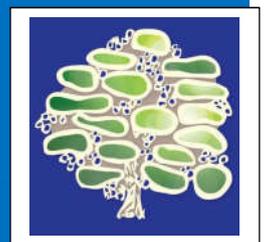


School Improvement Plan

SOUTHALL SCHOOL – JAN 2018 TO JAN 2019

Headteacher: Mrs A Martin
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Introduction

The 2017 – 18 School Improvement Plan (SIP) has been designed to reflect the changes that were implemented that now need embedding and other factors that have arisen throughout the academic year.

Southall School has gone through significant leadership change at every level including senior and middle leaders but also the governing body. The **senior leadership team** has changed due to Anthony Smith, school business manager moving on and the appointment of Karen James. Further to this and following from the staffing restructure we have a new post, Assistant Headteacher in which Emma Simkins has been in post since September 2017. Jon Barrett also joins the senior leadership who is our IT manager and who is overseeing the General Data Protection Regulations (GDPR). Tracey Roberts has also been appointed as personal assistant to the leadership team. The **middle leadership team** has also seen significant changes. Amanda Wiser is Key Stage 3 leader and been in post since May 2017 and Laura Weaver Jones is Key Stage 4 leader and been in post since July 2017. Both are internal promotions. Curriculum leaders has also seen change with Amanda Norman taking on English and Literacy Lead from July 2017 and the addition of a Personnel, Social and Health / Citizenship lead who is Sian Harrison.

Governance has also seen change with the appointment of Sheila Hopkinson as Chair and Anthony Smith as vice chair. Additional to this we have had a small number of resignations and appointments.

Whole school staffing has also changed due to consultation and implementation of a new staffing structure September 2017.

Advice continues to be sought from the local authority namely Michelle Parker (School Improvement Partner) and Andy Cooke (Quality Assurance) as external verifiers. In October 2017 the school had an external audit which was delivered by Michelle Parker and Andy Cooke who advised us on a number of development areas. These development areas are reflected within the SIP.

Alongside seeking support from outside professionals the SIP has been developed and written by all staff and governors at Southall School. The leadership team strongly believe that it is everybody's responsibility to bring positive change. By working collaboratively, we as a school can ensure the best education and outcomes for our pupils. Further to this the staff have helped to judge the final evaluations of the previous evaluated SIP (2016 to 2017).

In line with current educational thought the SIP has a separate section based purely on the ICT systems used within school which are used as either an educational resource or

curriculum resource. This is to ensure that all systems are statutory compliant whilst ensuring that as a school we keep up to date with the digital age but also ensure our pupils are up to date with the digital age.

Finally it is important to us that our pupils have a say in their education and their school. We have therefore included some improvement targets that have come from the school parliament.

We strongly believe that the SIP targets have identified the areas that need immediate development or improvement but also has a strategic long term vision that represents the school in the future.

Five Year Focus Plan 2017 to 2022		
Ofsted Area: Pupil Outcomes		
Year 1	Year 2	Year 5
<p>Ensure that PSHE / Preparation for adulthood is firmly embedded in the timetable at KS3 and 4.</p> <p>To build a life skills area so that pupils can practice skills learnt in a real life area.</p>	<p>Ensure that the PSHE responds to the sex and relationship (SRE) consultation.</p> <p>To embed a life skills / PSHE programme which incorporates a range of opportunities taking into account all learning needs</p>	<p>PSHE / Preparation for adulthood curriculum offer has a high profile within the school with links to other agencies and where outcomes are linked to an EHCP.</p>
<p>All pupils have the opportunity to upskill in work / college readiness.</p> <p>Pupils are having the opportunity to lead on job roles throughout the school.</p> <p>Internship links are developed with external companies</p>	<p>All pupils have a range of opportunities within and outside school to ensure work / college readiness.</p> <p>A jobs programme fully established within school that includes an 'internship programme'</p>	<p>Range of links with external providers / businesses to build up internship programme</p>
<p>To purchase or fully utilise life skills resources and facilities to promote independence and preparation for adulthood</p>	<p>Pupils are experiencing a range of opportunities at all times to build on independence and life skills outside of school</p>	
<p>All year groups converted to EHC Plans.</p> <p>Whole school focus on using EHC plans as a working document where targets are set and outcomes recorded and reviewed.</p>	<p>EHC plans are an integral document for recording the progress, development & wellbeing of students and form part of the planning, assessing, monitoring & reviewing process for students by staff and SLT.</p>	<p>EHCP outcomes play an integral part in the analysis of the learning offer (whole school)</p>
<p>Embed new assessment system into the school process / systems. All staff are confident in making judgements including moderation. Assessments inform planning, interventions and SIP</p> <p>Pupils are fully a part (where appropriate) of the</p>	<p>Review and evaluate the assessment system to ensure accuracy.</p> <p>Consider the importance of hard and soft data to inform progress</p>	<p>An assessment system that reflects the changing needs of pupils and national strategy.</p>

assessment process with regards to their own and peers learning.		
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Five Year Focus Plan 2016 to 2021

Ofsted Area: Teaching, Learning & Assessment

Year 1	Year 2	Year 5
Review the impact of the new curriculum at KS3 and KS4 against pupil progress and behaviour	Improve pupil learning opportunities through a curriculum / accreditation that reflects the needs of all pupils and gives them the best possible outcomes.	All pupils are engaged in an exciting and motivating curriculum that supports their preparation for adulthood, further education and independent living.
Sharing best practice program - Staff to share their teaching approaches that takes into account all learning styles through a coaching and mentoring system.	Teachers to embed shared best practice in their planning and teaching.	Teaching is at least good where pupils are motivated and engaged whatever their preferred learning style.
Research and implement marking system and how it informs planning and communicates to pupils next steps.	A consistent marking system across the whole school that informs planning and shows pupil progress	A marking system that can be adapted and flexible to meet the needs of all pupils.
To review how homework is set and consider if this currently meets the needs of our cohort.	To embed a new homework system and analyse impact on pupils outcomes.	Homework system fully established
Consider how we extend the curriculum for the most able including a GCSE offer, timetable requirements, differentiated activities	A gifted and talented pathway established for the most able students.	Southall gifted and talented pupils have access to a range of activities including links with mainstream schools.

Five Year Focus Plan 2016 to 2021

Ofsted Area: Personal Development, Behaviour & Welfare

Year 1	Year 2	Year 5
Continue development of an in-house CPD programme for staff so they feel confident in supporting/teaching pupils with complex needs /behavioural issues	Continue development of an in-house CPD programme for staff so they feel confident in supporting/teaching pupils with complex needs / behavioural issues	A CPD programme embedded into the in-house training package for all staff in teaching / supporting pupils with complex needs.
Establish A break / lunch time programme which pupils are fully involved in	Thriving break/lunch time programme which pupils are fully involved in and motivated	Thriving break / lunch time programme which pupils are fully involved in and motivated by reducing break time incidents.

and motivated by reducing break time incidents.	by reducing break time incidents.	
The therapy team working collaboratively leading on training and supporting colleagues and families.	The therapy team working collaboratively leading on training and supporting colleagues and families.	The therapy team working collaboratively leading on training and supporting colleagues and families.
To offer parents workshops and information on the website so that they are up-skilled in providing / supporting their child. Continue recruiting for PTA and establish.	To offer parents workshops and information on the website so that they are up-skilled in providing / supporting their child. Fully establish PTA 'Friends of Southall'	A package in which parents have the opportunity to engage with all aspects of school life. An established and successful PTA.
Well-being team supporting a range of pupils in their access to learning, mental health and self-esteem. Support plans written and consistently followed by all staff WBT to monitor	Well-being team supporting a range of pupils in their access to learning, mental health and self-esteem. Support plans written and consistently followed by all staff WBT to monitor. WBT monitoring behaviour through School Pod and feeding back to SLT. WBT involvement in whole school CPD	Well-being team supporting a range of pupils in their access to learning, mental health and self-esteem. Support plans written and consistently followed by all staff WBT monitoring behaviour through School Pod and feeding back to SLT. WBT involvement in whole school CPD
Offer a timetabled nurturing environment / sessions for those who are unable to access the main timetable at all times and begin to upskill all school staff in nurture approaches (Lego, build to express focus)	Upskill staff to continue support for pupils who return full time to main timetable. Promote staff awareness of Boxall Profile and nurture principals and encourage nurture approaches in mainstream classes	Whole school approach towards Nurture. Staff upskilled in nurture approaches and profiling techniques.
A safe guarding policy, systems and processes that fully reflect the best practice within school that include all aspects of safeguarding, child protection and staff training	Further develop and strengthen links with external agencies that promote and support safeguarding within school. Develop a parent support group.	A safe guarding policy, systems and processes that fully reflect the best practice within school that include all aspects of safeguarding, child protection and staff training
Review our SMSC offer. Raise cultural awareness for all pupils through community links and events.	Identify a person who oversees and leads on spiritual and cultural aspects of the school curriculum.	A continued programme of CPD for staff and learning opportunities (lesson and informal based) for pupils.

