

SECTION THREE

TARGETS FOR THE YEAR 2022-23

Overall priorities:

- Continue to ensure pupils and staff are supported in their mental health and well-being, including embedding Thrive across the school.
- To continue to develop, resource and train staff in the new curriculum.
- To continue to develop and refurbish the school environment, both internally and externally, to ensure that it meets pupil needs.

To be read in conjunction with targets for:
Foundation, Middle and Senior Departments
TLR posts

Area 1 – Quality of Education									
Item	Person responsible	Target	Child Benefit Objective	Outcomes	Evidence	Anticipated costs	Completion Date	RAG after Mid-year review	LAB monitor
1a	SLT ELT	To further improve Quality of Education by robust system of monitoring and coaching	The Quality of Education for the pupils will be raised through early identification of and action on teaching which is less than “good”	A programme of joint monitoring is established Standing agenda items at SLT meetings are embedded and outcomes / actions recorded	Monitoring records SLT minutes	Teacher cover	Easter 2023		KH
<p>Ongoing review – record SMT monitoring dates and evaluation comments:</p> <p>1.11.22</p> <p>Maths:</p> <ul style="list-style-type: none"> - monitoring schedule in place, split up into planning scrutiny, work scrutiny and learning walks. - proformas developed and sent out to teachers to show them the expectation of these and to make them aware of what I will be looking for. - practical maths training delivered on INSET day for teachers and class LPs. - new staff/existing staff supported as appropriate with planning including grouping pupils, writing medium term and weekly plans. <p>Reading/Writing:</p> <ul style="list-style-type: none"> - monitoring schedule in place, split up into planning scrutiny, work scrutiny and learning walks. - proformas developed and sent out to teachers to show them the expectation of these and to make them aware of what I will be looking for. - appropriate teachers booked onto and attending RWI training (full 2-day training). - RWI teachers focus group to discuss how it works and to support professional development. - RWI LP training delivered to support teaching and learning - ongoing support/coaching for teachers with grouping/planning etc. <p>Curriculum TLRs:</p> <p>Curriculum TLRs are currently working on the intent, implementation and impact document which outlines why each enriching subject is taught, how outcomes were selected, the level of challenge and why and shows the sequence across KS1-KS3.</p> <p>Curriculum TLRs are completing a work scrutiny next week and following this, will be creating an evidencing guidance document outlining expectations for amount/frequency of evidence for each enriching subject.</p>									

Curriculum TLRs have been collating schemes of work to support the teaching of specific skills and knowledge across each subject. Science, History, Music, RE and Geography have some schemes in place, next steps are for Art, DT and Cooking. Curriculum TLRs are working to resource each new topic to ensure each dept has the required resources to teach each enriching subject. New term resources to be collated. Yvonne has secured boxes to loan and information has been shared with teachers along with the catalogue.

Maths – CRW

- Planning scrutiny has been completed and feedback given; further scrutiny due in Spring 1 / Summer 1
- Work scrutiny planned for Spring 2 / Summer 2
- Progression pathway has been reviewed and has been sent out for consultation – less strands, more generic outcomes
- Document produced to go alongside new pathway outlining schemes of work for each area
- Mastery maths training delivered to appropriate teachers

English (Reading/Writing)

- Planning scrutiny has been completed and feedback given; further planning scrutiny due in Spring 1/Summer 1
- Work scrutiny planned for Spring 2 / Summer 2
- Ongoing training for RWI (another cluster of teachers attended in Jan 2023) and plan for futureproofing to be put into place
- 'English' pathway being rewritten to make it more user friendly and accessible
- Ongoing development of early phonics for pupils not ready to access phase 2
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HoDs – As above – Updated monitoring schedule shared with teachers and implementing from Spring Term. See Monitoring schedule ...

Amended pathways have been sent to teachers for consultation and will be on SOLAR by Easter. Val to updated SOLAR.

Teacher 1-1's to support 'coaching'

TLRs supporting individual teachers.

