

School Improvement Plan

SOUTHALL SCHOOL – AUTUMN TERM 2021

Headteacher: Mrs A Martin
SOUTHALL SCHOOL, OFF ROWAN AVE, TELFORD, TF4 3PX



Contents

Introduction	Page 3
SIP Poster	Page 7
Quality of Education	Page 8
Behaviour and Attitudes	Page 20
Personal Development	Page 22
Leadership and Management	Page 32

The School Improvement Plan (SIP) explained

A high-quality SIP has the following benefits:

- It allows the whole school community to understand the school's vision
- It provides everyone with a clear understanding of the school's goals and how they will be achieved
- It contains timescales for implementation to ensure accountability
- It allows the school to determine how to effectively use resources to meet goals
- It helps the school to budget and determine spending priorities
- It clarifies the key priorities the school believes are the most important to address at this time

We constantly review everything we do based on assessments, observations, feedback and the needs of our pupils. These reviews help us to identify priorities and form the core of our SIP.

We believe it's important to allow everyone the chance to contribute ideas for school improvement. We seek staff and pupil voice to determine our next steps. The SIP is also developed by a range of people.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days are planned to enhance teaching and learning and individual performance.

Priorities are aligned to the Ofsted framework, which ensures we focus on the most important priorities for total school improvement.

Once the SIP is agreed, we review it on a termly basis to ensure we are meeting expectations and are on course to deliver our promises.

Our vision

‘Branching out to new horizons’

Our aims

- Helping each student develop their academic, social and practical abilities to their highest level.
- Helping each student achieve self-confidence, initiative and independence.
- Providing a caring, sharing and learning school community with relationships based on mutual trust and respect.
- Providing a stimulating and exciting curriculum, that enables pupils to experience different educational, work-related and real-world environments.
- Encourage pupils to take responsibility for their own learning and behaviour and to be a positive contributor to the school community.

Our values

At Southall, we also believe there are important values that all of our pupils will take with them when they move on to further education, work placements, the community and home. They are:

Southall Values

Include everyone in learning and have fun together.

Be kind to everyone and everything.

Listen to each other.

Work hard in every lesson and let everyone else work hard too.

Help each other.

The school's context

The school is a secondary special school for pupils aged 11 to 16 years. The school is designated as complex needs and therefore pupils can have needs across the 4 areas of SEND (cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory). The primary area of need of most of the pupils is moderate learning difficulty.

Demographics

As a school we are over subscribed as our PAN is 160. In September 2021 our number on roll is 179.

Gender	Boy 72.62 % (130) Girl 27.37% (49)
Pupil Premium	55.86% (100)
Free School Meal	50.27% (90)
Looked After Children	3.35% (6)
Ethnicity	White British 81.56% (146) Indian 1.67% (3) Bangladeshi 0.55 % (1) Pakistani 5.02% (9) Black European 1.11% (2) Black African 0.55 % (1) White European 0.55% (1) White / Asian 1.67% (3) White / Black African 1.67% (3) White / Black Caribbean 2.23% (4)
Moderate Learning Difficulty	87.7 % (157)
Severe Learning Difficulty	7.2% (13)
Autism (diagnosis)	29.05% (52)
Physical difficulty	7.8% (14)
Social, emotional and mental health	11.73% (21)

Ofsted

We were judged as 'good' by Ofsted in July 2019. We are currently working hard to reach 'outstanding'. The key areas identified to develop further are:

- Further improve the quality of leadership by:
 - ensuring that middle leaders are consistently driving improvements in their areas of responsibility
 - ensuring that information is used well to give leaders and staff a clear overview of what they need to do to meet their key priorities
 - evaluating, refining and embedding strategies for improvement so that they help leaders to continue to develop high-quality provision in the school.
- Improve the quality of education by taking further action to ensure that:

- – teachers consistently use assessment information to plan activities that help different groups of pupils make strong progress
- – staff help pupils to develop a love of reading for pleasure

Pupil outcomes

Please refer to the pupil outcome document for 2020 to 2021

Significant changes

- Southall School will be leading an off-site specialist hub in collaboration with Telford Langley School with a PAN of 8.
- Changes within the senior leadership team due to maternity leave (Assistant Head Teacher in Dec 2021).
- 1 member of staff on maternity leave (Teaching Assistant)
- Working with the local authority to reduce and then stabilise pupil numbers
- Ensuring accessibility is high priority due to the number of pupils with a physical need which is has resulted in a multi-phase building development. Phase one to be completed by September 2021
- Planning for pupils who have met age related expectations and extending GCSE offer.