Five Year Focus Plan 2016 to 2021**Ofsted Area: Leadership and Management**

Year 1	Year 2	Year 5
Full governing body in post – upskilling people who are in post	Develop and embed governors roles and responsibilities	All governors posts are filled and can confidently and competently challenge SLT
All governors to play a more active role in school life	Ensure governors continue to feedback to full governing body after meeting (key links/whole school)	All governors play a crucial role in the life of the school, meeting all stake holders including wider community
Develop skills and knowledge of all governors / SLT to challenge and audit a strategic financial efficiency. Establish short and long term financial picture	To embed skills and knowledge of governors for robust challenge, monitoring, evaluation established short and long term picture	Governors and SLT are confidently and competently monitoring and evaluating, audit strategic financial efficiency considering short and long term future
Embed and analyse pupil tracking system using it for ongoing support for pupil progress	Data informs curriculum and is sustainable and responsive to national and local government agenda	Data informs curriculum and is sustainable and responsive to national and local government agenda
To embed the new curriculum whilst continually reviewing and analysing pupil engagement and progress responding to change	Embed, review, evaluate and implement change building capacity to upskill and knowledge	Embed, review, evaluate and implement change building capacity to upskill and knowledge
Map out and audit our SMSC offer including Southall values	Track SMSC offer and broaden opportunities for pupils to participate in activities and engage in thought, debate, democracy and challenging of opinions	Culture and ethos embedded responding to school, local community and national change
Review that the school is meeting all statutory duties and implement change immediately	Statutory duties respond to change of pupils understanding. Processes and systems are reviewed.	Sustain and develop effective links. Continual staff training and raised awareness.
Further implement system to take on other processes	To gain ICT mark status	
Parent questionnaire reflecting effectiveness of school	Feedback of questionnaires actioned upon informing SIP	Regular feedback from parent and carers concerning whole school issues informing whole school development.
Mentoring and support programme between experienced and new staff New staff should have a named person that they can refer to/be their mentor	Reflect on mentoring and its effectiveness, record relevant points. More staff involved in mentoring	Systems in place to allow seamless transitions when staff retire or move on.

School Improvement 2017 to 18			
1.1 Pupil Outcomes – Preparation for Adulthood		Further SIP area links: All Ofsted areas	
Issue	Success Criteria	Longer Term Developments	
A new PSHE curriculum is written and now being delivered. This needs to be reviewed to ensure impact on pupils, especially in reference to 'preparation to adulthood'	<p>The PSHE curriculum is being delivered by teachers.</p> <p>Training is delivered to teachers where required to ensure confidence and competence.</p> <p>A life skills area to be identified to promote independent living.</p>	PSHE / Preparation for adulthood curriculum offer has a high profile within the school with links to other agencies and where outcomes are linked to an EHCP.	
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed			
<p>To review the PSHE curriculum and make relevant changes in readiness for next academic year</p> <p>PSHE co-ordinator to analyse pupil progress using the Southall assessment system</p> <p>To complete a building review, identifying an area that could be used for life and living skills.</p> <p>To have a life/living skills area that pupils are engaging with which supports progress and qualifications</p> <p>Identify PSHE training needs for staff</p>			
Activity	Tasks <i>Partially Completed/ Completed</i>	Responsibility & Timescale	Monitoring / Evaluation
Analyse PSHE planning termly to ensure that teachers are confident within the planning and delivery of the subject	Undertake planning review and feedback where appropriate.	Sian – termly	
	Complete a book check to ensure that pupil work reflects the curriculum offer	Sian – March 2018	
	As part of the CPD process, offer training or mentoring where appropriate	Sian – ongoing	
	Gain feedback from staff and pupils to review curriculum offer for next academic year	Sian – July 2018	
Analyse and evaluate pupil progress in PSHE	Using the Southall assessment system analyse pupil progress. Reviewing progress, attainment and impact. Use this to create a development plan.	Sian July - 2018	

To create an independent living area	To identify an area within school that can be used for independent living	Abi and Sian – Feb 2018	
	To create an area which supports PSHE and qualification	Abi and Sian – April 2018	

School Improvement 2017 to 18

1.2 Pupil Outcomes – Jobs in School Further SIP area links: All Ofsted areas

Issue	Success Criteria	Longer Term Developments
Many pupils, due to their learning needs, can face barriers in accessing opportunities to develop their independent living and job skills	<p>SLT and core lead to analyse opportunities within school for pupils to complete jobs</p> <p>SLT and core lead to deliver ‘jobs in school’ staff consultation to evaluate potential additional areas of work in school, and pupil recommendations</p> <p>Pupil consultation to analyse pupil engagement in the ‘jobs in school’ programme</p> <p>Core lead to deliver CPD to all staff on ‘jobs in school’ programme,</p> <p>Core lead to deliver and organise training for pupils completing jobs in school</p> <p>SLT/Core lead to monitor the ‘jobs in school’ programme</p>	<p>An increase in pupils’ meeting/exceeding expectations</p> <p>The longevity, sustainability and appropriateness of college and work placements post Southall</p>

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

SLT and core lead to analyse opportunities within school for pupils to complete jobs
 SLT and core lead to deliver ‘jobs in school’ staff consultation to evaluate potential additional areas of work in school, and pupil recommendations
 Pupil consultation to analyse pupil engagement in the ‘jobs in school’ programme
 Core lead to deliver CPD to all staff on ‘jobs in school’ programme,
 Core lead to deliver and organise training for pupils completing jobs in school
 SLT/Core lead to monitor the ‘jobs in school’ programme

Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
	Partially Completed/ Completed		
SLT and core lead to analyse opportunities within	SLT/Core lead to look at job opportunities in school and create a list	SLT/SM Autumn 2017	SM and AM devised a list of jobs and shared with staff

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school for pupils to complete jobs			
SLT and core lead to deliver 'jobs in school' staff consultation to evaluate potential additional areas of work in school, and pupil recommendations	SLT/Core lead to share list of jobs with all staff and request recommendations for more jobs and pupils suitable for the roles	SM - Autumn 2017	SM emailed staff with a list of jobs and requested recommendations for jobs and pupils
Pupil consultation to analyse pupil engagement in the 'jobs in school' programme	Core lead to share the programme with pupils	SM – Autumn 2017	SM delivered whole school assembly on the 'jobs in school' assembly
Core lead to deliver CPD to all staff on 'jobs in school' programme	SLT/SM to deliver whole school training on 'jobs in school' programme, to staff supporting pupils in a role	SLT/core lead, lead staff – Jan/Feb 2018	
Core lead to deliver and organise training for pupils completing jobs in school	SLT/SM to deliver training to pupils participating in the 'jobs in school' programme during assembly time	SLT/core lead, lead staff – Jan/Feb 2018	
SLT/Core lead to monitor the 'jobs in school' programme documents for pupils to self-assess	SLT/Core lead to evaluate the 'jobs in school' programme, highlighting successes and actions for next steps	SLT/Core lead – ongoing	

School Improvement 2017 to 18

1.3 Pupil Outcomes – Work Experience/Internship

Further SIP area links: All Ofsted areas

Issue	Success Criteria	Longer Term Developments
Many pupils (due to learning needs) find generalising skills and	Staff to secure Internship placements for pupils, through	Pupil progress in the Internship programme supports longevity of pupil

<p>accessing work placements a challenge, as well as sustaining these placements once they have left Southall</p>	<p>meeting and shadowing different providers</p> <p>Staff identify where skills can be developed for application forms and interviews for specific Internship roles</p> <p>Vocational leads to deliver training to pupils on completing application forms and interviews for the Internship role</p> <p>Vocational leads to organise and conduct an application and interview process for an Internship at the Premier Inn</p> <p>Core leads to monitor the progress of pupils in their placements</p>	<p>college and work placements post Southall.</p>
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Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Staff to secure Internship placements for pupils, through meeting and shadowing different providers
 Staff identify where skills can be developed for application forms and interviews for specific Internship roles
 Vocational leads to deliver training to pupils on completing application forms and interviews for the Internship role at the Premier Inn
 Vocational Leads to monitor the progress of pupils in their placements

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
<p>Staff to secure Internship placements for pupils, through meeting and shadowing different providers</p>	<p>Create Internship proposal with support from Future Focus and Programme Manager - Youth Unemployment & Enterprise Co-ordinator</p> <p>Meet with prospective businesses</p> <p>Prospective business to deliver a whole school assembly</p> <p>Shadow employees of prospective business to enable support documents to be created for pupils</p>	<p>Emma S Jan 2018</p>	<p>Through meetings and support from Kim Hodgetts, an Internship Proposal has been created for Southall.</p> <p>Emma S and Karen C have visited the Premier Inn to secure the business as an Internship provider.</p> <p>Manager from the Premier Inn to deliver a whole school assembly on January 5th 2018.</p> <p>Emma S shadowed and photographically documented the roles of housekeeping and breakfast clear up at the Premier Inn on Thursday 7th December 2017.</p>

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Staff identify where skills can be developed for application forms and interviews for specific Internship roles	Look at and evaluate college and careers planning Undertake learning walks, informal discussions, observations and pupil questionnaires.	SLT/KW– Jan/Feb 2018	
Vocational leads to deliver training to pupils on completing application forms and interviews for the Internship role at the Premier Inn	Deliver support package to pupils that close the gaps highlighted in the skills that need to be developed Organise different external people to interview pupils in preparation for work placements	ES/KW – Ongoing ES/KW Feb/Mar 2018	
Vocational Leads to monitor the progress of pupils in their placements	Undertake formal and informal discussions and observations with pupils, Internship provider, school staff supporting SLT to evaluate longevity and quality of placements post Southall	ES/KW ongoing SLT ongoing	

School Improvement 2017 to 18

1.4 Pupil Outcomes – EHCPs and SMART targets

Further SIP area links: All Ofsted areas

Issue	Success Criteria	Longer Term Developments
ECHPs and SMART targets historically have been completed by SLT. All teachers now complete EHCPs and SMART targets, however, due to the lack of experience of staff, the effective use of SMART targets can be inconsistent.	SLT/SMT to analyse short term outcomes for all pupils to evaluate if they are SMART SLT to create a short term outcome document to be trialled in different classes, to enable pupil self-assessment and engagement with outcomes SLT to analyse pupil engagement and self-assessment from trial Pupil voice to elicit if ECHP targets are SMART and easily understood by pupils	An increase in pupils' meeting/exceeding short term outcomes Self-assessment of EHCP short term outcomes embedded into all lessons