TLR/teacher groups meet fortnightly to support development of the curriculum.

TLR identify trends and create training and coaching programme.

The TLRs for maths, English, PE, foundation (enriching subjects) curriculum, EYFS have all see DF (SIP) and had coaching/mentoring sessions which has impacted on their ability to oversee their subjects.

Impact & Next Steps:

Continue with robust monitoring timetable									
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1b	SLT TLRs	To effectively evidence enriching subjects	Pupil progress in enriching subjects will be clearly evidenced enabling effective recording of sequential learning	Establish a clear baseline of what the school believes to be good/expected progress in enriching subjects Build a portfolio of examples of good recording practice	Pupil data Subject documents	None	May 2023		KH
<p>Ongoing review – record SMT monitoring dates and evaluation comments:</p> <p>SP – When monitoring outdoor learning this year, one of the most useful elements has been discussing with teachers how they record evidence and link this to the intended outcomes. This has particularly been the case in the ‘chunk 1’ groups and it has allowed for a conversation about making it clearer. So more of a ‘coaching’ element of the process. By talking about how evidence is recorded and linked to outcomes for outdoor learning, this has helped consider how the same thing is done for other ‘wider experience’ areas, such as geography, science etc. It is often small changes needed but the conversations do seem to have been beneficial and welcomed by the teachers I have met. The impact would be improving the linking of evidence to learning outcomes beyond just outdoor learning when using wider experience or topic books.</p> <p>See above (Curriculum TLRs)</p> <p>HoDs: Work scrutiny with Curriculum Leads to see range of evidence across school.</p> <p>Curriculum TLRs to confirm expectations of amount of evidence – working progress.</p> <p>Impact & Next Steps:</p> <p>Reinforce message to teachers about evidence requirements</p>									
End of Year Review: Analysis & Impact									

1c	HoDs Curric TLRs	To further develop the use of Development Matters in the Foundation Dept. Ensure DM outcomes transfer smoothly to the Progression Pathways.	Pupils experience a seamless progression between Development Matters and progression pathways	“Chunk 1” pathways reviewed. Development Matters outcomes embedded as needed. Pathway re-introduced to staff.	DM framework and Progression Pathways Pupil progress data	None	Easter 2023		KH
<p>Ongoing review – record SMT monitoring dates and evaluation comments:</p> <p>HoDs: Taking place in all core subjects. Further development for PSHE/Development Matters progression. Levels 7-9 now incorporate EYFS</p> <p>Impact & Next Steps:</p>									
End of Year Review: Analysis & Impact									
1d	Q of E Lead TLRs	To further develop the quality of teaching of English by increasing teacher expertise in reading and phonics. To further increase practitioner skills, knowledge and	Pupils will access a curriculum to support their learning needs and abilities. Pupils will progress at their level of ability on the English/Communication Pathway strands.	Development of Departments’ libraries. Staff are confident and competent in their delivery of English/Pathway strands.	All LPs to attend CLI training on 03/09/21. Staff training on using a library effectively to meet pupil needs Books in classrooms are regularly refreshed and	RWInc training (Sept and Nov) English resources	Easter 2023		KH

		understanding of CLI.		Pathway baselines inform pupils' access to Reading schemes/Programmes. Identified teachers attend RWInc training. Develop process for assessing and developing higher level readers.	reflect current topics Pathways and Pupil Passports Assessment records demonstrate at least expected progress				
<p>Ongoing review – record SMT monitoring dates and evaluation comments:</p> <p>RWI groups implemented and great success/progress. All relevant teachers have received RWI training. Communication group meeting fortnightly to discuss and implement whole school development. Key stage 4 reading being reviewed and a whole word reading scheme will be developed with other Gloucestershire special schools. Emphasis on social vocab / social signs.</p> <p>Impact & Next Steps: CLI needs stronger focus</p>									
<p>End of Year Review: Analysis and impact:</p>									

