

High Park School Improvement Plan 2021 – 22

The School Improvement Plan identifies the key priorities we will be focussing on to ensure continued improvement to teaching and learning and consequently the outcomes for our pupils this year considering the impact of the Covid pandemic.

Quality of Education

- 1) Deepen staffs' pedagogical knowledge of teaching pupils with autism with a focus on preparation for adult life.
- 2) Further develop the PHSE curriculum to provide clear progression and aspirational targets to best prepare pupils for their adult lives.
- 3) Further develop the use of visual supports to increase pupils' attention and engagement as well as choice.

Behaviour and Attitudes

- 4) Increase the staffs' understanding of autism and the reasons for behaviour. Reference to SCERTS and measure the impact of the use of consistent strategies which support social communication and emotional regulation.

Personal Development

- 5) Establish rigorous physical activity as part of every pupils' daily curriculum offer, to increase their physical fitness and lead to improvements in their mental wellbeing.

Leadership and Management

- 6) Achieve the Mental Health Award
- 7) Facilitate parents' support groups to provide training, establish networks and increase support for families.
- 8) Ensure that staff appraisals empower and fully support their professional development.

1) Priority 1: Deepen staff's pedagogical knowledge of teaching pupils with autism with a focus on preparation for adult life.			Lead Person – Hannah Copeland
Success criteria: Classroom practice will reflect deeper understanding and skills in supporting our pupils to learn more effectively and increase their independence.			
Actions	Timeframe	Monitoring	Governor activity
a) Extended Leaders identify aspects of autism which teachers will plan workshops for. Teachers plan and create training an aspect of autism in preparation for delivering training in Bases. Training delivered across the autumn term by teachers in turn within their Base in a planned sequence, so every Base receives the same training (Knowledge)	Autumn 1	Planning Appraisals Learning Walks & Lesson Observations	Yusuf Rasul - support teachers to facilitate training and discussion. Facilitate reflective groups
b) Create visual document to use ensure training is planned with an autism focus (use Autism Education Trust/ National Autistic Society) (Knowledge) Extended leaders plan this and then share with teachers.	Autumn 1	Pupil progress	David Sims - conversations with staff during time in school.
c) Weekly Base discussions on autism to ensure all staff have a better understanding of why we teach pupils in the way we do. The training will be led by the current situation and the most pertinent aspects for each group. (Practice)	Autumn		
d) Staff Appraisal targets linked to this priority	Autumn 1		
e) All class teams contribute to information, strategies and celebration of effective autism practice to publish on the website. This will be on a range of topics – birthdays, Christmas, holidays, planning a day out.	Spring		
Priority 1 – Impact			

Priority 2: Further develop the PHSE curriculum to provide clear progression and aspirational targets to best prepare pupils for their adult lives.			Lead Person - Wendy Yates & Scott Shepherd
Success criteria: Pupils across the school will make greater progress in PHSE			
Actions	Timeframe	Monitoring	Governor activity
a) Complete PHSE baseline assessment for all pupils	By October half term	Planning Learning Walks & Lesson Observations Pupil progress Feedback from parents	Linda O'Neill - Joint Learning Walk & discussion with teachers.
b) Training for all support staff related to the four corners stones of PHSE	Autumn		
c) Create framework to identify key markers to show "ages & stages" for pupils working at Engagement Model & Pre-Key Stage Standards	14 th Sept - twilight		
d) Training on the implementation of PHSE curriculum following the pupils' baseline assessments.	Autumn 2		
e) Training to deepen staffs' understanding of RSE curriculum and how to teach it effectively.	Spring 1		
f) Base Leaders share good practice and organise how this will be shared with others including workshops & observations.	Spring & Summer		
Priority 2 – Impact			

Priority 3: Further develop the use of visual supports to increase pupils' attention and engagement as well as choice.			Lead Person – Rachel McCusker
Success criteria: All staff will use visual supports including Objects of Reference consistently. Levels of pupil engagement will be increased and the majority of them will make greater progress in communication.			
Actions	Timeframe	Monitoring	Governor activity
a) Ongoing discussions with class/Base teams linked to Autism workshops and why visual supports are vital for all pupils and must be used. Provide specific training linked to the use of visuals.	Autumn	Learning walks Feedback from staff in Teachers' /Base/ Class meetings	Paired Learning Walk with Base Leader/Emma Asare-Addo (Speech & Language Therapist)
b) Teachers spend time in each other's Bases to act as critical friend and share effective practice including teaching strategies and leadership and development of the staff teams.	Autumn & Spring	Appraisals	
c) Effective practice shared at Teachers' meetings with time for discussion and reflection.	Autumn	Pupil progress	
d) Choose boards available at dinner time to encourage all pupils across school to make a choice of side portions (in addition to the main choice being chosen earlier in the day)	Autumn		
e) Support staff given opportunities to share examples of effective practice in Base and class meetings.	Autumn & Spring		
Priority 3 – Impact			

