



PHOENIX SCHOOL IMPROVEMENT PLAN

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| AREA | CURRICULUM/PUPIL LEARNING | DATE | 2017 - 2018 |
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| PRIORITY ACTIONS | LEAD PERSON | TIMESCALE | | | SUCCESS CRITERIA | MONITORING | EVALUATION | FINANCE & RESOURCES | NOTES ECM LINKS |
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| | | 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"> ❖ 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 ❖ Review of all current medium term plans to ensure the requirements of the Rochford Review and EAL Gold award are achievable | TD | Dec 17 | LESSON OBS or Headteachers Learning walk TERMLY | July 2018 | <p>Specialist approaches employed to ensure optimal learning.</p> <p>Every child is taught in the way they learn best so that their potential is maximised.</p> <p>Accurate assessments and timely interventions are consistent features.</p> <p>Gaps in learning identified and addressed</p> | <p>Curriculum Governors</p> <p>Lesson observation</p> <p>Termly pupil provision mapping meetings delegated to departmental leads and format reviewed.</p> | <p>Clear precise class documentation prepared.</p> <p>Provision mapping completed.</p> | Meeting time | |
| | | Nov 17 | Establishment of new curriculum review groups across the | July 2018 | All current medium term plans are reviewed by the following groups | Curriculum Governors | Clear revised curriculum plans and feedback to lead coordinators Monitoring by DH/ | | |

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| | | | <i>teaching staff</i> | | | | <i>Headteacher</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 2017/2018 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. ❖ Develop further rigour of Assessment including implications of life without levels ❖ Respond to Rochford recommendations | <p><i>SM Assessment Co Coordinator</i></p> | <p><i>Oct 17</i></p> | <p><i>PIVATS 5 LIFE WITHOUT LEVELS</i></p> <p><i>Revision of Routes for learning and Quest as tools for evidencing progression for PMLD students</i></p> | <p><i>July 18</i></p> | <p><i>Phoenix assessments continue to be robust and rigorous.</i></p> <p><i>Teachers can clearly evidence that they are using data to inform planning and delivery of lessons</i></p> <p><i>Implementation of Quest learning maps in place of routes for learning</i></p> | <p><i>Leadership to monitor interventions and impact on pupil progress</i></p> <p><i>Termly provision mapping meetings with head teacher</i></p> <p><i>Deputy Head and SN to monitor</i></p> | <p><i>Annual impact reports.</i></p> <p><i>Termly updates</i></p> | <p><i>Supply / consultant costs</i></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-</i> | <p><i>S M</i></p> <p><i>Maths Lead</i></p> <p><i>English Lead</i></p> <p><i>Science Lead</i></p> | <p><i>Sept 17</i></p> | <p><i>Pupil Premium external report</i></p> | <p><i>July 2018</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> | | |

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| <i>pupil provision maps</i> ❖ <i>Termly provision mapping meeting.</i> | | | | | | | | | |
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| <p><u>4. 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 and teachers hold high expectations. ❖ Accurate assessment and timely intervention programmes ❖ Enhance our specialist provision using expert staff skills ❖ 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 specialist teaching skills. ❖ Develop OT/IT | TD | Oct 2017 | Termly lesson observations | July 2018 | <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>TSA Paragon</p> | <p>Termly reports</p> <p>Analysis of termly lesson observations and learning walks (head teacher)</p> | Nil costs | |

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| Programmes within TSA Paragon programme ❖ Selected staff to apply for SLE status | | | | | | | | | |
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| <p>5 <u>Pupils given further opportunities to develop independence</u></p> <ul style="list-style-type: none"> ❖ Departments to produce policy guidelines ❖ Share innovative practice ❖ Staff to ensure pupils are allowed to do as much for themselves as possible. ❖ Gather examples of outstanding / innovative practice. ❖ Develop an assessment tool to measure progress in independence. ❖ Prepare whole school policy guidance <p>ON GOING FROM 2016/2017</p> <ul style="list-style-type: none"> ❖ Staff/Governor training on | SM | DEC 17 | | Ongoing | <p>Staff act as critical friends – helping, supporting, and empowering each other. All staff see and act the potential for pupil independence in every situation.</p> <p>Progress in independence is recognised, measured and celebrated</p> <p>Governor learning walks to monitor impact in</p> | <p>Learning walks</p> <p>Curriculum Governors</p> <p>Lesson Observations</p> | End of year reports submitted by each department | | |

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| Independence | | | | | classrooms | | | |
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| <p><u>6.To achieve Equalities Award</u></p> <ul style="list-style-type: none"> ❖ Building on work re R.R.S.A ❖ Audit current position ❖ Revise 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. <p>ON GOING FROM 2016/2017</p> | FS | Dec 16 | | Dec 17 | <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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| <p>6.To achieve EAL Award ON GOING FROM 2016/2017</p> <ul style="list-style-type: none"> ❖ Building on work from 2016 ❖ Audit current position ❖ Revise 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. <p>We have been accredited silver award May 2017</p> <p>Aiming for Gold Award</p> | EAL LEAD | Oct 17 | | July 18 | <ul style="list-style-type: none"> ❖ To be awarded EAL award ❖ EAL pupil progress monitored and compared with other groups ❖ Establishm ent of Governor lead with responsibilty for EAL pupils and families. | <ul style="list-style-type: none"> ❖ Leadership group ❖ Named Governor ❖ External moderators | <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) <p>EAL built focus of peer coaching pairs for 2017-2018</p> | |

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| July 2018 | | | | | | | | | |
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| <p>1. To continue to offer the best provision to meet every pupil's individual needs to ensure they succeed.</p> <p>2. Further develop planned interventions linked to data analysis.</p> <p>3. Further review use of pupil premium funding to ensure there is maximum benefit for pupils.</p> <p>4. Sustain Excellent teaching and learning to ensure every pupil achieves their optimal potential.</p> <p>5. To achieve equalities award.</p> <p>6. To achieve EAL award Gold</p> | | <p>TD</p> <p>SM</p> <p><i>SM lead</i> <i>Maths lead</i> <i>English lead</i></p> <p>TD FS</p> | <p>December 17</p> <p>October 17</p> <p>September 17</p> <p>November 17 Dec 17 JAN 18</p> |

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| PRIORITY ACTIONS | RESPONSIBILITY | TIMESCALE | SUCCESS | MONITORING | EVALUATION | FINANCE & | NOTES |
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| | | Start | Milestones | Finish | CRITERIA | | | RESOURCES | ECM LINKS |
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| <i>ROB LOWE/PARAGON</i> | | | | | | | ❖ | ❖ | |