA1 FA2 FA3 FA4</p> <p>Community: CTY5</p> <p>Secure the future provision and respond to changing needs of City population and be integral part of Local offer.</p> |

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| <p>contract with City College</p> <ul style="list-style-type: none">• Planned and improved dialogue for involvement of Social and health in Post 19 provision and future plans• Held commissioner levels discussions regarding City needs and Rosewood's part• Supported professional development and curriculum opportunities for Great Oaks Post 16.• Provided extended social and work opportunities for all Post 16 by closer partnership working with Great Oaks• Initial visit from LA inspectorate for monitoring very positive• Approval from regional Schools Commissioner to become a Multi-Academy trust and option for Sponsorship | | |
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| | ACTIONS that will lead to achievement of target What | IMPLEMENTATION How | TIMESCALE When | LEAD AND OTHERS Who | RESOURCES | Outcomes and further action |
|---|---|---|---------------------------|--|--|--|
| 1 | Meeting with Phillip Moss, South coast networking to look at Governance and transfer options | Time scales agreed and funding via conversion money | Sept 16 | ZE/ AE (Head GO) | £200 Time | Proposed structure to be shared with both Governing bodies and action plan developed |
| 2 | Regular consultation meeting across Governing bodies with a working part established. LA invited to attend | Via Governing meetings and schedule agreed | Sept 16 | ZE/ AE | Time | Proposed structure to be shared with both Governing bodies and action plan developed |
| 3 | a. Conversion to MAT – Rosewood b. B. conversion to academy GO c. Application for free school | Working party and specialists from each school agreed to complete required process and due diligence work | Dec 16 | ZE/AE SLT Rosewood SLT Great oaks Governors Business Managers | Time Monies to be released for conversion | Successful establishment following agreed Action Plans. |
| 4 | Review of Governance, administration and Business manager skills across the Trust and proposals for change, enhancement and TUPE arrangements | a. Working party b. LA consultation c. Union consultation d. Parents consultation | April 17 (tbc) | ZE/AE Chairs of governors HR | Time Monies to be released for conversion | Overarching Company established with shared core educational values. |
| 5 | Sub-contracting arrangements review and exist plan discussed with City college | Review impact of High Needs plans for 2016/17 and beyond | Sept 16 | ZE/FJ | Time | Business Plan taken to council |
| 6 | Working party from Education, health and social to be established to strategically put together a business plan for council for Avenues College. Involvement of Hampshire at this level | Use existing links with city and LA. Look at cases of students who have left the city | Oct 16 | ZE/FJ | Time | Business Plan taken to council |
| 7 | Complete High needs Application for Due diligence process | Regular checking of issuing and deadlines being set. | Oct 16 tbc | ZE/FJ | Time | Avenues gains approval for 17/18 direct funding. |
| 8 | Active participation in Southampton Inclusion Partnership a. Student teacher placement b. Early Years Key Group lead | a. Student placed in Class1 and Class 2 b. Attendance and training and | June 17 | ZE/NS | Time | Future proofing and raising the quality of NQTs in Special schools. Rosewood engaged in provision of high quality training to early year's settings across the City. |

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| | | meetings | | | | |
| 9 | Training on school to school support model and how it can be implemented to promote raised standards and challenge | Special School Heads have collaborated on a training package | June 17 | ZE/JA | From Special heads funding | External challenge and improved awareness of critical challenge within rosewood and across the City special schools. |
| Monitoring – Whole Governors Meetings, head teacher’s reports. Lead Governors MG MAT Conversion; CG Post 19; RB School to School Support | | | | | | |

Aim 4 –Community, health and well-being
Meet the holistic needs of learners across the school

- Continue to work to develop appropriate practices and levels of excellence with Health colleagues
- Work in closer partnership with families to understand the challenges they face and to provide them with right support through Early help and signposting to relevant services as required.
- Ensuring the school web site is functional for legal and family requirements and represents the school as a functional information service
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| What we have already done 2015/ 2016 | What we aim to do this year 2016 - 17 | Our long term aims |
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| <ul style="list-style-type: none"> • Rewrites of Physical Skills have included input from health Colleagues • Supported health colleagues through Care quality review • Health colleagues delivering high quality Induction and Basic Training to staff • Health meetings to set Service Level Agreements and future provision • Review of health team provision and future projections • Established agreed provision for Pre and Post 19 health services • All face to face staff accessed First aid training at differing and job relevant levels • Health MDT Meetings established with HT once per half term • Input by school to health performance management • Involvement of Health in Safeguarding , TAF and TAC meetings • Featured in Physiotherapy professional magazine on good partnership work. • Health represented on the governing Body • Launched Share@ Rosewood for families • Set up parents forum on the school web site • Family BBQ well attended • Improved working practices and | <ul style="list-style-type: none"> • Have an SLA in place with health detailing provision and costs of health team • Review nursing structures and practices to ensure more efficient use of all health team • Review how school requests additional continuing health funding • Review work practices to look at contributions to EHC and family focused meetings • Establish role and responsibility for newly appointed Post 19 nurse • Raise access to Share @ Rosewood by varying days and times • Send out parental questionnaire • Establish timetable of TAC and TAF to fit with existing EHC/Annual review plans • Complete whole school face to face training on safeguarding and sign posting for Early Help • Monitor impact of the forum • Open training to new schools • Offer Induction and Basic training to Rose Road team over the year. • Organise a Community event for families and local residents • Annual social continued • Update website | <p>From 15/18 SDP: Assessment and Curriculum: AC1. AC3. Teaching and Learning: TI1. TL2. TL4. Leadership: L5 L6 Governance: G2 Finance, Business and Administration: FA1 FA4 Community: CTY1 CTY2 CTY3 CTY4 CTY5 CTY6 CTY7 Therapy: T1 T2 T3 T4</p> |