Quality of Education	Behaviour and Attitudes
<p>To review and expand the qualification offer.</p> <p>To review and develop the curriculum structure (whole school).</p> <p>To review and develop the Science curriculum with a focus on complex needs.</p> <p>To incorporate and embed the maths mastery approach</p> <p>To improve progress and attainment in English.</p> <p>To extend the qualification offer in English</p> <p>Development of the complex needs curriculum ensuring clear sequencing and continuity from key stage 3 to 4.</p>	<p>To improve persistence absence post Covid</p> <p>Development and implementation of positive behaviour support (PBS) plans</p> <p>To raise awareness across the whole school on peer-on-peer abuse</p>
2021 School Improvement Plan	
Personal Development	Leadership and Management
<p>Review and implement changes on marking.</p> <p>Review and develop the PSHE curriculum</p> <p>Continue to ensure the Outdoor environment and curriculum is accessible for all.</p> <p>Review and embed a communication package which is appropriate and inclusive for all.</p>	<p>Development and implementation of the hubs</p> <p>Due to vacancies ensure that we have a full governing body who can offer challenge and robust monitoring.</p> <p>To ensure pupils and staff are able to recover from the pandemic – wellbeing, mental health and learning</p>

School Improvement 2021				
Ofsted Area: Quality of Education – Qualification offer		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue			Expected Impact	
As we are seeing a range of pupils needs stretching from developmental levels to age expected at Key Stage 4 we need to ensure that our qualification offer meets the needs / requirements of all pupils.			A qualification offer where pupils are able to achieve the best they can and are able to take the next steps to further education.	
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Expansion of the GCSE offer to include GCSE English Language	CG / Adam / Laura Oct 21 Termly Ongoing Termly Ongoing	Identification of pupils targeted for GCSE Long-term planning produced Termly qualification support meetings Data triangulation to monitor effectiveness		
Establishing curriculum pathways to ensure qualification provision and end points are clearly identified.	Adam / Laura / Alex T Oct 21	Curriculum leads to re-organise planning into Complex, Entry Level and GCSE provisions.		
Review of whole school curriculum organisation to ensure that the Complex, Entry Level and GCSE pathways are closely aligned where appropriate.	Adam / Laura / Amanda / Alex T Oct 21	Long-term planning reviewed by curriculum leads. LTP monitoring for synergy of pathways Curriculum leaders discussion		

	Nov / Dec 21	to outline curriculum intentions / structure.		
	Spring Term	Actions agreed and carried out as required		
Review of qualification long-term planning to ensure the most useful information is being taught in a logical sequence.	Adam / Laura / Options Leaders	Collation of existing LTP's.		
	Sept 21	Training on LTP documents for CL's.		
	Oct 21	Long-term planning reviewed by curriculum leads.		
	Nov 21	LTP audit by SLT / MLT.		
	Dec 21	Curriculum leaders discussion to outline curriculum intentions / structure.		
	Spring Term	Actions agreed and carried out as required		
Identify opportunities to build pre-requisite qualification knowledge in the existing KS3 curriculum – maximising these learning opportunities.	Adam / Laura / Amanda / Options Leaders	Training on LTP documents for CL's.		
	Oct 21	Long-term planning reviewed by curriculum leads.		
	Dec 21	Identification of KS3 curriculum areas that may feed into more 'standalone options'.		