1e	ELT SLPs SR Interventions Team	To further support and evidence personal development by creating a holistic assessment tool.	Pupil Personal Development is supported and evidenced.	Potential assessment tools are researched. Representatives from OT, SaLT and Thrive have input into assessment tool. Assessment tool is trialled.	Written assessment tool. Meeting minutes. Assessment trial data.	Possible staff NCT.	July 2023		KH
<p>Ongoing review – record SMT monitoring dates and evaluation comments:</p> <p>HoDs: TL shared a 5-point assessment scale at ELT – to be discussed further ...</p> <p>SR - All pupils now profiled 3 times a year using Thrive on-line. Practitioners provide support to teachers to ensure accurate profiling.</p> <p>Thrive online has a function to show progression of classes and individual pupils. This data will be available after half term when reprofiling has been completed.</p> <p>Working with TL to create a working party to trial a 5-point assessment tool.</p> <p>Impact & Next Steps: Personal development strategy has been written. Work still needing to be done to create a working party for 5-point assessment tool and establish criteria areas and evidence gathering</p>									
End of Year Review:									
1f	TL JW TLRs	To ensure the careers curriculum meets the needs of the pupils in Primary Years.	All pupils are able to access careers advice as needed.	Careers is embedded in Middle and Foundation Curriculum documents.	Careers documents. Pupil work.	None anticipated.	June 2023		KH

<p>Ongoing review – record SMT monitoring dates and evaluative comments:</p> <p>Some activities arranged for this year. Employer Encounters – all recorded onto compass.</p> <p>4th November – Trip to Dinky Street for Yellow and Green class. Early years role play exploring different jobs and places of work.</p> <p>22nd November – FLY2HELP – travelling airport. This explored different jobs and experiences at an airport. A fun interactive session. Otters class took part in a session.</p> <p>9th March – The Dogs Trust have been invited into Foxes class. To raise awareness of behaviour with dogs, keeping safe and finding out about the charity and the work they do.</p> <p>19th March – FLY2HELP – Travelling airport. This explores different job roles and experiences at an airport. A fun interactive session. Hawk, Deer and Foxes have been invited to sessions.</p> <p>Senior Singing Club – Friday lunch times. Pupils from Foxes classes also access this group. Working as a team with other pupils. Raising confidence and being creative.</p> <p>Monday 27th Feb – Performing at The Chamwell Café to the local community (Longlevens knitting club!)</p> <p>Thursday 23rd March – G15 concert at Gloucester Cathedral.</p> <p>Careers display board outside the Main Hall show photos of young people (incl. Dinky Street) taking part in some of the things we have been taking part in.</p> <p>KM has passed on various activities throughout the year which have been added onto compass.</p> <p>TL/YG/TLRs can update on the careers curriculum.</p> <p>Request for a careers Milestone TV. Young people will help in the production and demonstrate some of the activities we do in careers and to raise the profile.</p> <p>Impact & Next Steps: To ensure new HoD of Foundation is aware of target and work to be done</p> <p>End of Year Review:</p>									

Area 2 – Behaviour and Attitudes									
Item	Person responsible	Target	Child Benefit Objective	Outcomes	Evidence	Anticipated costs	Completion Date	RAG after mid-year review	LAB monitor
2a	SLT Thrive Practitioners	To ensure individual pupil interventions are targeted and proactive. To ensure Interventions practitioners effectively measure the impact of interventions.	Interventions are targeted for specific pupils. Pupils in crisis are able to access appropriate intervention/s quickly.	Interventions spreadsheet evidences time-scaled sessions. Interventions timetables evidence flexibility and response to pupil need. Teachers are able to evidence improved pupil engagement.	Interventions meetings minutes. Interventions spreadsheet. Intervention reports.	None anticipated. (Interventions are funded from existing budget for staffing.)	July 2023		KH
<p>Ongoing review – record SMT monitoring dates and evaluative comments:</p> <p>Joe Page appointed Interventions Lead. Have re-organised the spreadsheet on 365 for clarity purposes. Meeting with Thrive practitioners on 15th February to discuss ways to link Thrive to Interventions. This will create and ensure Thrive and Interventions impacts are measured alongside on another instead of separately. Document to be drafted to ensure Thrive outcome on Interventions form. Review summer 2023.</p> <p>Gaps within the morning swimming intervention identified as an area of need. Have contacted teachers to see if there are pupils that would take the slots available (9:15-9:40am). Priority given to pupils with swimming/pd targets in their EHCP's. Review again Summer 2023.</p> <p>SR</p> <p>All interventions are logged on a spreadsheet on 365, this shows individual timetables and an overview of Departmental access. This allows pupils to be tracked and length of intervention to be recorded.</p> <p>Working with TL to create a working party to trial a 5-point assessment tool.</p> <p>Impact & Next Steps:</p> <p>5-point assessment will link to assessment of personal development</p>									

