



PHOENIX SCHOOL IMPROVEMENT PLAN

AREA	CURRICULUM/PUPIL LEARNING
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DATE	2015 - 2016
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PRIORITY ACTIONS	RESPONSIBILITY	TIMESCALE			SUCCESS CRITERIA	MONITORING	EVALUATION	FINANCE & RESOURCES	NOTES ECM LINKS
		Start	Milestones	Finish					
<p><u>1. Provide excellent teaching & learning to ensure every pupil achieves their optimal potential</u></p> <ul style="list-style-type: none"> ❖ Revisit teaching and learning policy ❖ Continuation of Good to Outstanding In House project ❖ Ensure excellence in teaching ❖ Accurate assessment and timely intervention programmes ❖ Enhance our specialist provision using expert staff skills <p><i>Ensure staff are well prepared to support learning through core teams who plan together and have a deep understanding of the needs of young people. Offer opportunities to visit outstanding teachers in other classes to develop expectations and skills across the whole team. Leaders to undertake specific support programmes with identified staff to support data driven instruction, specialist teaching skills, reading and learning support.</i></p>	PP	Oct 2015	Termly lesson observations	July 2016	<p><i>Children make exceptional progress Teaching is often outstanding Interventions work well and meet needs exactly Every child is taught in the way they learn best so that we maximise their potential.</i></p> <p><i>All teams have greater understanding of how to move to outstanding</i></p>	<p><i>Leadership Subject co-ordinators Curriculum Governors</i></p> <p><i>SA Maria Landy</i></p> <p><i>School to school support triads</i></p>	<p><i>Termly reports</i></p> <p><i>Analysis of termly lesson observations (head teacher)</i></p>	Nil costs	



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<p><u>2. Further develop planned targets and interventions linked to data analysis of pupil progression.</u> <u>Planned targets implemented at different levels</u></p> <ul style="list-style-type: none"> • Teachers to review 2014/2015 data • Identifying strengths • Identifying areas for development • Proposing appropriate strategies/interventions • Changes to moderation to include professional dialogues with families explaining level given to work. 	TD Assessment	Oct 15		July 15	<p>Phoenix assessments continue to be robust and rigorous.</p> <p>Teachers can clearly evidence that they are using data to inform planning and delivery of lessons</p>	<p>Leadership to monitor interventions and impact on pupil progress</p> <p>Termly provision mapping meetings with head teacher</p>	<p>Annual impact reports.</p> <p>Termly updates from TD</p>	Supply / consultant costs	Linked to previous ofted



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<p><u>3. Review role of peer coaching and further increase opportunities for sharing good practice across the school.</u></p> <p><i>Review role of peer coaching and further develop. A more formalised programme of peer mentoring and support for teachers TAs. A more formalised programme whereby members of staff observe one another's teaching. Promoting greater collaboration and opportunities for professional dialogue in the school. Widening access to a range of CPD training opportunities (including action research) create "trainer" position. Create system leaders (linked to teaching school.</i></p>	<p>SB</p> <p>PP</p>	<p>Nov 15</p>	<p>Ongoing</p>	<p>Trainer position secured</p> <p>Allocation of coach or mentor has positive impact on staff in terms of support for Teaching and Learning and staff well-being.</p> <p>Findings / recommendations from peer coaching framework</p> <p>A coaching culture embedded at all levels</p>	<p>Feedback to leadership and Governors</p>	<p>Coaching / mentoring policy redrafted</p>		<p>Linked curriculum 1</p>	



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<p><u>4. (continued from last year)</u> <u>British values and SMSC are securely embedded within learning opportunities</u></p> <ul style="list-style-type: none"> • <i>Reintroduce British values and SMSC policy statements</i> • <i>Create yearly calendar of events</i> • <i>Review lesson planning</i> • <i>Present to whole school community</i> • <i>Ensure statement on website</i> 	<p><i>RE</i></p> <p><i>JN</i></p>	<p><i>Dec 15</i></p>		<p><i>July 16</i></p>	<p><i>Whole community conversant With British values statement.</i></p> <p><i>SMSC provision mapping indicates a cross-curricular approach.</i></p> <p><i>SMSC delivery links to a calendar of UK and world events including charitable work.</i></p> <p><i>SMSC values are shared with the schools community of stakeholders.</i></p>	<p><i>Curriculum Governors S.I.A Leadership</i></p>	<p><i>Termly briefings to staff.</i></p> <p><i>Information sharing with Governors.</i></p>	<p><i>Nil costs</i></p>	