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

	Feb 22	Joint planning opportunities to identify teaching opportunities in KS3 and maximise impact into KS4.		
Final Impact				

School Improvement 2021				
Ofsted Area: Quality of Education – Curriculum Offer		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
In School we are encountering more pupils who are able to work outside their identified curriculum pathway that have ‘spiky profiles’. The curriculum structure needs reviewing at whole school and subject level to ensure that all pupils are stretched appropriately in each pathway.		A curriculum offer in each subject that allows movement between each pathway to best meet individual needs. Curriculum areas to be sequenced to ensure that any pupils moving between pathways still access the full subject curriculum.		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Establishing curriculum pathways to allow pupils to successfully transition between qualification levels	Adam / Laura / Amanda / CL’s	Collation of existing LTP’s Training on LTP documents for CL’s.		
	Oct 21	Curriculum leads review and re-submit LTP’s on approved template.		
	Oct 21	LTP monitoring for synergy of pathways.		

	Nov / Dec 21	Monitoring of KS3 curriculum to ensure thematic approach is enhancing curriculum, not driving it.		
Review of whole school curriculum organisation to ensure that the Complex, Entry Level and GCSE pathways are closely aligned where appropriate.	Adam / Laura / Amanda / Alex / CL's Oct 21 Nov / Dec 21	Long-term planning reviewed by curriculum leads. LTP monitoring for synergy of pathways Curriculum leaders discussion to outline curriculum intentions / structure.		
Production of curriculum mapping documents that clearly outline key knowledge and skills required for each pathway in order to successfully reach identified end-points.	Adam / Laura / Amanda / Alex / CL's Feb 22	Curriculum Map produced. Key knowledge / skill identified Curriculum end-points determined.		
Production of curriculum overview document	Adam / Laura / Amanda / Alex / CL's Jun 22	Curriculum overview produced, demonstrating how the curriculum map will be delivered.		
Identify opportunities to build pre-requisite qualification knowledge in the existing KS3 curriculum – maximising these learning opportunities.	Adam / Laura / Amanda / Options Leaders Oct 21 Dec 21	Training on LTP documents for CL's. Long-term planning reviewed by curriculum leads. Identification of KS3 curriculum areas that may		

	Feb 22	feed into more 'standalone options'. Joint planning opportunities to identify teaching opportunities in KS3 and maximise impact into KS4.		
Final Impact				

School Improvement 2021				
Ofsted Area: Quality of Education – Science		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
Maintaining good progress in science, including finding the best assessment packages for all Key Stage 4 science students and review of the complex curriculum.		More motivated, successful students and staff.		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Specialist science TA's induction	AB	Relevant science CPD	Positive start to new role	First half of technician course attended summer 21
Shorter KS4 streamed lessons to embed	AB	Assessment results, feedback from students and staff		
Overview of KS4 complex change of curriculum, review of long term plans to promote good progress between different accreditation pathways	AB/Alex Taylor (AT)	Feedback from students and staff		
Embed CREST awards for suitable students	AB/LWJ/AT	Feedback from students and staff	3 certificates gained by	

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

		Awarding of certificates at the appropriate level	those unable to complete WJEC/AQA courses in summer 21	
Develop teaching of WJEC Entry Pathways Science	AB/LWJ	Feedback from staff and students	HB y11 students gained EL2 in summer '21	
Keep up to date with issues relevant to primary science to maintain and develop enthusiasm for science at KS3	LWJ	T & W CPD		
Keep up to date with issues relevant to secondary science to maintain and develop enthusiasm for science at KS4	AB	Discussions at AQA/UCS secondary science CPD	Heads of Science Meetings improved confidence with GCSE TAG	
Moderation of KS4 TDAs (AQA) and WJEC work	AB/LWJ	Feedback from exam boards, use of TOLS, minutes of internal moderation meetings	Grades for WJEC/GCSE confirmed by exam boards	