End of Year Review: Analysis and impact:									
2b	HoDs SLT	To more effectively celebrate pupil successes (personal development) To ensure a wide variety of events are held to promote parental engagement.	Pupils are motivated by being able to share their successes with their parents.	Schedule of events drawn up in each dept.	Events held. Photographs / videos. Parental feedback.	Parental Engagement budget allocated.	June 2023		AW
<p>Ongoing review – record SMT monitoring dates and evaluation comments:</p> <p>HoDs: Department events have taken place and parent attendance has been positive. Careers/work experience/interviews etc. In senior department. Dojo – shared with parents. Rewards/celebration in Assembly.</p> <p>Impact & Next Steps: Continue to emphasise the impact of parent engagement in activities across the school.</p>									
End of Year Review: Analysis and impact:									
2c	Support for Learning Team.	To further upskill staff in effective behaviour management.	Pupils benefit from staff who are skilled and confident in de-escalation	Ensure effective and proactive use of SFL suite.	Class meeting minutes. Sleuth logs. SfL extension timetable.	SfL extension funded through CIF bid. Staff NCT as needed.	July 2023		KH

			techniques and a range of behaviour strategies.	Class team meetings support staff skills and resilience. The quality of Sleuth logs is improved.					
<p>Ongoing review – record SMT monitoring dates and evaluation comments:</p> <p>HoDs: Learning Walks with a focus on behaviour – positive outcomes.</p> <p>DT: For the first time in 6 years, we have trained a new cohort of staff to a Level 2 (12 hour) standard of Team Teach. We have also scheduled in a second group (of up to 24) for Term 6, once we have an idea of class groupings/staffing for the next academic year. We will therefore, assuming staff are retained, have over 40 staff members trained to a higher level than the standard 6-hour course that is generally delivered to schools, within the MAT. As a result of these courses, we aim for our staff to be upskilled with further de-escalation strategies, be more aware of the impact of their approach and body language can have on pupils and be more confident if they have to use positive handling in high-risk situations.</p> <p>Something else that was new towards the end of the last academic year, and has been implemented with greater consistency this year, is how we follow up significant incidents that occur. Incidents that have involved positive handling automatically notify us (Support for Learning team) when logged on Sleuth and we then have to complete a ‘follow up’ action. This includes details of any debrief/restorative work with the pupil and staff team, which we do in person and then type up. These debriefs are something that we have previously done, but is now recorded and evidenced more effectively. It is also an important part of the post incident process, as enables us to support staff in the reflection and development of action plans.</p> <p>Continuing from last academic year, we (Support for Learning) hold regular class meetings with groups that are seeing an escalation in behaviour, or staff that ask for further advice/support. Sleuth training/drop-in sessions continue to happen when staff request/require the input and we continue to model strategies/positive behaviour in identified groups.</p> <p>Impact & Next Steps: Enable SFL team to hold workshops for staff on behaviour aspects Behaviour suite is no longer being developed</p>									

End of Year Review: Analysis and Impact:

