



PHOENIX SCHOOL IMPROVEMENT PLAN

AREA	CURRICULUM/PUPIL LEARNING	DATE	2016 - 2017
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PRIORITY ACTIONS	LEAD PERSON	TIMESCALE			SUCCESS CRITERIA	MONITORING	EVALUATION	FINANCE & RESOURCES	NOTES ECM LINKS
		Start	Milestone	Finish					
<p><u>1... 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"> ❖ <i>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.</i> ❖ <i>All pupils who require additional therapeutic support to have targets which are co-written and maximise benefit to young people.</i> ❖ <i>Meetings with manual handling TAs (half termly) per class to ensure we are correctly positioning and supporting young people in their learning</i> 	<i>PP</i>	<i>Dec 16</i>	<i>LESSON OBS TERMLY</i>	<i>July 2017</i>	<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>	<i>Meeting time</i>	



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<p><u>2. Further develop planned targets and interventions linked to data analysis of pupil progression</u></p> <ul style="list-style-type: none"> ❖ Introduce PIVATS 5 ❖ Teachers to review 2015/2016 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. 	<p>TD Assessment Co Coordinator</p>	<p>Oct 16</p>	<p>New PIVATS 5</p>	<p>July 17</p>	<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</p>	<p>Supply / consultant costs</p>	



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<p>3. <u>Continue to formally report on impact on learning for PP pupils with targeted interventions</u></p> <ul style="list-style-type: none"> ❖ <i>Progress data to be analysed specifically to make comparisons between pupil premium pupils and others –highlight any gaps.</i> ❖ <i>Underperforming pupils of any group identified.</i> ❖ <i>Pupil progress meetings focusing on highlighted pupils.</i> ❖ <i>Team meetings around pupil premium pupils and other groups – half-termly agenda item for team meetings.</i> ❖ <i>Strategies to be implemented within classes to effect progress for individuals rather</i> 	<p><i>TD lead</i></p> <p><i>Maths lead AD</i></p> <p><i>English lead SH</i></p>	<p><i>Sept 16</i></p>	<p><i>Pupil Premium external report</i></p>	<p><i>July 2017</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>than withdrawal for interventions.</i></p> <ul style="list-style-type: none">❖ <i>Individualised timetables for those requiring alternative curriculum/booster sessions.</i> <p><i>Achievement for these pupils to be recognised and recorded for all areas</i></p> <ul style="list-style-type: none">❖ <i>Every child to have an appropriate communication method that is understood by all the people who work with them (school, Short Break, home, respite) - possibly presented in a communication passport or similar.</i>❖ <i>Continue to audit staff skills set and provide an on-going yearly programme of staff training led by Phoenix staff, external staff/therapies team.</i>❖ <i>All pupils EHC needs are accurately documented.</i>❖ <i>Complete individual pupil provision maps</i>❖ <i>Termly provision mapping meeting.</i>									
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<p>4. <u>Through our established peer coaching framework further increase opportunities for sharing outstanding practice across the school.</u></p> <p><i>Continuation of formalised programme of peer mentoring and support for teachers TAS. A more formalised programme whereby members of staff observe on 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 2016</p>	<p>Ongoing</p>	<p></p>	<p><i>Trainer position secured</i></p> <p><i>Allocation of coach or mentor has positive impact on staff in terms of support for teaching and learning and staff well-being.</i></p> <p><i>Findings/ recommendations from peer coaching framework</i></p> <p><i>A coaching culture embedded at all levels</i></p>	<p><i>Feedback to leadership and Governors</i></p>	<p><i>Coaching / mentoring policy redrafted)</i></p>		<p><i>Linked to teaching school NLE</i></p>



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<p><u>5. Provide excellent teaching & learning to ensure every pupil achieves their optimal potential</u></p> <ul style="list-style-type: none"> ❖ 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 ❖ Develop OT/IT Programmes <p>Ensure staff is 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.</p>	PP	Oct 2016	Termly lesson observations	July 2017	<p>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.</p> <p>All teams have greater understanding of how to move to outstanding</p>	<p>Leadership Subject co-ordinators Curriculum Governors</p> <p>SA Maria Landy</p> <p>School to school support triads</p>	<p>Termly reports</p> <p>Analysis of termly lesson observations (head teacher)</p>	Nil costs	



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<p><u>6. Pupils given further opportunities to develop independence</u></p> <ul style="list-style-type: none"> ❖ <i>Departments to produce policy guidelines</i> ❖ <i>Share innovative practice</i> ❖ <i>Staff to ensure pupils are allowed to do as much for themselves as possible.</i> ❖ <i>Gather examples of outstanding / innovative practice.</i> ❖ <i>Develop an assessment tool to measure progress in independence.</i> ❖ <i>Prepare whole school policy guidance</i> 	AS/SN/SM	Jan 17		Ongoing	<p><i>Staff act as critical friends – helping, supporting, and empowering each other. All staff see and act the potential for pupil independence in every situation.</i></p> <p><i>Progress in independence is recognised, measured and celebrated</i></p>	<p><i>Learning walks</i></p> <p><i>Curriculum Governors</i></p> <p><i>Lesson Observations</i></p>	<p><i>End of year reports submitted by each department</i></p>		



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<p><u>7.To achieve Equalities Award</u></p> <ul style="list-style-type: none"> ❖ Building on work re R.R.S.A ❖ Audit current position ❖ Reverse current action plan ❖ Evaluate whole school practices ❖ Whole staff preparation for external assessment ❖ Produce yearly programme of school events ❖ Produce evidence ❖ File for final assessment. 	FN	Dec 16			<ul style="list-style-type: none"> ❖ To be awarded Equalities award ❖ Evidence of pupils taking responsibility for school community ❖ Pupils know opinions are valued ❖ Pupil voice effecting change in school 	<ul style="list-style-type: none"> ❖ Leadership group ❖ Positive contribution Governor ❖ External moderation from Unicef 	<ul style="list-style-type: none"> ❖ Evidence portfolio ❖ Subject coordinator action plan 	<ul style="list-style-type: none"> ❖ Release time ❖ Regular teachers meeting slots (termly) 	



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<ol style="list-style-type: none"> <i>1. To continue to offer the best provision to meet every pupil's individual needs to ensure they succeed.</i> <i>2. Further develop planned interventions linked to data analysis</i> <i>3. Further review use of pupil premium funding to ensure there is maximum benefit for pupils.</i> <i>4. To ensure outstanding practice shared through peer coaching</i> <i>5. Sustain Excellent teaching and learning to ensure every pupil achieves their optimal potential.</i> <i>6. To achieve equalities award</i> 		<p><i>PP</i></p> <p><i>TD</i></p> <p><i>TD lead</i> <i>Maths lead Ad</i> <i>English lead SH</i></p> <p><i>SB-PP</i></p> <p><i>PP</i></p> <p><i>AS/SN/SM</i></p>	<p><i>December 16</i></p> <p><i>October 16</i></p> <p><i>September 16</i></p> <p><i>November 16</i></p> <p><i>January 17</i></p>