Priority 4: Increase the staffs' understanding of autism and the reasons for behaviour. Reference to SCERTS and measure the impact of the use of consistent strategies which support social communication and emotional regulation.			Lead Person – Hannah Copeland
Success criteria: Pupils will make increased progress in communication and PHSE. Behaviour incidents will be reduced for some pupils.			
Actions	Timeframe	Monitoring	Governor activity
a) Base Leaders plan series of training to be delivered to their staff teams (Autism Education Trust materials)	Autumn	Planning Appraisals	Ann McKerchar - Interview a number of classroom staff across all levels
b) Class meetings will be used to pick up on themes from the training to explore the implications of their learning and reflect on their practice.	Autmn & Spring	Learning Walks & Lesson Observations	
c) Class teams explore questions in relation to behaviour & progress towards PiP targets to deepen knowledge and understanding of pupils' needs.	Autmn & Spring	Pupil progress	
d) Appraisals will provide an opportunity to share learning and examples of where staff have developed their practice.	Across the year		
Priority 4 – Impact			

Priority 5: Establish rigorous physical activity as part of every pupil's daily curriculum offer to increase their physical fitness and lead to improvements in their mental wellbeing.			Lead Person – Robyn Brennan
Success criteria: Pupils will be more active and engaged both in physical activities and across the curriculum.			
Actions	Timeframe	Monitoring	Governor activity
a) Training on benefits and impact of physical activity	Autumn	Planning Learning Walks & Lesson Observations Pupil progress	Paired learning walk Rob Canning - Discussion with classroom staff across the all levels
b) All classes increase the physical offer for their pupils through individual and group activities	Autumn 1		
c) Class teams explore ways to further engage pupils in physical activities using knowledge gained from autism training – see Priority 4	Spring		
d) Review Post 16 offer to better reflect opportunities in adult services	Autumn		
e) Consult parents on how we can provide physical activities which support exercise at home.	Spring		
Priority 5 – Impact			

Priority 6: Mental Health Award (Leeds Beckett University)			Lead Person – Jen Davison
Success criteria: The school will provided more effective mental health support for all stakeholders including pupils, parents and staff.			
Actions	Timeframe	Monitoring	Governor activity
a) Work with allocated coach to create a personalised action plan, linked to the eight key competencies: Leadership and Strategy, Organisational structure, and culture - staff, Organisational structure, and culture – pupils, Support for staff, Support for pupils, Staff and professional development and learning, working with parents and carers, working with external services.	Across the year	Pupil progress Feedback from Families	Yusuf Rasul - Discussions with Jen re action plan and impact of actions.
b) Develop a portfolio of evidence of current mental health practices linked to the eight key competencies.	Spring & Summer	Feedback from staff Staff attendance	
c) Identify any key areas for development and build upon current practice.	Summer		
Priority 6 – Impact			

Priority 7: Facilitate parents' support groups to provide training, establish networks and increased support for families.			Lead Person – Sarah Tollemache
Success criteria: Parents will have stronger networks of support and feel more empowered			
Actions	Timeframe	Monitoring	Governor activity
a) Plan series of training for parents based on their feedback through questionnaire, home/school diaries and conversations during meetings and wellbeing calls	Autumn	Feedback from parents	Ann McKerchar - Attendance at school events/training and discussion with parents
b) Provide opportunities for parents to get together for a range of reasons including training, fundraising, information sharing sessions	Across the year	Attendance at training & school events	
c) Identify parents and carers who are proactive in making connections with other families and work with them to plan sessions which will engage parents.	Spring	Monitoring of Facebook	
d) Explore ways to help families remain connected including FaceBook	Spring	Parent questionnaire	
Priority 7 – Impact			

Priority 8: Ensure that staff appraisals empower and fully support their professional development.			Lead Person – Ann Andrew
Success criteria: Staff will be more proactive in making the most of professional development opportunities to improve and celebrate their own practice			
Actions	Timeframe	Monitoring	Governor activity
a) Time after school allocated for staff appraisals. Teachers will be proactive in using this time effectively.	Across the year	Lesson observations and learning walks	Jan/Feb Linda O'Neill - Discussion with teachers Yusuf Rasul - Discussion with support staff
b) Appraisal meetings will provide opportunities to reflect on learning related to Priority 1, 2, 3 4 & 5 and capture examples of effective practice.	Across the year	Discussion with staff	
c) Teachers will feedback themes from appraisals which will be used to shape future training and meetings.	Across the year	Staff questionnaire in summer 2022.	
Priority 8 – Impact			