Area 3 – Personal Development - British values, Spiritual, moral, social and cultural development, Relationships and sex education, Health education, including safety, Mental health awareness and support									
Item	Person responsible	Target	Child Benefit Objective	Outcomes	Evidence	Anticipated costs	Completion Date	RAG after mid-year review	LAB monitor
3a	Interventions Team SR	To effectively evidence the impact of interventions	Pupils are supported in their sensory, communication, physical and Mental Health needs and enabled to access learning to their full potential.	Identified pupils are able to access relevant interventions. Interventions spreadsheet maintained, including groups of pupils accessing interventions. Impact of pupil interventions is monitored and assessed effectively; <ul style="list-style-type: none"> - by interventions lead - by class teachers Monitoring of interventions informs subsequent pupil allocation and expenditure,	Interventions Team minutes. Behaviour logs Interventions reports / records.	Staffing costs	June 23		KH

				including PP expenditure.					
<p><i>“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” Education Endowment Foundation</i></p> <p>Ongoing review – record SMT monitoring dates and evaluation comments:</p> <p>Impact & Next Steps:</p> <p>SR – Please see evidence for 1e</p> <p>All interventions are logged on a spreadsheet on 365, this shows individual timetables and an overview of Departmental access. This allows pupils to be tracked and length of intervention to be recorded.</p> <p>Qualitative case studies have been trailed for some pupils, these show significant progress over time and indicate that therapeutic interventions should not be seen as ‘quick fixes’</p> <p>Next Step: To use Thrive data to inform access to interventions.</p>									
End of Year Review: Analysis and impact:									
3b	ELT JL	Introduce Duke of Edinburgh Award and Vocational Qualifications	Pupils are enabled to access enrichment activities and experience challenge.	Pupil mental health and well-being is supported through experience of challenge.	Identified pupils have successfully completed D of E.	Allocated D of E budget	June 2023		KH
<p>Ongoing review – record SMT monitoring dates and evaluative comments:</p> <p>JL – Since September 2022, 52 pupils have been enrolled on the Duke of Edinburgh award across Year 10 and 11. All 52 pupils will achieve a minimum of 1 section from the Bronze award. The pupils will all gain at least one certificate that shows inclusion and equal opportunities within a national organisation’s qualification. This has</p>									

provided pupils with an opportunity to complete a nationally recognised award to the same level of their peers in mainstream. The school has been successful in funding applications and has received a grant for £5800 worth of equipment.

Impact & Next Steps:

Pupils take part in expedition

End of Year Review: Analysis and impact:

3c	ELT	To continue to support pupils with the impact of COVID-19.	Pupils are supported to access education to their full potential.	Overall pupil attendance will demonstrate an increase. Pupils will make at least expected progress. School policies are updated to reflect Thrive principles.	Termly Departmental Wellbeing sessions Thrive data SOLAR/Assessment data Moderation sessions Thrive Assessments. PSHE Pathway/curriculum. PSHE teaching/evidence.	Training/CPD for staff. Thrive Practitioners in post/training. PSHE resources.	June 2023		KH
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Ongoing review – record SMT monitoring dates and evaluative comments:

HoDs:

Sue R has met with HoDs to share a Thrive statement to update policies.

HoDs are meeting with teacher for Pupil Progress meetings – teacher expected progress.

Impact & Next Steps:

End of Year Review: Analysis and impact:

Area 4 – Quality of leadership and management									
Item	Person responsible	Target	Child Benefit Objective	Outcomes	Evidence	Anticipated costs	Completion Date	RAG after mid-year review	LAB monitor
4a	SLT	To review TLR structure, roles and responsibilities to ensure they meet the needs of the school and pupil cohort.	Effective middle leaders are able to ensure high quality Q of E in all areas.	Current structure is reviewed. Business plan is drawn up. TLRs and other teachers are consulted. New structure (as appropriate) is in place for Sept 2023.	Structure review. Business plan. Minutes of consultations meetings.	HR advice / consultation. Cover for consultation meetings.	June 2023		KH
<p>Ongoing review – record SMT monitoring dates and evaluative comments:</p> <p>Impact & Next Steps: English TLR to be advertised What, if any, TLRs need to be reviewed?</p> <p>End of Year Review: Analysis and impact:</p>									
4b	SLT School Council SL	To support School Council to achieve Eco-School status.	Pupils are able to influence school policy. Pupils are enabled to have a positive impact on their school environment.	Award achieved.	School Council minutes. Certification.	Resources. SL non-contact time.	July 2023		KH