	<p>SLT/SMT to deliver CPD to all staff on SMART targets</p> <p>Class staff to amend short term outcomes into SMART targets</p> <p>Class staff to create EHCP SMART target documents for pupils to self-assess</p> <p>SLT/SMT to analyse the amended EHCP short term outcomes to evaluate if they are SMART</p> <p>SLT/SMT to monitor EHCP short term outcomes</p>	
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Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

SLT/SMT to analyse short term outcomes for all pupils to evaluate if they are SMART
 SLT to create a short term outcome document to be trialled in different classes, to enable pupil self-assessment and engagement with outcomes
 SLT to analyse pupil engagement and self-assessment from trial
 Pupil voice to elicit if ECHP targets are SMART and easily understood by pupils
 SLT/SMT to deliver CPD to all staff on SMART targets
 Class staff to amend short term outcomes into SMART targets
 Class staff to create EHCP SMART target documents for pupils to self-assess
 SLT/SMT to analyse the amended EHCP short term outcomes to evaluate if they are SMART
 SLT/SMT to monitor EHCP short term outcomes

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
SLT/SMT to analyse short term outcomes for all pupils to evaluate if they are SMART	SLT/SMT to look at different classes EHCP short term outcome documents – analyse number of SMART targets used	SLT Jan 2018	
SLT to create a short term outcome document to be trialled in different classes, to enable pupil self-assessment and engagement with outcomes	ES to create a total communication short term outcome document for pupil use	Dec 2017	ES created and shared document with SM and HY
SLT to analyse pupil engagement and self-assessment from trial	ES to evaluate the new system from staff questionnaires and pupil discussions	Jan 2018	

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Pupil voice to elicit if EHCP targets are SMART and easily understood by pupils	Formal and informal discussions, and questionnaires with pupils to ascertain if pupils know their short term outcomes, and what they mean	SLT/all staff – Feb/Mar 2018	
SLT/SMT to deliver CPD to all staff on SMART targets	ES to deliver whole school training on SMART EHCP targets	ES – Mar 2018	
Class staff to amend short term outcomes into SMART targets Class staff to create EHCP SMART target documents for pupils to self-assess	Tutor teams to use communicate inprint to create short term outcome documents for each pupil to use for self-assessment	Tutor teams – Mar/Apr 2018	
SLT/SMT to analyse the amended EHCP short term outcomes to evaluate if they are SMART	SLT/SMT to look at different classes EHCP short term outcome documents – analyse number of SMART targets used, compare with previous analysis	SLT ongoing	
SLT/SMT to monitor EHCP short term outcomes	ES to evaluate short term outcomes at each annual review	ES ongoing	

School Improvement 2017-2018

1.5 Pupil Outcomes – Assessment		Further SIP area links: All Ofsted areas
Issue	Success Criteria	Longer Term Developments
A new assessment system (SAPs) has been developed and currently within the first year of use. Support is needed to ensure that teaching staff are confident in its use and	All staff are confident in using the assessment system. Judgements are robust and moderated	An assessment system that reflects the changing needs of pupils and national strategy.

that judgements of progress are accurate. Subject leads and SLT are confident in evaluating the data to inform pupil progress, attainment and next steps.	Subject leads and SLT are evaluating pupil progress using the assessment system School Improvement, interventions and planning is driven by the assessment process	
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Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Staff are using the assessment system with confidence
 Teacher judgements are moderated against one another to ensure accuracy and consistency
 School use external assessment systems to ensure pupil attainment is a robust judgement which feeds into SAPs
 Subject leads and SLT are using the assessment effectively and pupil data is analysed to ensure best possible progress is tracked.
 Pupil attainment is used to inform future school developments

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Ongoing staff training including drop in sessions, induction and moderation opportunities	Assessment as part of the induction sessions Assessment drop in sessions offered Moderation opportunities to be planned into CPD sessions	Ongoing – AM Ongoing – AF Ongoing - AG	
Other assessment tools are used to ensure judgements are robust and to triangulate evidence.	Pupils progress in English are judged through Salford and analysed Pupils progress are judged through maths tests	Sept and June – AN, AW, LWJ Sept and June – AF, AW, LWJ	
Pupils progress and attainment is analysed using SAPs by curriculum leads and SLT	Pupil outcomes are analysed by subject leads set against a proforma Pupil progress is analysed by SLT termly	Subject leads – termly AM - termly	
Whole school end of year data is used to inform future developments for the term or year, individual or cohorts	Data of pupil progress is analysed, evaluated and communicated to stake holders including parents and governors	AM and AF – July 2018	

School Improvement 2017-2018

2.1 Quality of teaching, learning and assessment – KS4 Curriculum. Further SIP area links: All Ofsted areas

Issue	Success Criteria	Longer Term Developments
The KS4 curriculum is currently taught to accreditation specifications. Staff would like to look at making it more creative to tie in with the thematic approach undertaken in KS3.	<p>Staff identify where the thematic approach can be further developed in a scheme of work with each department basing curriculum around the theme and incorporating the skills needing to be taught.</p> <p>Core leads and KS4 Leader to discuss and develop an agreed core thematic approach and trial a unit.</p> <p>Evaluate and feedback on trial.</p>	<p>All subject working party to collaborate in planning thematic units.</p> <p>All subjects are able to contribute to a thematic approach in KS4, which continues to meet the requirements of specifications.</p>

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Core skills leads and Key Stage Lead to meet to discuss trial units, agree theme and outcomes.
 Core skills leads and Key Stage Lead to lead departmental teams on medium term planned on agreed theme.
 Core skills leads and Key Stage Lead to evaluate the trial units on the agreed them.
 Core skills leads and Key Stage Lead to feedback to staff and lead CPD with all KS4 subject teachers.
 All subject working party to meet as part of CPD timetable and directed time to collaboratively plan the next half term’s units on agreed theme.
 Core skills leads and Key Stage Lead to mentor/coach staff.
 Core skills leads and Key Stage Lead to monitor and evaluate thematic approach across KS4 by undertaking learning walks and observations.
 Students to evaluate thematic approach through School Parliament and feedback.
 Pupil feedback to be shared with all subject working party to improve outcomes in subsequent units.

Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
Evaluate current practice and teachers skills and confidence.	Partially Completed/ Completed Look at and evaluate planning (whole school) Undertake learning walks, informal discussions and observations.	LWJ, AN, AF, AB/SN, SH Spring Term 1	
Core leads and Key Stage Lead trial a unit based on an agreed theme.	Meet to discuss trial units, agree theme and outcomes. Lead departmental teams on medium term planned on agreed theme. Evaluate the trial units on the agreed them.	LWJ, AN, AF, AB/SN, SH Spring Term 1 to plan. Deliver Trial unit Spring Term 2.	

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Core leads and Key Stage Lead to feedback to staff on trial of thematic approach and provide guidance/CPD in approach.	<p>Feedback to staff and lead CPD with all KS4 subject teachers.</p> <p>All subject working party to meet as part of CPD timetable and directed time to collaboratively plan the next half term's units on agreed theme.</p> <p>Core skills leads and Key Stage Lead to mentor/coach staff.</p> <p>Subject staff to plan for Summer Term 2 using thematic approach and agreed themes.</p>	<p>LWJ, AN, AF, AB/SN, SH</p> <p>Representatives from all subjects for KS4. Summer Term 1</p> <p>LWJ, AN, AF, AB/SN, SH</p> <p>Summer Term 1</p>	
All subjects to take thematic approach.	Subject staff to deliver Thematic units.	<p>All KS4 subject teachers</p> <p>Autumn Term 1 - 2018</p>	
Core skills leads and Key Stage Lead to monitor and evaluate thematic approach across KS4	To monitor and evaluate thematic approach across KS4 by undertaking learning walks and observations.	LWJ, AN, AF, AB/SN, SH	
Students to evaluate and feedback on thematic approach.	Students to evaluate thematic approach through School Parliament and feedback. Pupil feedback to be shared with all subject working party to improve outcomes in subsequent units.	SH and School Parliament KS4 students	

School Improvement 2017-2018

2.2 Quality of Teaching, Learning and Assessment – Extension for the more able Further SIP area links: Pupil Outcomes

Issue	Success Criteria	Longer Term Developments
Extending the learning of the most able; introduce extension activities	Staff to identify the more able students in each of their classes from data set and student workbooks.	Teachers to plan extension activities or activities focused on independent or

<p>sooner, using TA support to assist in the assessment and introduction of these, to enable the most able to make greater rates of progress. Extension activities or activities focused on higher level learning could also focus on independent work and on fostering collaborative working between students to develop these skills.</p>	<p>More able learners to have individual schedules with extension tasks anticipated.</p> <p>TAs to be given outline of extension activities and copy of SAPs assessment grid for that lesson to assist in the assessment and introduction of extension activities.</p> <p>Teachers to plan extension activities or activities focused on independent or collaborative working between students to develop these skills.</p> <p>Leadership team to monitor and evaluate the differentiation for the most able learners and feedback to staff on a termly cycle.</p>	<p>collaborative working between students to develop these skills.</p> <p>Planning for the more able students to be embedded and evident in all subjects across the school.</p>
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Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Staff to identify the more able students in each of their classes from data set and student workbooks.

More able learners to have individual schedules with extension tasks anticipated.

TAs to be given outline of extension activities and copy of SAPs assessment grid for that lesson to assist in the assessment and introduction of extension activities.