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| <p>collaboration with rose road</p> <ul style="list-style-type: none"> • Planned development and improved working with Social Workers and the Jigsaw team • Met requests for ImPACTS training and supported 7 new schools to introduce ImPACTS • Improved Safeguarding procedures and structures • Single central register upgraded and staff trained on requirements • Students participated in local concerts as adult performers • Training day on Music had positive impact and new resources purchased to support further development. • Positive partnership working with GO • Increased collaboration with cedar • Leadership of an area of the School Inclusion partnership • Governors attending training for special school governors • ZE trained outreach and Oaks& Acorns staff on understanding how to effectively work with PMLD learners | <ul style="list-style-type: none"> • Agree joint working practices with Jigsaw team to improve communication and outcomes for families • Develop further partnership opportunities for learners across the special schools. • Review and revise intended outcomes for the SOCCO project and look at opportunities for younger learners to access music input • Continue to work with Music therapy and explore grants to sustain involvement. • Introduce face to face safeguarding training to ensure school policies and procedures implemented and understood by the whole team | <p>Enrichment: E1 E2 E3 E4 E5</p> <p>To treat the learner as an individual with paramount concern for their well-being and health as an integral part of their education.</p> |
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| | ACTIONS that will lead to achievement of target What | IMPLEMENTATION How | TIMESCALE When | LEAD AND OTHERS Who | RESOURCES | Outcomes and further action |
|---|---|---|---------------------------|---|------------------|--|
| 1 | <ul style="list-style-type: none"> a. Review structure of Nursing team and look at cost effective development opportunities b. Role of Post 19 nurse developed | <ul style="list-style-type: none"> a. Meetings with Commissioners and Nursing managers b. SLA written and signed by both parties c. Consultation and agreement of priorities | Sept 16 | ZE PL ZE and Southern health lead | Time | SLA and monitoring arrangements agreed with Health and improved working of Nursing |
| 2 | Look at Department of Health criteria for continuing health and pupils who meet criteria | Ahead of EHC or as needs change | Sept – June 17 | ZE/ JA | Time | Health needs for specific pupils assessed and additional needs identified |
| 3 | <ul style="list-style-type: none"> a. Review all current reviews requires at ages and stages with Admin Officer b. Discuss with health attendance at meetings c. Invite respite to all relevant meetings d. Care to be informed of all Annual and 6 monthly reviews | Advanced dates issued and pupils highlighted. AR/EHC to be followed by TAC/TAF if required hosted in school | Sept –June 17 | ZE/JA RS/ FJ/NS | Time | Improved professional input and dialogue at family owned meetings |
| 4 | To audit and action plan for improvement the content and access to the school website | Ensuring all statutory information is included and up to date. | Sept16 onwards | MK-W/PL/ZE | Time | Compliant and functional website |
| 5 | <ul style="list-style-type: none"> a. Parent questionnaire to be issued and evaluated. b. Issues arising to be considered and themes for Share@Rosewood highlighted c. Forum developed and monitored d. Social event and fundraising events to be planned | Questionnaire reviewed and issued Evaluation of results Improvement plan and points actioned Regular reading and identifying who needs to respond BBQ and Christmas Fayre | Oct 16 | JA lead SLT Review MK-W FJ/JA and | Time | Family focused improvements and support for wider issues signposted. |

| | | | | Hub team | | |
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| 6 | <ul style="list-style-type: none"> a. Whole school INSET on Safeguarding procedures and rolling out of electronic recording on "My Concern" b. Face to face sessions as an additional requirement in induction weeks | <ul style="list-style-type: none"> • All staff to be able to complete body maps and chronology records • Improved early identification and support targeted to meet families | Sept 16 onwards | JA | Time Induction sessions INSET | Early Help and support more effectively signposted |
| 7 | <ul style="list-style-type: none"> a. To respond to requests for ImpACTS training and support b. Issue Induction and Basic training plans to Rose Road and Portage c. Identify INSET days that could be of interest to other schools | <ul style="list-style-type: none"> a. Consideration of requests balanced against school needs and priorities b. Charges made to cover school additional costs | Sept 16 onwards | ZE/JA/NS | Time Expenses and costs identified per request | Improved outcomes for young people with PMLD. Access to a network of PMLD professionals to expand knowledge. |
| 8 | To ensure enrichment sessions and well-being opportunities are included throughout the school year | <ul style="list-style-type: none"> a. Continued involvement in the SOCCO research project b. Support for JG Masters c. Discussions with Friends of Rosewood for whole school events d. Termly enrichment days e. Considered and prioritised use of Music therapy | Sept 16 onwards | ZE/JA | £1000 to SOCCO £250 Resources for JG Donation £ from Friends as required | Improved well-being of all learners |
| Monitoring – Whole Governors Meetings, head teacher's reports. Lead Governors LM Health AD Safeguarding TJ Community | | | | | | |