School Improvement 2021	
Ofsted Area: Quality of Education – Maths	Further SIP area links:
Governor Monitoring Autumn	
Governor Monitoring Spring	
Governor Monitoring Summer	
Issue	Expected Impact
<p>Maths Mastery teaching and training was curtailed due to Covid-19 with a reduced number of staff and pupils in school and the move to remote learning. Embedding mastery in school can only take place when school returns full-time. Impact of Mastery has therefore been limited but staff and students have at least, had a 'taster'. Impact cannot be quantifiably measured until embedding has taken place (probably Summer 2022 assuming a full teaching and learning year 2021-22).</p> <p>Although maths data suggests students are making expected progress in Mathematics at Southall School it is recognised that there are many gaps in student knowledge. This is made</p>	<p>Students will require less interventions in later years as Maths Mastery teaching will develop their conceptual understanding and fluency in maths in earlier years, increasing confidence and allowing access to a higher level of mathematics. A consistent approach in the teaching of mathematics should also be seen throughout the school.</p>

<p>especially apparent when students attempt accreditation in their later years at the school. The school has therefore committed to the development of Maths Mastery within the school over the next 5 years. This will require the training and development of teaching staff in Maths Mastery and the development of a new curriculum with associated resources.</p>				
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Maths mastery lead teacher development CPD	<p>6 sessions completed on embedding mastery 2020-2021 by AF and HY.</p> <p>Sustaining mastery sessions yet to be announced for this year but 2-3 maths teachers to take part in sessions in 2021-22</p>	HY/AF/EB	Lead school training and development in Maths Mastery	
Curriculum and resource development	<p>Teaching sequences by outcome developed and related to appropriate resources.</p> <p>Use of and reflection on new teaching pathways and resources.</p>	<p>Appraisal of systems and resources by teaching staff.</p> <p>Spring 2022.</p>		
Entry Level and GCSE Accreditation	<p>Identify possible GCSE students based on Entry Level accreditations in earlier years to allow more students to access GCSE teaching and possible GCSE accreditation.</p>	AF	GCSE topics being used with Year 7/8 classes. GCSE teaching extended to Year 9/10/11.	
SEND Maths Hub workgroup for Shropshire, Hereford	<p>In conjunction with other schools,</p>	2 teachers	Measure impact on	

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

Telford and Wrekin and Wolverhampton	investigate mathematics delivery and teaching across the SEND population in the regions.	1 meeting each term.	individual student and whole class learning.	
Whole School training in Maths Mastery	All staff to observe Maths Mastery lessons and introduced to principals of Mastery	AF/HY/E B	On-going	
Final Impact				

School Improvement 2021				
Ofsted Area: Quality of Education – English		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
<p>Pupils with complex needs are not currently working towards a subject specific accreditation in English.</p> <p>More able pupils are not currently working towards a GCSE in English Language.</p> <p>Covid has negatively impacted the progress some pupils have made in their reading skills.</p> <p>Whilst reading has been a priority in school an improved structure is needed to provide a targeted offer for all pupils throughout the school.</p>		<p>All pupils will be offered a consistent, clearly sequenced pathway in English.</p> <p>This will ensure all pupils are receiving consistent, high quality learning opportunities to develop and deepen their functional communication, reading and writing skills.</p> <p>All pupils will work towards suitably challenging accreditation.</p>		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Review the complex English curriculum and accreditation at KS4.	CG, HB, AT	Discussion and feedback		

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

Develop long term planning to align complex and scaffolded groups	CG, AT, MB,	Discussion and strategic planning.		
Develop planning, resourcing, and teaching of WJEC Entry Pathways English	CG, HB, AT, JH, SH	Collaborative planning, monitoring planning and work produced by pupils		
Offer GCSE English Language for pupils that have achieved Entry Level 3 at KS4.	MB & CG	Discussion during weekly meetings, monitoring planning and pupils work		
Moderation of WJEC Pathways, GCSE and existing WJEC entry level work/ tests.	CG, MB, HB, AT, JH, SH, AS	Internal moderation meetings		
Tutor teams to test Salford and phonics reading scores at the start of the academic year.	CG, AS (Supported by tutor teams)	Testing, Collating data, Analysing the data		
All students to be banded based on reading data. Intervention to be identified and delivered, to further improve their reading skills.	CG to lead AS, MC to assist delivery. Tutor teams to support.	Criteria identified, Pupils banded, strategies identified and resourced, Tutor teams to ensure interventions are being facilitated.		
Provide a reading lesson for pupils in yr 7-10 each week, in addition to English lessons (4 times a week).	CG/ MB	To be added to timetable 2021-22 Planned and delivered to meet the needs of the children in the groups.		