Teachers to plan extension activities or activities focused on independent or collaborative working between students to develop these skills.

Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
Staff to identify the more able students in each of their classes from data set and student workbooks.	Partially Completed/ Completed	Staff to identify top 20 per cent or more able students in each class.	All staff Spring Term 1
More able learners to have individual schedules with extension tasks anticipated.	Staff to plan for more able individuals either providing a personalised schedule or outline of tasks to be completed as 'now', 'next' and 'finally'.	All staff Spring/Summer Term	
TAs to be given outline of extension activities and copy of SAPs assessment grid for that lesson	Collaborative planning in class teaching teams to be anticipated during directed time.	Teaching teams Spring/Summer Term	

to assist in the assessment and introduction of extension activities.	Teachers to provide TAs with short term planning where applicable (not required to be seen by SLT) TAs to receive INSET into how to use assessment grids to assess progress of all students, including most able.		
Teachers to plan extension activities or activities focused on independent or collaborative working between students to develop these skills.	Teachers to identify extension activities or activities focused on independent or collaborative working between students in Medium Term Plans.	Spring/Summer Term	
Leadership team to monitor and evaluate the differentiation for the most able learners and feedback to staff on a termly cycle.	Leadership team to undertake learning walks, have informal discussion and observe lessons where areas for development/mentoring and coaching are identified.	Leadership team Cyclical – termly basis	

School Improvement 2017 to 18

2.3 Teaching, Learning and Assessment – Questioning

Further SIP area links: All Ofsted areas

Issue	Success Criteria	Longer Term Developments
Lessons observed demonstrated an inconsistent use of questioning, either being too closed, or not being used effectively to assess pupil understanding, limiting the pupil progress in lessons	Whole school meeting to discuss effective questioning to elicit staff strengths and weaknesses Core leads to conduct learning walks with the focus on ‘use of questioning’ and analyse results SLT/Core leads to deliver training to all staff on questioning Core leads to monitor the effective use of questioning in lessons	An increase in pupils’ meeting/exceeding expectations as a result of effective use of questioning
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed		
Whole school meeting to discuss effective questioning to elicit staff strengths and weaknesses Core leads to conduct learning walks with the focus on ‘use of questioning’ and analyse results SLT/Core leads to deliver training to all staff on questioning Core leads to monitor the effective use of questioning in lessons		

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Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Whole school meeting to discuss effective questioning to elicit staff strengths and weaknesses	Whole school meeting – in groups staff complete activities on different types of questioning In small groups staff reflect on their use of questioning (open and closed)	SLT/Staff Feb 2018	
Core leads to conduct learning walks with the focus on 'use of questioning' and analyse results	Undertake learning walks and analyse the use of questioning: How often are open questions used? How often are closed questions used? Do the questions meet and challenge all of the pupils needs?	Core leads – Feb/March 2018	
SLT/Core leads to deliver training to all staff on questioning	Core leads/SLT to share learning walk findings with all staff Deliver support package to staff on the effective use of questioning including Bloom's Taxonomy	Core leads/SLT - Feb/Mar 2018	
Core leads to monitor the effective use of questioning in lessons	Undertake formal and informal observations and learning walks, focusing on the effective use of questioning Compare results to previous learning walks: How often are open questions used? How often are closed questions used? Do the questions meet and challenge all of the pupils needs? SLT to evaluate the quality of questioning through pupil progress Video examples of effective use of	SLT ongoing	

	questioning to share with staff to continue support and development of questioning		
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School Improvement 2017 to 2018

2.4 Quality of Teaching, Learning and Assessment

Further SIP area links: Pupil Outcomes

Issue	Success Criteria	Longer Term Developments
Subject areas present student targets and assessment in different formats. This can lead to varying practice across the school. A standardised assessment format needs to be agreed where students have the opportunity to have self and peer assessment.	Current practice to be reviewed and evaluated. Research to be carried out in other settings to see what works well. Working party to be formed to share best practice and investigate/formulate an assessment grid which is consistent in all subjects. Assessment grids needs to be accessible for all and so include a total communication approach.	The assessment grid with be accessible for all taking a total communication approach, which is embedded across the school, continually evaluated and updated to meet curriculum and pupil need.

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

SLT and appointed team lead – RS as BTEC lead to look at and evaluate current use of assessment grids.
SLT and appointed team lead to lead on setting up a working party to research outstanding practice in other schools and formulate a viable working model.
Working party to lead CPD/INSET in using the working model and to feedback on outcomes/research of best practice.
Staff to trial and evaluate working model.
All subject teachers to use assessment grids in pupil workbooks and folders as a standardised and consistent approach to teaching, learning and assessment practice.

Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
Evaluate current practice and teachers' current assessment grid formats.	Partially Completed/ Completed Look at and evaluate current use of assessment grids. Undertake learning walks, informal discussions and observations.	SLT and RS as BTEC lead. Spring Term 1	
Working party to be formed to research outstanding practice in other schools and formulate a viable working model.	Set dates and aims of meetings Staff to share exemplar working grids. Staff to undertake research of assessment grids in outstanding settings/settings with outstanding assessment	SLT and RS as BTEC lead. Working party members. Spring Term 1/2	

	practice (forming links with other schools) Working party to develop a working model.		
Team lead and working party to present model to staff.	Working party to lead CPD/INSET in using the working model and to feedback on outcomes/research of best practice.	SLT and RS as BTEC lead. Working party members. Spring Term 2	
Staff to trial and evaluate working model.	Subject leads/teachers to trial working model incorporated into next planned scheme of work.	All subject staff Summer Term 1	
Final, redrafted and agreed assessment grid format to be embedded into teaching, learning and assessment practice.	All subject teachers to use assessment grids in pupil workbooks and folders as a standardised and consistent approach to teaching, learning and assessment practice.	All subject staff Summer Term 2	

School Improvement 2017 to 18

Teaching, Learning and Assessment – Coaching and Mentoring – Further SIP area links: All Ofsted areas

Issue	Success Criteria	Longer Term Developments
The changing needs of pupils learning at Southall requires all staff to be upskilled in their teaching and learning provision including embedding the focus of the most complex needs	SLT/SMT to analyse CPD training and skill set of staff, as well as staff consultation on what areas they feel they need to develop SLT to use analysis of staff skills/voice to have 'experts' in different areas to coach and mentor staff as a 'staff buddy' and whole school training Staff coaches to monitor how mentoring skill is being implemented	An increase in pupils' meeting/exceeding their expectations Staff 'experts' who can share good practice within school as well as with outside agencies

	Staff to provide feedback on mentoring scheme and consider next areas for improvement		
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed			
<p>SLT/SMT to analyse CPD training and skill set of staff, as well as staff consultation on what areas they feel they need to develop</p> <p>SLT to use analysis of staff skills/voice to have 'experts' in different areas to coach and mentor staff as a 'staff buddy' and whole school training</p> <p>Staff coaches to monitor how mentoring skill is being implemented</p> <p>Staff to provide feedback on mentoring scheme and consider next areas for improvement</p>			
Activity	Tasks <i>Partially Completed/ Completed</i>	Responsibility & Timescale	Monitoring / Evaluation
SLT/SMT to analyse CPD training and skill set of staff, as well as staff consultation on what areas they feel they need to develop	SLT/SMT to look at training staff have attended, as well as have staff complete a skills audit to be evaluated – highlight staff 'experts' for different skills e.g. Makaton	SLT - Jan 2018	ES sent out skills audit to all staff in Nov 2017 – awaiting for all staff audits to be returned
SLT to use analysis of staff skills/voice to have 'experts' in different areas to coach and mentor staff as a 'staff buddy' and whole school training	SLT to pair/group staff to an expert Different experts to use meeting time/assembly time to provide training and support to their group	SLT - Feb 2018	
Staff coaches to monitor how mentoring skill is being implemented	Staff coaches to undertake learning walks, observation, book monitoring	Coaches - ongoing	
Staff to provide feedback on mentoring scheme and consider next areas for improvement	All staff to complete written documentation on coaching and mentoring programme SLT and all staff to set next steps for the coaching and mentoring programme (e.g. staff on rotation around different experts?)	SLT/all staff – ongoing	

School Improvement 2018 to 19

Teaching, Learning and Assessment – ICT Training

Further SIP area links:

Issue	Success Criteria	Longer Term Developments
<p>Until July 2016, we had one afternoon of support from an external company for teaching staff. One of the weaknesses of this setup was that if the member of staff is taught something on the Tuesday, then left for a week and they can't ask any more questions on the software/hardware until the following week. This runs term time only on a one to one basis, meaning some teachers only get training once a year. In 2017 we have done some training with new staff and we have implemented lots of new systems and done training. This year we would like to concentrate on older IT systems and re train.</p>	<p>Have all staffed trained up to a minimum standard and embedding ICT skills into their day to day life.</p>	<p>Have a ICT award for entire site.</p>

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
<p>Build a list of courses that could be offered to Staff.</p>	<p>-Work on a list of courses and get the IT Manager to train himself up on the software/hardware and write some manuals for a staff to be able to access.</p>	<p>JB</p>	<p>Some course content has already been created.</p>
<p>Build a time table to work out times and sessions to be spent with staff.</p>	<p>-Once a month offer after school training in the IT room on current and new pieces off software. Also push for a IT training session once a term. Also look in to Friday when assemblies are on to do training with staff.</p>	<p>JB</p>	<p>Lots of new IT systems have been put in to place so training has been concentrated on these. I am going to look at running course after School and on Thursday nights for staff to attend.</p>
<p>Find time to spend with new staff to</p>	<p>-Build a course to run with new staff so they are</p>	<p>JB</p>	<p>Support the induction process with new staff</p>

deliver IT training to new staff.	prepared to use all of Southall IT resources.		
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School Improvement 2018 to 19

Teaching, Learning and Assessment – Marking against outcomes	Further SIP area links: All areas
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Issue	Success Criteria	Longer Term Developments
Work scrutiny has identified that marking is not set out against the outcomes planned. Marking also remains inconsistent across the school.	Staff to understand how to write effective outcomes within their planning Staff to review current marking policy and to share ideas Marking guidelines to be shared across whole school New marking scheme used which reflects governments work load agenda and addresses marking against outcomes.	A marking system that can be adapted and flexible to meet the needs of all pupils.