<p>Ongoing review – record SMT monitoring dates and evaluative comments:</p> <p>Good progress being made towards Eco School status we have adopted an elephant and a tiger. Information has gone out to parents and tree planting programme is underway. Eco Schools Lead has been supported by non-contact time.</p> <p>Impact & Next Steps:</p>									
End of Year Review: Analysis and impact:									
4c	ELT	To effectively support new DSLs. To establish effective working with MAT safeguarding lead.	Pupils continue to benefit from robust safeguarding.	DSLs access specific training (booked for Oct 2022)	Safeguarding meeting minutes. Section 175 audit.	None anticipated.	Easter 2023		KH
<p>Ongoing review – record SMT monitoring dates and evaluative comments:</p> <p>Support provided by DF (SIP) various training courses attended including new DSL courses. Section 175 audit has been postponed by LA. Link with SLT to be strengthened. Support from MAT safeguarding lead remains a concern.</p> <p>Impact & Next Steps:</p>									
End of Year Review:									
4d	SLT	To introduce, develop and evaluate the Teacher 360.	Pupils are supported by effective teaching.	Teacher 360 used for all teacher PMs. Review meetings held internally and jointly with MAT schools.	Teacher PM paperwork. Cross-MAT review meetings.	None anticipated.	Easter 2023	Green	KH
<p>Ongoing review – record SMT monitoring dates and evaluative comments:</p> <p>HoDs: HoDs have been 'trailing' new 360 documents for monitoring and support. Changes and amendments shared and implemented.</p>									

Have introduced, developed in conjunction with SEND Deputy Heads. Paperwork is being reviewed and amended on an ongoing basis.

Impact & Next Steps:

End of Year Review: Analysis and impact:

4e	SLT	To further increase accountability and communication with Middle Leaders (ELT).	Pupil learning is supported by effective communication and motivated, informed staff.	Extended Leadership Team meetings held. Increased TLR effectiveness is enabled.	Operations Lead, DSLs, Fundraiser, TLR and SDP foci in ELT minutes. TLR monitoring is robust.	None anticipated	Easter 2023	Green	KH
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Ongoing review – record SMT monitoring dates and evaluative comments:

HoDs:

Fortnightly ELT meetings, with TLRs and DSLs.

TLR/teacher subject groups in place.

HoDs meet with TLRs, as required.

TLRs feel supported and communicated with and listened to

Impact & Next Steps:

End of Year Review: Analysis and impact:

4f	ELT	To continue to support the wellbeing and mental health of staff.	Pupils are supported to access education by staff who are happy and confident in their roles.	Review measures to ensure staff retention (LPs). Member of SLT completes MH training. School establishes effective working	Staff feedback. Improvement in staff absence rates Wellbeing events/support implemented.	Non-contact-time. Interventions for staff. List of supportive measures compiled.	June 2023	Green	KH
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				approaches with MAT MH Lead.					
<p>Ongoing review – record SMT monitoring dates and evaluation comments: KM has completed the MH Lead training and Action Plan. Wellbeing training taking place on 17.2.23 OH referrals for staff taking place. EAP available for staff. Headsight supporting specific classes with issues.</p> <p>Impact & Next Steps:</p> <p>SLT to implement staff lunch hour support in terms 5 & 6. Teacher one to ones have been well received.</p> <p>End of Year Review: Analysis and impact:</p>									

Summary

Total number of targets: 18

Q of E: 6

B&A: 3

PD: 3

Q of L&M: 6

At mid-year review:

Green = 12 66%

Amber = 6 33%

Red = 0 0%