Final Impact

--

School Improvement 2021

Ofsted Area: Quality of Education – Complex needs curriculum

Further SIP area links:

Governor Monitoring Autumn

Governor Monitoring Spring

Governor Monitoring Summer

Issue	Expected Impact
<p>To review the relevance and suitability of the complex needs curriculum across both Key Stage 3 and 4 in light of our continued increase in our number of students with complex needs.</p> <p>Ensure that the complex needs curriculum is fit for purpose, cohesive and consistent in its approach across both Key Stage 3 and 4 and that it aligns with pathways in scaffold classes as best as possible.</p> <p>Review qualifications offered at Key Stage 4 to ensure that we are offering appropriate routes for all of our learners with complex needs to enable them to achieve their full potential. This should also incorporate bespoke curriculum adaptations / modifications.</p> <p>To liaise with KS2 and College provisions to better understand how we can best meet the needs of our learners with the most complex needs.</p>	<p>It is hoped that by reviewing the complex needs curriculum across both Key Stage 3 and 4, we will identify a clear pathway and progression route which is relevant, meaningful and purposeful to all students and runs seamlessly between both Key Stages.</p> <p>By ensuring that the complex needs curriculum aligns with what students in scaffold classes follow, we are able to be more flexible in offering students more bespoke timetables without their being gaps in learning.</p> <p>We are able to recognise the range of complexity in our most complex learners and the complex curriculum pathway should be differentiated accordingly to allow for all of our students to flourish, no matter what their complexities are e.g. allowing for students with spikey profiles to be stretched and challenged appropriately.</p> <p>Through liaising with our main feeder school, as well as with local college provisions, we will have a clear understanding of our curriculum offer and the skills we need to incorporate to allow our students with complex needs to continue to achieve their full potential.</p>

Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Initial discussion with KS4 complex staff to review the current curriculum offer for KS4 complex needs across English and Maths.	AT, JH, SH – Summer term 2020-2021	Meetings with KS4 JH (SH absent) English and Maths planning adapted to reflect change in qualifications offered		Initial meeting with AT and JH in summer term 2020-2021 completed.

<p>KS4 complex curriculum area reviews (English and Maths – WJEC, OCR Life and Living Qualification) to regularly capture staff views and the impact of adapting qualification delivery.</p>	<p>AT, JH, SH, AS, HB, CG, AB, AF Half termly throughout year</p>	<p>Review planning each half term. Moderation meetings between relevant staff each half term.</p>		
<p>Review and refine the content and consistency of complex specific lessons – SPLOT and Targets sessions – across both Key Stage 3 and 4.</p>	<p>AT, JH, SH, CH, BW, EB, JH – SaLT Review – beginning of October. Refine document by end of Autumn term 1 to implement by beginning of Autumn term 2.</p>	<p>AT to look at MTPS for teachers of these lessons. AT to create a document which outlines expectations of what these lessons should incorporate including assessment criteria to be used, content and overall aims to ensure all staff are following a consistent approach whilst maintaining relevance, meaningful and purposeful learning. AT to monitor subsequent planning submitted by teachers teaching these subjects.</p>		
<p>Liaise with local colleges to capture key themes/skills that we need to ensure our students are prepared for. Discuss any themes that our students may not have been well prepared for – review previous cohort of students.</p>	<p>AT/KC – Send emails to individual colleges by end of September 2020. Collate responses by end of</p>	<p>Send emails to individual colleges. Meet with Karen Carter. Collate college responses to feedback into the curriculum review.</p>		

	November 2021.			
Questionnaires to students in complex needs groups to capture their thoughts and feelings about their curriculum.	AT – send student friendly questionnaires by end of Autumn term 2. Collate evidence to review January 2022.	Send symbolised questionnaires to KS3 and KS4 complex learners.		
Review the new KS3 complex play curriculum initiative and how this fits in with the rest of the complex needs curriculum.	AT, BW, AW, AS – meet with the above involved periodically throughout the year – ongoing	Meet with staff termly to discuss play curriculum and its impact. Refine its relevance, meaning and purpose for our learners and how this aligns / fits in with and mirrors the scaffold curriculum as well as the transition to Key Stage 4.		
Final Impact				