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Staff to have training in writing effective outcomes based on Blooms taxonomy
 Staff to be confident in writing effective outcomes
 Working party established to distinguish a whole school marking approach
 Marking approach dis-emanated across the whole school
 Marking approach confidently used

Activity	Tasks Partially Completed/ Completed/not completed	Responsibility & Timescale	Monitoring / Evaluation
Staff to have training in writing effective outcomes based on Blooms taxonomy	Training on Blooms taxonomy Planning scrutiny to ensure staff are confident in identifying learning outcomes	LWJ / AW – Jan 2018 KSL and SLT – Feb 2018	
Working party established to distinguish a whole school marking approach	Working party established that reflects the needs across the school Working party to research effective marking within and out of school Working party to decide upon new marking guidelines	AM Jan 2018 March 2018 - AM	

Marking approach disseminated across the whole school	Book scrutiny identifies effective marking	July 2018 - AM	
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School Improvement 2018 to 19

Teaching, Learning and Assessment – Reading Further SIP area links: All areas

Issue	Success Criteria	Longer Term Developments
Southall school that reading is an important school that will prepare our pupils for adulthood. This year the English lead is clearly focussed on the reading agenda.	Ensure all pupils have access to a wide range of texts/ books Develop a Read Aloud program across the school for all Key stages Develop quiet reading slots School assemblies to incorporate regular literacy features and focus To forge links with parents and carers with regards to their child’s literacy and reading. To implement a “Drop Everything And Read” session across both key stages To encourage all Southall pupils to read different types of texts/authors To reassure pupils that adults read for pleasure too and therefore dispel the myth that reading is just for learning. To encourage peer literacy mentors on a whole school basis.	All pupils are engaged in reading at every level in all subject areas

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Each Classroom Library will contain books from a variety of genres, by a variety of authors and cover a wide range of potential areas of interest.

All pupils are aware of the range of books and facilities/activities available to them by Local Authority Library.

All pupils reading on a regular basis both in school and at home and evidence recorded in reading journals

Regular time spent reading aloud by the teacher. Pupils when questioned can demonstrate comprehension of texts read by teacher.

Regular quiet reading slot allocated in school day. All students to take part.

Parents/carers are aware of literacy activities within the schools

Pupil parent/carer literacy workshops organised throughout the year,

DEAR session set in school day and every pupil and member of involved during that time period

Boys engaged through Football League table challenge and comprehension sheets completed for each book read.

All pupils engaged in the reading challenge and corresponding data recorded.

Create a reading wall, (caught reading), in the hall, showing what books (child appropriate), adults in the school are reading and a short description of the plot and why they enjoy that particular text.

Implement “reader leaders” for each class across the school. RLs to be interviewed and nominated. Reader leaders to promote literacy within their class and help lead on whole school literacy events. Each subject to include and evidence literacy elements throughout planning and delivery of lessons.

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Classroom and whole school libraries to be established. Alongside this visiting local libraries.	Areas identified for reading within a range of environments Member of staff to be given additional hours to support the implementation and sustainability of libraries Classes to visit the local libraries.	AN and AM – Feb 2018 Tutors - ongoing	
Reading in the classroom is promoted through a range of strategies.	Tutors promote reading in the classroom through: Quiet reading Reading to adults Drop everything and read sessions Reading challenges Display board in the hall which promotes and reviews books	AN – March 2018	
Reader leaders are identified in school to promote reading and lead on whole school reading events	Reader leaders are interviewed and role/responsibilities are shared Read leaders plan World book day and other events	March 2018 - AN	
Reading sessions are incorporated into workshops to parents	Reading workshops are arranged for parents on a termly basis.	April 2018 - AN	
Reading is seen as all responsibility as is used within all subjects	CPD for staff to train how to incorporate reading within subject and how to deliver engaging reading sessions	April 2018 - AN	

School Improvement 2018 to 19

Teaching, Learning and Assessment – ICT curriculum

Further SIP area links: All areas

Issue	Success Criteria	Longer Term Developments
The ICT curriculum has changed due to the thematic approach in KS3 and the need to change ICT qualifications	Staff to be using all software within their curriculum areas Review and assess the new ICT curriculum offer IPads to have Apps installed linked to themes and curriculum outcomes	ICT is being confidently used within all subjects

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Audit the use of the current programmes offered on the system.
Audit the provision for the alternative groups in relation to ICT.
Success of the new BTEC qualification to be assessed and reviewed
New ipads to be purchased and installed with relevant apps.

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Audit the use of the current programmes offered on the system.	Identify which programmes are used most and need to be kept.	AW – Feb 2018	
Audit the provision for the alternative groups in relation to ICT.	Gain a full picture of the curriculum offered in these provisions and any potential flight path for qualification. This will also provide evidence of what programmes are needed to be installed on the new machines.	AW – Feb 2018	
New ipads to be purchased and installed with relevant apps.	Purchase new iPads Old iPads to given to tutor groups so that they can upload points in the reward system New iPads to have new apps installed	April 2018 – AW and JB	
Success of the new BTEC qualification to be assessed and reviewed	To assess student success and engagement in BTEC Review whether to offer an alternative qualification for the less able pupils	June 2018 - AW	

School Improvement 2018 to 19

Teaching, Learning and Assessment - Homework Solution

Further SIP area links: All areas

Issue	Success Criteria	Longer Term Developments
<p>Home work was set on our website, but this didn't act as a VLE it only acted as a place to download the documents. Also, the curriculum has changed meaning homework has been removed from the website for now and is being handed out as a work sheet. Each subject send out homework based on an individual subject basis</p>	<p>Core leads to work together to create a collaborative approach to setting homework.</p> <p>To explore and find a digital system online that allows students to access their homework offline. This system should allow students to download and upload and allow teachers to view students' progress.</p>	<p>Have all subject teachers setting homework on the new online system.</p>

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

To evaluate the current way in which homework is set
 Core leads to explore ideas in delivering homework in a collaborative way
 ICT manager explore ways in which homework can be shared on a digital platform
 To trial a digital system on which to share and set homework

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
<p>Look at what other Special Schools are doing regarding homework and have a word with the local authority to see if they have anything to offer?</p>	<p>Talk to the Bridge and Haughton to see if they have an online homework system. If not Talk to HTA and look at their system.</p> <p>Also talk to Andy Brookes to see what T&W are offering.</p>	<p>JB, AW and LW</p>	
<p>Core leaders to explore collaborative ways in which homework can be set</p>	<p>AF, AN, SH and AB to discuss ways in which homework can be set</p> <p>Share ideas with SLT</p> <p>Implement homework</p>		

Work out what subjects to start with regarding homework and get some test materials uploaded.	Once a solution is found start to add some test resources to see how it work. Also, SLT will need to be decided on what subjects will need to upload homework.	JB, AW, LW and SLT	
Support material will need to be written/screen captured for Students' Staff and Parents	Create support material for Students; Staff and Parents.	JB	
Review the system after a live running period.	Consider Call logs to see if there are any common issues. Ask for feedback via email of any issues or improvements of the Cover form.	JB	

School Improvement 2017 to 18

3.1 Personal Development, Behaviour & Welfare - Therapy

Further SIP area links: L&M

Issue	Success Criteria	Longer Term Developments
Develop an effective Therapy package across school. Training programme delivered to whole school or identified class groups / individuals	Team identify therapy needs across the whole school. Targeted and supportive interventions which are communicated to staff and parents. Training programme established	Potential for expansion of therapies offered and size of team. Close links with wider community.

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Effective referral system developed	Devise a simple but effective pupil referral system where pupils are signposted to the	Autumn term 2017	

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	appropriate support team.		
Team lead supported to establish regular team meetings by Line Manager	Assistant Head to set up regular team meetings to discuss referrals and sign post pupils to appropriate therapies or support.	Autumn term 2017	
Provision map established and therapy communicated to staff / parents	Whole pupil support Provision Map devised updating staff/parents of the support mechanisms in school.	Spring 2018	
Training programme delivered to whole school or identified class groups / individuals	Support teams to plan for and deliver workshops for whole staff. Support teams to work closely with tutor teams and individuals	Spring 2018	
Therapy team to develop and deliver training/networking sessions to parents			

School Improvement 2016 to 17

3.2 Personal Development, Behaviour & Welfare - Parents

Further SIP area links: L&M

Issue	Success Criteria	Longer Term Developments
To create events / activities to engage parents fully in Southall school life.	Parents positively engaged into a wide range of school life events & activities. To receive positive feedback from parent surveys.	To offer parents and other community partners clear opportunities throughout the year to engage in the life of the school. Well established PTA. Lifelong learning classes (numeracy, Literacy)

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Devise clear effective ways to inform & invite parents.
Fully established PTA
Increase opportunities for parents to be involved in school community.
Record the attendance of parents to events
Capture parental views through surveys
Provide parents with opportunities to get involved in school life.

Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
	Partially Completed/ Completed		

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SLT/Core leads to analyse parent engagement in activities from 2016-2017	SLT/Core lead to look at parent attendance and feedback from courses and activities during 2016-2017 – analyse data to create next steps for 2017-2018	SLT/Core lead - Dec 2017	
Clear calendar of events to which parents and larger community are invited, attendance recorded, and feedback analysed.	News letter and regular correspondence with parents about events and activities organised through school or PTA Invite visiting speakers & other community contributors where appropriate.	School & community officer Ongoing	Use twitter teachers to parents app & additional letters to inform. Attendance and feedback centralised by School & community officer
Fully establish PTA & Parent support group	Calendar of activities and events. PTA meetings held Further(more) events organised	PTA members Parents	Minutes of meetings List of community events.
Further promote and support delivery of parent learning classes	Links with Parent learning initiative and classes run. Promotion of activities to increase attendance	AB	Type of activities run & attendance.
Promote parental involvement through school library initiative	New school library/quiet room/research resource established and parents involved in using the space with their child	AN	
Core lead to engage parent voice and evaluate activities recommended	Core lead to create a questionnaire to distribute to parents	Dec 2017	AB created questionnaire to share with parents end of Autumn term 2017
Core lead to deliver recommended activities with the support of the Adult Learning Co-ordinator from Telford&Wrekin Council, and other external agencies	Core lead to organise sessions for parents to attend	Jan 2018-Dec 2018	AB arranging first course to be delivered after Feb half-term 2018

SLT/Core lead to monitor and analyse parent attendance and feedback from the courses and activities	Evaluate - formal and informal discussions, and questionnaires with parents, and parent attendance to courses and activities	SLT/Core leads – ongoing	
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School Improvement 2017 to 18

3.3 Personal Development, Behaviour & Welfare – Behaviour (Wellbeing/Nurture) Further SIP area links: L&M

Issue	Success Criteria	Longer Term Developments
Fully establish the well-being team role in supporting pupils in their approach to self, others and learning including mental health. Establish a Nurture Group and begin upskilling staff in Nurture principles Offer counselling	Reduction in number of exclusions Reduction in number of higher level incidents. Reduction in number of lower levels incidents (Behaviour log) Nurture group set up. Lead staff trained. Employ counsellor	Devise a behaviour learning programme which persistent offending students can benefit from. Nurture school status. Offer counselling opportunities for students

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

WBT supporting staff in behaviour management and behaviour learning of students
WBT supporting students through a behaviour learning programme
Establish Nurture group
Offer counselling

Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
Nurture group to become established in its systems and structures and begin rolling out nurture principles and practices to whole school	Partially Completed/ Completed Staff fully trained Schemes of work written Codes of conduct established Boxall Profiling conducted at regular intervals Staff reported back to and given targets and strategies of Nurture pupils in their group to work on. Build to express staff training	IT to write SOW on half termly basis IT/AK establish C of C IT/AK establish feedback meetings Angi Franklin CPD	

WBT to have the capacity to monitor behaviour through school systems and be pre-emptive in supporting behaviour learning with tutor teams.	Monitoring of School Pod, Impero and actual behaviours round school. Provide support packages (behaviour learning) for tutor teams to follow.	WBT All staff Ongoing	
Students are coached in behaviour learning	Students given strategies/opportunities to be positive contributors to the school community	WB Team Tutor teams SLT/MLT Ongoing	
Counsellor offering weekly sessions	Students have opportunity to discuss personal issues to counsellor.	AM Counsellor	

School Improvement 2017 to 18			
3.4 Personal Development, Behaviour & Welfare – Safeguarding		Further SIP area links: L&M	
Issue	Success Criteria	Longer Term Developments	
Strengthen the safe guarding policy, systems and processes.	Review of policy completed, with updates and additions included. Safeguarding built into staff CPD Implement safeguarding board initiative. Embed e-cadet initiative Pupils with poor attendance closely monitored Pupils on Modified Timetables closely monitored Highlight online safety	Implement safeguarding board initiative. Embed e-cadet initiative Reduce number of MTT pupils	
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed			
Constantly review policy & practice. Safeguarding team meet weekly to discuss issues Staff receive safeguarding training as part of CPD programme Implement e-cadet initiative whole school			
Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Training in safeguarding built into staff CPD programme	All staff complete training.	SLT All staff	Current practice is that staff receive their training online (Educare). However we are moving our practice to have one face to face training annually for all staff

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All classes have a trained e-cadet and regular meetings held	E-cadet programme re-designed to be more appropriate to the level and needs of our pupils	AW	
Policy and practice constantly reviewed and monitored	Safeguarding team meet weekly to discuss issues and update policy. Courses attended where appropriate and information shared.	DSL team	
Safeguarding board established	Regular meetings held and minutes feedback to SLT. Any actions taken.	ES/KG	
Poor attenders monitored and visits/letters/support in place for families	Monthly meetings to review attendance (EWO invited to attend) Actions taken by school (Pastoral Lead) or EWO.	Attendance Officer EWO AG Pastoral lead KG	Improvement in attendance Less pupils on below 90% register by end of year.
Pupils on Modified Time Table or excluded are monitored for safety	Random calls to check. Homework given and checked back in. Home visits Establish good parent/school links	Attendance Officer EWO AG Pastoral lead KG	Decrease in MTT and exclusions.

School Improvement 2017 to 18

3.5 Personal Development, Behaviour & Welfare – Pupil Achievement Further SIP area links: L&M

Issue	Success Criteria	Longer Term Developments	
Develop, implement and embed an approach where pupil achievements (additional to academic and EHCP) can be celebrated and recorded.	Develop a recording approach of student achievements Arrange celebration events to promote student achievements Embed a recording approach whole school	Embed a recording approach whole school	
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed			
Pupils recognised for all kinds of progress and achievement. System of recording achievement in place. Regular celebrations to recognise achievement established. Pupils incentivised by the system to achieve.			
Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
	Partially Completed/ Completed		

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Devise and implement a rewards for all system	Devise simple non-monetary reward system for pupil achievement. Develop a recording system Arrange celebrations to promote achievement	Spring 2018	Recording system in place.
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School Improvement 2018 to 19

3.6 Personal Development, Behaviour & Welfare - CPOMS

Further SIP area links:

Issue	Success Criteria	Longer Term Developments
We current hold lots of paperwork that is well organised via Pastoral Care Co-Ordinator. The problem is if the Pastoral Care Co-Ordinator is ever a way. Also records passed up from our main feeder school regarding Safe guarding information. Also, this was picked up in our safeguarding audit from the local authority.	To have imported all current students' data into CPOMS and have all the permissions set so that the correct people can access the data needed. Also, to have staff trained and using the system to its full potential.	To import all students' safeguarding information into one place and have all staff filling in there record of concerns online rather than paper. Also, to have all telephone conversations recorded online.

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
To visit our feeder school to see their digital online system they are using to record safe guarding.	Arrange a meeting with the Head Teacher Haughton school to see if our current paper system would work with CMPOMS.	Dec/Jan JB/KG	Had informal discussions about CPOMS to see how it works for them and if they would recommend the product.
Get the price for CPOMS.	Give CPOMS the number of students on role and get a price to see if this is a viable option.	JB	Have quote provided to us.
Get all the relevant information imported into CMPOMS	Find out the relevant information needed to set the system up and export it from School Pod	JB	

	and import it into CMPOMS.		
Set up permissions on what staff can access.	Talk to KG and work out who would need security keys to log in to CPOMS.	JB/KG	
Get all DSL trained up on the system and started to import some data.	Look in to the best way to import the data and ways to fill in the data and categorise it in the future.	JB/KG and DSLs	
Whole staff to received log on details.	Email should send out from CPOMS once staff details are imported.	JB	
Entire site training.	KG to lead, JB to support	KG/JB	

School Improvement 2018 to 19			
3.6 Personal Development, Behaviour & Welfare – Healthy eating		Further SIP area links:	
Issue	Success Criteria	Longer Term Developments	
The school actively promote a healthy lifestyle. We now want to recognise this through policies and achieving healthy school status	Review current practices and set these against healthy school status	Southall School to achieve Healthy School Status	
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed			
Review the planning for cooking and nutrition across the curriculum areas Parents to be aware of healthy food choices and life styles Healthy lifestyles are promoted through a range of subjects			
Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
	Partially Completed/ Completed		
Review the planning for cooking and nutrition curriculum offered	Name a member of staff as healthy eating lead Review Healthy eating across the school using the EATWELL plate	March 2018 April 2018	
School food policy to be in place that outlines what food and drink can be brought in from home and/or provided by school	Policy to be written by healthy eating lead	June 2018	

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Ensure all school staff are aware and comply with 2015 School Standards	CPD – staff meeting		
Ensure that the dining room menu is accessible for all	Current menu to be uploaded to website Parents to have copy of current menu Symbolised menu choices board to be implemented and accessible for all	April 2018 JB Kitchen /Admin March 2018 AT Spring term 2018	
Ensure that all pupil's packed lunches are in line with 2015 School Standards	Educate parents about healthy lunches	Parent workshops and pamphlets July 2018	

School Improvement 2017 to 18

4.1 Leadership and Management - Governors

Further SIP area links:

Issue	Success Criteria	Longer Term Developments
<p>The school does not have a full complement of Governors. The constitution is 11 and the school currently has 9.</p> <p>Some Governors are new to the role and, therefore, not fully skilled in post.</p> <p>Governors are not all playing an active role in school life.</p>	<p>The school has a full governing body in post.</p> <p>Governors are sufficiently skilled and have the knowledge to fulfil their roles fully.</p> <p>All governors are playing a more active role in school life. They will continually be feeding back to the full governing body.</p> <p>Develop skills and knowledge of all governors/SLT to challenge and audit a strategic financial efficiency. Establish short and long term financial picture.</p>	<p>All governors' posts are filled and can confidently and competently challenge SLT. All governors play a crucial role in the life of the school, meeting all stake holders including wider community. Governors and SLT are confidently and competently monitoring and evaluating, audit strategic financial efficiency considering short and long term future.</p>

