



PHOENIX SCHOOL IMPROVEMENT PLAN

AREA	COMMUNITY -	DATE	2017/2018
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PRIORITY ACTIONS	RESPONSIBILITY	TIMESCALE			SUCCESS CRITERIA	MONITORING	EVALUATION	FINANCE & RESOURCES	REVIEW LINKS
		Start	Milestones	Finish					
<p>Priority 1 – Continue to convert educational statements to Educational Health and Care Plans (EHCP)</p> <ul style="list-style-type: none"> Assistant Head continue to have responsibility for EHCP conversions. Provide guidance and training for staff and parents. In partnership with LA establish conversion plan. Implement timetable of final year of conversions 	SN /AS	Oct 2017		Ongoing July 2018	<p>EHC plans reflect the needs interests and desires of each pupil, inform practice and support the evaluation of provision EHC plans promote interdisciplinary work.</p> <p>To work with Peterborough SAMS team and LA to ensure all conversions are achieved by the DfE Deadline of April 1st 2018</p>	<p>Head/Deputy</p> <p>S.I.A Maria Landy</p>	<p>Liaison with La Professional Dialogue – Feedback from parent/carers Head reports to Governors</p>	<p>RELEASE TIME COVER to Chair Transition meetings and help achieve LA deadlines.</p>	



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<p>Priority 2 – Further increase the effectiveness of Governing Board</p> <ul style="list-style-type: none"> • Increase membership with suitable skills (REFLECTING COMPOSITION OF SCHOOL POPULATION) • Appointment of new Chair of Governors • Appointment of associate Governors. • Appointment of lead Governors. Continuation of Governor self-audit • Annual in house training evening 	<p>TD JULIE MILLER</p>	<p>AUG 17</p>	<p>INDUCTION OF NEW GOVERNORS</p>	<p>Ongoing</p>	<p>Governors hold the leadership group to account and evidence of school improvement is rigorously reviewed and evaluated</p> <p>Governors have robust systems in place to make objective, informed, independent judgements of the strengths and needs of the whole school. Governors planning and decisions are based on sound knowledge of the school</p>	<p>Through minutes challenge and monitoring teaching and learning and progression. Pupil progress SIP on line within time scales.</p>	<p>Governing body meetings x 2 per term</p> <p>Focussed agenda items</p>	<p>Nil costs</p>	<p>OFSTED ACTION POINT</p>



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<p><i>Priority 3 – Review the values – mission statement underlining planning and practice to ensure that they are shared and understood by all staff.</i></p> <ul style="list-style-type: none"> • <i>Staff supported to reflect on school’s curriculum statement and how this relates own practice.</i> • <i>Staff asked if the statement is still relevant and suggestions for changes.</i> • <i>Consultation on revisited curriculum statement</i> • <i>Staff contribute to the development of teaching and learning policy.</i> 	JM/TD	Dec 17		Feb 18	<i>Staff developing own practice</i>	<i>Staff develops own practice enabling learning to be: creative, individual, appropriate, promoting curiosity, independence, communication, choice, inclusion, challenge.</i>	<i>Revised mission statement drafted and shared with all stakeholders.</i>		



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<p><i>Priority 4 – Continued comprehensive schedule of school self-evaluation and improvement</i></p> <p><i>External support for school improvement established.</i></p> <p><i>Continue current arrangements of termly focussed external consultant visits.</i></p> <p><i>Systematically review SIP framework</i></p> <p><i>Create a self-evaluation schedule complete with a range of KPI's leading to subsequent improvement.</i></p>		<p><i>Nov 17</i> <i>1 termly visit per consultant</i></p> <p><i>Autumn 17</i> <i>Spring 18</i> <i>Summer 18</i></p>			<p><i>There is a rigorous implementation of well-informed improvement plans.</i></p> <p><i>Governors and school staff will feel secure in overall school improvement work and will be able to triangulate their own view with alternative audiences.</i></p>	<p><i>Maria Landy</i></p> <p><i>Julie Miller</i></p>	<p><i>Termly written reports to</i></p> <p><i>Governors</i></p> <p><i>Leadership group.</i></p>	<p><i>£2000</i></p>	



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<p><i>Priority 5 – Governors and senior leaders are able to make an informed decision regarding the schools constitutional framework. (LA/ Single Academy/Lead School in a multi-Academy Trust or part of a Multi Academy Trust)</i></p> <ul style="list-style-type: none"> <i>• Governors and senior leaders attend local and regional training/briefings/meeting re developments relating to Academy.</i> <i>• Head attends national events on Academy status.</i> <i>• Head meets and maintains regular contact with heads of other special schools re Academy status.</i> <i>• Head prepares report for Governors outlining the issues and making recommendations.</i> 	JULIE MILLER	Jan 18	Ongoing	Ongoing	Governors and school are able to make an informed choice	GB Meetings	Feedback from Governors Feedback from staff. Feedback from conferences	TIME CONFERENCE £250	



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<i>1. To continue EHCP conversion</i>	<i>SN /AS</i>	<i>October 17</i>
<i>2. Continue to increase effectiveness of Governing Board linked to post Ofsted</i>	<i>TD/GOVS</i>	<i>January 18</i>
<i>3. Review school values</i>	<i>TD/JM</i>	<i>December 17</i>
<i>4. Continued school self-evaluation</i>	<i>TD /GB</i>	<i>November 17</i>
<i>5. Continue to review schools constitutional framework.</i>	<i>JM</i>	<i>January 18</i>