School Improvement 2021				
Ofsted Area: Behaviour and Attitudes Attendance		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue			Expected Impact	
The school has around 20% of pupils who are persistently absent. To support pupils in being able to access their education, alternative provisions will be explored.			Reduction in pupils who are persistently absent.	
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Review and analyse pupils who are persistently absent – interventions that have been implemented, support from wider agencies.	Emma S/Kerry G	Attendance and intervention data		
Allocate the student engagement team to reengage PAs.	Emma S/Kerry G			
Explore and review alternative provisions.	Emma S/Kerry G	Research and visits		
Present findings.		The above		
Final Impact				

School Improvement 2021				
Ofsted Area: Behaviour and Attitudes Behaviour		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue			Expected Impact	
As part of a local authority initiative along with mental health we are reviewing our behaviour plans and policy to implement positive behavioural support (PBS). This is a multi-professional initiative to support our pupils with the most complex social, emotional and mental health needs.			A reduction in behaviour incidents both in and outside of school.	
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

		Evaluation activities		Completed/ Completed
Whole school training on PBS overview	Emma S	Presentation Collate staff feedback		
All support plans to be transferred onto the PBS template	Emma S	Support plan documents		
All new support plans to have a STAC before being written	Emma S	As and when the need arises		
Review the new initiative	Emma S	Behaviour data Collate staff feedback		
Final Impact				

School Improvement 2021				
Ofsted Area: Behaviour and Attitudes Safeguarding		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
National focus on peer-on-peer abuse and sexual harassment		All staff to be fully knowledgeable on new legislation and all staff and pupils are safe		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
All staff to read KCSiE part 1 (2021)	Emma S / Adam / Kerry Sept 2021			
All staff made aware of new policies as and when they are adapted	Emma S / Adam / Kerry			
Create a Safeguarding panel	Abi/Kerry			
Safeguarding training day for all staff	Kerry 1 st Nov			
Implement worry tokens for all pupils	Emma S / Adam / Kerry			
Report to Governors	Emma S / Adam / Kerry			

Final Impact

--

School Improvement 2021

Ofsted Area: Personal Development Homework		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
The current homework offer is not consistent and makes no clear links to the curriculum in a meaningful way. We need to have a more individualised approach to homework and tie it in more closely to EHCP targets to make the progress towards these more visible and meaningful to the pupils.		Pupils homework will be targeted activities towards the EHCP targets, these targets will be backed with bespoke activities that the pupils can do at home. These will be monitored half termly and progress shared between school and home. The reading will also form a large part of homework and will continue to be a large focus for home and school. In addition key stage 3 will have optional thematic homework that will encourage curiosity and investigation. Key stage 4 will have tasks that are set for science, English and maths pertinent to their educational qualification pathway.		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Deputy head and key stage leads to review and update the school's homework offer in light of the impact of the home learning curriculum and feedback from staff parents and pupils.	AS AW LWJ Summer term 1(2021)	DH and KSL to monitor effectiveness of current practice and review. Gather and evaluate feedback from pupils, parents and core leads on current practice.	Evaluations and feedback have indicated that the homework practices need to be updated and the emphasis change to EHCP targets as a core homework principle.	Completed
Deputy head and key stage leads to re write the	AS AW LWJ	Monitor response and gather feedback	This has now been written and shared	