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Recruit new governors

All governors given clear roles and responsibilities
 Governors come into school on a regular basis, supporting school improvement and events
 Governors are confident in supporting and challenging the Headteacher and the vision
 Governors are confident in challenging and auditing financial efficiency

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Recruitment of governors	<p>Promote the role of governor at a range of events</p> <p>Letters to parents asking for parent governor nominations</p> <p>Speak to governance about governor recruitment and consider re-constitution</p> <p>Recruit a range of governors</p>	<p>AM/SH/KJ ongoing</p> <p>AM/SH/KJ –</p> <p>AM/KJ –</p>	<p>There has been recent recruitment of governors with three new governors starting since September. However, due to two recent resignations there are currently two vacancies (one co-opted and one parent).</p> <p>Governors were available for parents to speak to at the parents evening in October.</p>
Governors to be upskilled in their roles	<p>Governors to receive an induction pack which outlines key useful information to help them induct into their role</p> <p>Governors to undertake a skills audit to outline where their skills are but also their needs for development. This can be used to identify any training needs.</p> <p>Governors to attend relevant training e.g. ‘The Role of a Governor’ or ‘The Role of the Chair’ to increase their knowledge of the role</p> <p>A work planner to be drawn up each term listing tasks which individual or groups of</p>	<p>KJ – ongoing</p> <p>KJ – ongoing</p> <p>KG – ongoing</p> <p>AM/SH/KJ – termly</p>	

	<p>Governors need to carry out.</p> <p>Governors to each be assigned an area of responsibility (e.g. finance, safeguarding, teaching and learning). They will be required to meet with relevant staff periodically about their areas of responsibility to learn more about the role.</p>	<p>To be co-ordinated from the work planner - ongoing</p>	
<p>Governors to play an active role in school</p>	<p>Governors to attend events at school such as parents' evenings or shows.</p> <p>Governors to attend meetings which are relevant to them.</p> <p>Sub-Committees are established (e.g. Policy Committee, Pay Committee) and various Governors are assigned to be members of these.</p>	<p>KJ to invite governors – ongoing</p> <p>KJ to invite governors – ongoing</p> <p>KJ to invite governors - ongoing</p>	
<p>Identified governors have the knowledge and ability to accurately provide challenge (e.g. to the Headteacher and vision, and to the financial efficiency of the school)</p>	<p>Governors receive relevant training to assist with this (e.g. Role of the Governor)</p> <p>Governors meet with relevant members of staff and LA officers (e.g. attendance at RAP Review meetings with LA officers, regular updates with Headteacher, meetings with SBM re finances)</p> <p>Governors regularly attend Full Governing Body meetings and sub-committees as required, having read the papers in advance to allow for questioning and appropriate challenge.</p>	<p>KG to arrange – ongoing</p> <p>AM/SH/KJ to invite as appropriate – ongoing</p> <p>KJ to co-ordinate distribution of papers - ongoing</p>	

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School Improvement 2017 to 18			
4.2 Leadership and Management – Deployment of TAs		Further SIP area links: All Ofsted areas	
Issue	Success Criteria	Longer Term Developments	
The staffing structure to be secure to allow the effective use of TAs to enhance pupil progress; maximising the use of CPD to upskill all staff.	<p>Staff to evaluate the use of TAs in lessons.</p> <p>SLT to analyse the evaluation and provide CPD to close the gaps in skills and effective use of TAs.</p> <p>SLT and core leads to monitor the use of TAs in lessons through formal/informal observations and learning walks</p>	Analyse pupil progress for increase in meeting/exceeding expectations, as a result of a more effective deployment of TAs	
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed			
<p>Staff to evaluate the use of TAs in lessons.</p> <p>SLT to analyse the evaluation and provide CPD to close the gaps in skills and effective use of TAs.</p> <p>SLT and core leads to monitor the use of TAs in lessons through formal/informal observations and learning walks</p>			
Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
Staff to evaluate the use of TAs in lessons.	<p>Partially Completed/ Completed</p> <p>All staff to complete reflective report/questionnaire on how TAs are used in lessons</p> <p>Staff to provide written recommendations and strategies on how TAs could be deployed more effectively</p>	SLT, all staff Jan 2018	

SLT to analyse the evaluation and provide CPD to close the gaps in skills and effective use of TAs.	<p>Share findings with all staff from staff consultation on the deployment of TAs</p> <p>Deliver CPD during meeting times/twilight/assembly to support staff in the areas highlighted from staff consultation</p> <p>Staff to implement strategies into lessons</p>	SLT/all staff– Jan 2018-July 2018	
SLT and core leads to monitor the use of TAs in lessons through formal/informal observations and learning walks	Undertake observations and learning walks focusing on the deployment of TAs and pupil progress	SLT/SMT – Ongoing	

4.3 Leadership and Management - GDPR		Further SIP area links:
Issue	Success Criteria	Longer Term Developments
<p>The EU’s General Data Protection Regulation (GDPR) will apply from 25 May 2018, when it supersedes EU member state implementations of the 1995 Data Protection Directive (DPD). The UK Data Protection Act 1998 (DPA) will be superseded by a new DPA that enacts the GDPR’s requirements.</p> <p>The new law marks a wide-reaching and significant shift in the way that organisations must protect personal data. It grants data subjects many new rights, including the right to judicial remedy against organisations that have infringed their rights, and requires organisations to adopt “appropriate technical</p>	<p>To make sure that Southall School is fully GDPR complaint. Everyone in Southall School understand their roles and responsibility’s regarding GDPR and the importance.</p>	<p>Keep everything up to date against GPDR Regulation.</p>

and organisational measures” to protect personal data. It also introduces mandatory data breach reporting.			
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed			
Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Make sure that SLT is aware that the data protection law is changing to GDPR and appreciate the impact this is likely to have. Identify areas that could cause compliance problems under GRPR and record these on a risk register.	Talk about GDPR at SLT and decide on the main stake holders. Do a risk audit on personal data, where it is held and who holds it Using GDPRiS Free resources.	JB and SLT JB and SLT	
Start to review the management and direction for data protection compliance in framework of policies and procedures. Review compliance with data protection policies and regularly review effectiveness of data handling/processing activities and security controls. Southall has reviewed and started a need based data protection training programme for all staff.	Follow resources provided and for someone to take lead and learn all about GDPR.	JB JB	
Southall has documented what personal data we hold and where it came from and whom it is shared with. Southall has planned to work with our data processors to conduct an information audit	GDPRiS provides a Supplier Product Directory.		

across the organisation to map data flows.			
<p>Implement appropriate technical and organisational measures to show you have considered and integrated data protection into your processing activities</p> <p>Making sure the School understands when you must conduct a Data Protection Impact Assessment and has processes in place to action this.</p> <p>Southall has a DPIA framework which links to your existing risk management and project management processes.</p>			
<p>Decided on a Data Protection Lead in School.</p> <p>Decide on a Data Protection Officer (DPO)</p>	<p>Finding a DPO that doesn't have a conflicted of interest of a data breach.</p>	JB	
<p>Southall has reviewed the distinct types of processing and data processors carry out.</p> <p>Southall have identified its legal basis for processing activities and documented this.</p> <p>Southall has explained its legal basis for processing personal data in our privacy notices.</p>	<p>GDPRiS provides a Supplier Product Directory.</p> <p>IT Manager to fully research the full meaning of these and find examples.</p>	<p>JB</p> <p>JB</p>	
<p>Southall has reviewed how you seek, record and manage consent</p>	<p>GDPRiS provides a Documents & Training area.</p>	JB	

<p>where required, ensuring your school has systems in place to obtain child, Parent or guardian consent.</p> <p>Southall has reviewed and communicated updated privacy information in a clear plain way that a child will understand.</p>	<p>IT Manager to fully research the full meaning of these and find examples.</p>	<p>JB</p>	
<p>Southall has published and communicated its revised privacy notices.</p> <p>Southall has checked it procedures to ensure that we can deliver the rights of individuals under GDPR.</p> <p>Southall has provided all updated policies to the governing body for approval.</p>	<p>GDPRiS provides a Documents & Training area.</p> <p>IT Manager to fully research the full meaning of these and find examples.</p>	<p>JB</p> <p>JB</p> <p>JB</p>	
<p>Southall has reviewed its procedures and has plans in place for handling requests from individuals for access to their personal data within the new timescales outlined in the GDPR.</p> <p>Southall has reviewed its procedures and has plans in place for how you will provide and additional information to requestors as required under the GDPR.</p> <p>Southall has implemented appropriate procedures to ensure personal data</p>	<p>GDPRiS Monitors & Manages Data Protection</p> <p>IT Manager to fully research the full meaning of these and find examples.</p>	<p>JB</p> <p>JB</p> <p>JB</p>	