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<p>5. All Phoenix learners are engaged and motivated.</p> <p><i>Review learning activities across school.</i></p> <p><i>Report back on interest, engagement and enjoyment.</i></p> <p><i>Report back on learning styles, level of need and pupil specific.</i></p>	<p><i>PP</i></p>	<p><i>Oct15</i></p>	<p><i>Lesson observations</i></p> <p><i>Autumn 15</i> <i>Spring 16</i> <i>Summer 16</i></p>		<p><i>Evidence from observations clearly indicates all Phoenix pupils being appropriately challenged.</i></p> <p><i>(Based on school date progression guidance)</i></p>	<p><i>Curriculum Governors</i></p> <p><i>Learning walks</i></p> <p><i>S.I.A</i></p> <p><i>L.A trials</i></p>	<p><i>Termly target setting evenings</i></p>	<p><i>Nil</i></p>	



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<p><u>6. Following on from last year consider what interventions impact most on learning of PP pupils.</u></p> <ul style="list-style-type: none"> ❖ Progress data to be analysed specifically to make comparisons between pupil premium pupils and others – highlight any gaps. ❖ Underperforming pupils of any group identified. ❖ Pupil progress meetings focusing on highlighted pupils. ❖ Team meetings around pupil premium pupils and other groups – half-termly agenda item for team meetings. ❖ Strategies to be implemented within classes to effect progress for individuals rather than withdrawal for interventions. ❖ Individualised timetables for those requiring alternative curriculum/booster sessions. <p><i>Achievement for these pupils to be recognised and recorded for all areas</i></p>	<p><i>TD lead</i></p> <p><i>Maths lead AD</i></p> <p><i>English lead LP</i></p>	<p><i>Sept 15</i></p>	<p><i>AFL training</i></p>	<p><i>July 2016</i></p>	<p><i>Any gaps between groups of pupils and others will be closed.</i></p> <p><i>Pupil's achievements to be recognised and recorded.</i></p> <p><i>Tracking enhanced for pupils with Pupil Premium.</i></p>	<p><i>Target setting</i></p> <p><i>Innovations Teams</i></p> <p><i>Through In House Booster Classes</i></p> <p><i>Curriculum Governors</i></p>	<p><i>Termly updates to all staff/class teams.</i></p> <p><i>Annual Report to Governors</i></p>	<p><i>AFL training</i></p> <p><i>CPD</i></p> <p><i>£</i></p> <p><i>AD LP Development time.</i></p>	



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<p><u>7... To continue to offer the best possible provision to meet every pupil's individual needs to ensure they succeed.</u></p> <ul style="list-style-type: none"> ❖ Ensure that transitions into new classes are well planned for and ensure a good flow of basic and specialist information. Clear documentation is prepared for each new class by the Sending teacher. ❖ All pupils who require additional therapeutic support to have targets which are co-written and maximise benefit to young people. ❖ Meetings with manual handling TAs (half termly) per class to ensure we are correctly positioning and supporting young people in their learning. 	PP	Dec 15	LESSON OBS TERMLY	July 2016	<p><i>Specialist approaches employed to ensure optimal learning.</i></p> <p><i>Every child is taught in the way they learn best so that their potential is maximised.</i></p> <p><i>Accurate assessments and timely interventions are consistent features.</i></p> <p><i>Gaps in learning identified and addressed</i></p>	<p><i>Curriculum Governors</i></p> <p><i>Lesson observation</i></p> <p><i>Termly pupil provision mapping meetings</i></p>	<p><i>Clear precise class documentation prepared.</i></p> <p><i>Provision mapping completed.</i></p>	Meeting time	



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<p><u>8. IN LINE WITH OFSTED RECOMMENDATIONS FOLLOWING RECENT SPECIFIC CPD INITIATIVES CONSIDER THE IMPACT ON LEARNING FOR THE PHOENIX COMMUNITY</u></p> <p>Report on Year 2 programme Aromatherapy Meet with consultant to discuss focus groups/data collection methodology FOR YEAR 3</p> <p>Identify current intervention and relevant ways of measuring impact</p> <p>Roll out THIRD phase focus - Rebound therapy/Outdoor learning/SEAL</p> <p>Roll out THIRD phase learning journals for PMLD pupils</p> <p>Consider impact of pupil premium reviewed and monitored.</p> <p>Triangulation provided by contrasting with pupils progress data.</p>	<p><i>TD / PP</i></p> <p><i>A Ferguson consultant</i></p>	<p><i>Dec 15</i></p>		<p><i>June16</i></p>	<p><i>CPD initiatives have had positive impact to further improve the quality of teaching and learning throughout the school</i></p>	<p><i>Curriculum Governors</i></p>	<p><i>Impact reports submitted</i></p>		



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1. <i>Outstanding excellent teaching</i>	PP	October 15	
2. <i>Data Analysis</i>	TD	October 15	
3. <i>Peer coaching sharing practice</i>	SB	November 15	
4. <i>Embed British values</i>	RE	December 15	
5. <i>Engaged Learners</i>	PP	October 15	
6. <i>Impact Pupil Premium</i>	TD	September 15	
7. <i>Outstanding Provision</i>	PP	December 15	
8. <i>Impact of learning</i>	TD	December 15	