<p>breaches to the ICO where the individual is likely to suffer some form of damage e.g. through identity theft or confidentiality breach, and within the new timescales under GDPR.</p> <p>Southall has mechanisms in place to notify affected individuals where the breach is likely to result in an elevated risk to their rights and freedoms.</p>			
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ICT - School Pod		Further SIP area links:	
Issue	Success Criteria	Longer Term Developments	
<p>We have been using School Pod as our MIS and has been very success full so far. Here are some of the things we achieve in 2017:</p> <ul style="list-style-type: none"> • Online Registration • Staff/Student details stored • Annual Reports • Timetable • Cover • All our behaviour and physical restraints • Racist/Homophobic form 	<p>Moving forward we would like to add the following to the system:</p> <ul style="list-style-type: none"> • Positive reward system • Digitalise Cover slips • Teachers to parent's app • Parents evening 	<p>Consider the needs of the School in the future and see what School-Pod have added to there system to see if there is anything that would benefit Students, Staff or Parents.</p>	
<p>Targets: Not Achieved / Partially Achieved / Achieved or Surpassed</p>			
Activity	Tasks	Responsibility & Timescale	Monitoring / Evaluation
<p>Show School Pod Default Reward System.</p>	<p>Partially Completed/ Completed</p> <p>IT Manager, KS3/KS4 lead and assistant head to meet for the IT Manager</p>	<p>JB, AW, LW and ES</p>	

	to show them how the reward system would work with in School Pod.		
Get all the information to School Pod to build the reward system.	All information to be gathered on how many points are allowed each lesson, what award the points add up to and what happens when Students' hit their goals. Also provide School Pod with template emails and Certificates that will be generated.	JB, AW, LW and ES	
Test this is beta stage	Test the first build that has been provided from School Pod and send any snagging items over to them.	JB	
Staff training	Arrange for whole staff training and make it clear the value of the points. Also make some resources for staff to take away as training notes to look back on.	JB, AW, LW and ES	
Review the system after a live running period.	Consider Call logs to see if there are any common issues. Ask for feedback via email of any issues or improvements of the Reward system.	JB, AW, LW and ES	
Digitalise Cover slips to stop paper once from going missing and to inform people at the same time.	Send current cover slip to School Pod and ask them if they can build a digital copy online.	JB	
Review the new revised cover slip that has been created.	SMT and Cover Manager to look at the slip that has been created for cover and work out any changes and send these back to School Pod.	SMT and DT	PowerPoint has been created.
Testing of new form	Test the form to see how it works and make sure that it notifies the correct people.	JB and DT	
Staff Training and going live.	Quick demo of the form on a Thursday night	JB and DT	

	training and set a go live date.		
Review the system after a live running period.	Consider Call logs to see if there are any common issues. Ask for feedback via email of any issues or improvements of the Cover form.	JB and DT	
Consider the Teachers to parent's app	See what benefit this would have for the school and the parents. After doing research present this at SMT.	JB and SMT	
If the benefits of: Direct Messaging Noticeboard Term Calendar Then get this setup with School-Pod and insert the relevant information.	Benefits of the app: Currently over 95% of parents, guardians and carers use a smartphone, and our app provides a simple platform of communication for schools. Since 2016 most people now access the web with their phone rather than a computer, with Teachers2Parents your phone can become the hub for all school information.	JB and CR	
Launch the App to all parents and Staff.	Send Text to all parents with information and a guide on how to set the Teachers2Parents app up.		
Review system from feedback and problems.	Try and fix any issues with the app working with School-Pod and review anything that will be needed adding to the app.	JB	
Review the Parents Evening online booking system and bring a demo to SMT.	Consider if there is a need for this system and if there are any benefits to using it.	JB and SMT	
If this the Parents Evening online booking system is something Southall School wants to use, then set it up with all the current	Contact School-Pod and get this setup. Get Guide typed up for parents to use. Work out the best solution for Parents with	JB	

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information we hold on School-Pod.	limited IT knowledge or don't have access to a Smart Phone\PC\Laptop or tablet.		
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School Improvement 2018 to 19

ICT - E-safety Viewing System		Further SIP area links:	
Issue	Success Criteria	Longer Term Developments	
The amount of IT devices is growing rapidly. We are now on 280 devices so it's important to make sure that we have outstanding precautions, monitoring and teaching Students, Parents/Carers, Staff eSafety	To take a whole school approach on monitoring eSafety in school to keep student safe and entire site to be eSafety aware.	To be rated Outstanding by Ofsted in eSafety.	
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed			
Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Review Impero and see if this is the best solution for Southall School.	-Look at different solutions to see if there is a better fitted solution for Southall School. It needs to be easy for the end user to use.	JB	Working closely with the council as all schools are using Impero. New product on the market and working closely with T&W.
Work with Senso to create the solution we need at Southall School.	We are currently working with a company called Senso that have a cloud basics product. They have taken away what we need, and they are looking how they can build this in to there new system. We are currently covered via Impero but considering making the user viewing the screen captures life easier.	JB	Comparing Senso against Impero.
Re Train Whole site on the system chosen via the local authority. Teaching staff the basics of monitor live thumb nails. This will cover a whole site approach to eSafety.	-Re-book entire site training for staff on a Thursday night. Check that any support material is up to date.	JB	Wait until the chosen software provider is in place in April 2018. Working closely with new provider to custom build a new solution for us.
Look in to training more staff to go through the screen capture's.	-Have a talk with the Head Teacher to see who would be best to have as a second person viewing staff & student captures.	JB	We have talked about this and want to consider getting Kerry looking at Students' captures.

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Review the Southall eSafety policy to see if it matches what we are doing.	-Currently the eSafety policy matches what we are doing but this will need to change if a new software is put in place.	JB	
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School Improvement 2018 to 19

Folder Structure T drive Further SIP area links:

Issue	Success Criteria	Longer Term Developments
The file layout of network drives at Southall school are difficult to navigate. Also, an issue of documents only being able to be accessed on a computer that's connected to the Telford and Wrekin network.	To restructure network drives for all staff to be able to navigate around the system and find the relevant data needed.	Staff to be able to access network documents from any device with a network connection.

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Meeting for SLT and Key stage leaders to plan the layout.	-Meeting to take place to arrange folder structure. -Folder structure to be discussed with staff. -Work out what data needs to be moved and what data that needs to be archived. -Work out a permissions structure on who can make folders in what location. -Work out how old data can be accessed.	SLT SLT JB & SLT JB	New folder system created. Staff consulted. Now awaiting to launch and exploring whether this should be in office 365 or carry on with current system due to data protection risks.
Get Office 365 setup enabling access to OneDrive and SharePoint.	-Arrange for this to be set up by T&W the network providers. -Provide documentation of folder structure to T&W	JB JB	SLT have completed 365 training All in place just waiting on data protection agreement
Get whole site running Windows 10 so that OneDrive & SharePoint drives map successfully.	-Arrange meeting with T&W to allow us to deploy Windows 10. -Deploy Windows 10 build to test machines.	JB JB JB	Whole site deployment of windows 10 on school hardware. Staff are interfacing positively

	<ul style="list-style-type: none"> - Test all Software used at Southall with Windows 10. -Brand Windows 10 with Southall logos & Backgrounds. -Have a better testing group of around 10 machines and iron out any bugs. -Offer training to staff if needed on Windows 10. -Work out deployment plan in small numbers and request feedback to make sure user is happy. -Action the deployment. 	<p>JB</p> <p>JB</p> <p>JB</p> <p>JB</p> <p>JB</p>	
Rebuild and design of the Southall intranet page. This will only be able to take place once all the data has moved to SharePoint.	<ul style="list-style-type: none"> -Arrange for T&W to come out and talk about building the intranet page. -Talk to staff on what their requirements are. -Get the internet page built and tested via staff. -Arrange swap over of old Intranet page to the new Intranet page. -Keep on taking feedback from staff and fine tuning. 	<p>JB</p> <p>JB</p> <p>JB</p> <p>JB</p> <p>JB</p>	Linked in with Office 365 See above
Training for Staff on Windows 10, SharePoint & OneDrive and new layout of intranet page.	<ul style="list-style-type: none"> -Training to be delivered with tips and tricks to help with day to day use. - Support guides to written and left on the Intranet page for staff. 	<p>JB</p> <p>JB</p>	See above

School Improvement 2018 to 19		
ICT - IT Qualification	Further SIP area links:	
Issue	Success Criteria	Longer Term Developments
The school is ICT rich with staff using Technology in the classroom for all subjects. We currently don't have any awards to credit the hard work that the school does.	Have IT accreditation for Southall School.	Look if there is a complementary IT accreditation we could go for.
Targets: Not Achieved / Partially Achieved / Achieved or Surpassed		

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Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Find a suitable qualification that suits all stakeholders.	-Look in to the different qualifications that we can apply for and what suits the School best.	JB	
Look at all the assessment criteria and work out what evidence we already have and what we need to do.	-Review the assessment criteria.	JB	
Look at submitting the evidence and booking an assessor to get the qualification.	-Make sure the evidence has been collected from all relevant stakeholders. -Make sure the evidence is all in one central location.	JB JB	

School Improvement 2018 to 19

ICT - IT links with Feeder School

Further SIP area links:

Issue	Success Criteria	Longer Term Developments
Currently we have no links with our feeder school Haughton Primary and we feel that we could share our IT knowledge of software and Hardware.	To arrange monthly meetings regarding their IT development and systems that they already have in place and benefit for each other's experiences.	Looking into using the same MIS systems so that transaction of data is smoother. We could even look into supporting Haughton full time with IT support.

Targets: Not Achieved / Partially Achieved / Achieved or Surpassed

Activity	Tasks Partially Completed/ Completed	Responsibility & Timescale	Monitoring / Evaluation
Arrange a meeting between Haughton & Southall.	Go and view Haughton and get Haughton to visit Southall School.	JB	
Work out how we are going to build IT links between Haughton & Southall.	Arrange monthly meetings and take it in turns to go to each other's School. Meetings could be with IT Tech/IT Co-ordinator/SBM/Head teacher. (Anyone with an interest for the Schools ICT).	JB	