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

homework policy and share with staff	Summer term 2 (2021)	regarding new policy.	with staff but has yet to be started.	
Policy implemented and shared with pupils and parents.	AS AW LWJ	Monitor the impact via feedback from parents in EHCP meetings and pupils in parliament meetings. Evaluate effectiveness from core lead and tutor feedback.		
Homework tasks for EHCP to be set and shared with home and monitored on a half termly basis.	AS AW LWJ By 4 th October 2021	Evaluate the impact on progress towards the EHCP short term targets.		
All pupils to have a Salford reading test and an appropriately banded reading book sent home with the expectation that all pupils will read 3 times a week at home.	By 4 th October AS AW LWJ CG	Termly Salford reading tests to assess the ongoing reading progress.		
Following half term CPG books activities set for science, English and maths for key stage 4 groups. In key stage 3 additional optional thematic based home learning tasks to be set.		Evaluate impact on progress towards qualifications and through SAPs		
Final Impact				

School Improvement 2021				
Ofsted Area: Personal Development Marking		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
The current marking policy was introduced in 2019 and there now needs to be a review of whole school practice to monitor the effectiveness of the marking policy. Due to Covid restrictions marking was unable to be carried out in the way prescribed by the policy, in its place pupils and teachers relied heavily on verbal feedback and technology to feed back and mark work, we feel it is important to review our practice at this time to consider any benefits gained from the covid practices. Also there has been staff turn over so it is important to re familiarise all staff of the expected marking practice at this time.		Pupils will receive useful and meaningful feedback on their work and how they are progressing. There will be an agreed whole school practice for marking that is understood and used by all staff and pupils. Marking will be meaningful and accessible to the students and will help the pupils to understand if they have achieved outcomes and objectives and if they what they need to do to improve and progress.		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Evaluate current marking policy and review practice. Re introduce the existing policy to staff and gain feedback regarding current effectiveness of practice.	AW Autumn term 1	Monitor impact of homework through book scrutiny and pupil voice.	Current policy has been shared with all staff at the start of Autumn term.	
Core leads to meet to evaluate current marking practices and any changes that are needed.	Core leads and AW Autumn term 2	Book scrutiny with core leads to examine the effectiveness of current marking practice.		
Pupil voice to focus on marking	Parliament AW Autumn term 2	Parliament and pupil voice forums to meet and discuss marking and its effectiveness.		
Review and revise the marking policy in the light of the findings of the scrutiny and feedback.	Spring 1 AW	Shared with staff through a whole school staff meeting		
Embed the marking policy and evaluate its effectiveness	Summer 2 AW SLT	Book scrutiny and pupil voice.		

		Feedback from staff		
Final Impact				

School Improvement 2021				
Ofsted Area: Personal Development PSHE		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
Subject leads need to indicate on their medium term planning where they are teaching PSHE statutory topics		To ensure that curriculum leads can identify when their subject covers statutory PSHE curriculum		
To ensure that all PSHE teachers use pupil's books to record progress		All PSHE teachers use work recorded in pupil's books to triangulate their assessment.		
To ensure that all PSHE teachers are using a variety of activities in their lessons		Pupils are engaged in the lesson and achieve desired outcomes		
To find out from all staff what they see as life skills		That the school have a clear vision as to which life skills are taught across Southall		
Activity	Tasks Not completed / Partially Completed/ Completed	Who & Timescale	Monitoring / Evaluation	Impact
Staff to feedback about their thoughts about the PSHE curriculum	Emails all staff who teach PSHE for their feedback and then address concerns raised	SH		
PSHE statutory to be embedded in whole school curriculum	Ask all curriculum leaders to map on their Medium term plan where they meet PSHE criteria	SH		
To monitor books half termly	Monitor books and course work – evaluate	SH		
To monitor PSHE planning and give feedback to all PSHE teachers	Monitor planning and teaching - evaluate	SH		

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

To identify what staff understand by the term life skill	Staff meeting about life skills – what are they , what do staff perceive as a life skill	SH/AT		
Identify teaching staff with a strength/interest in teaching PSHE and encourage peer on peer informal observation	Survey monkey to all staff – what makes a good PSHE lesson	SH		
Final Impact				

School Improvement 2021				
Ofsted Area: Personal Development Communication		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
Communication needs across school are varied and increasingly complex and an inclusive communication approach needs to be established to meet the needs of all learners and enable them to thrive. A comprehensive provision map has been created with training and resources needing to be implemented to support this.		The school will have an established comprehensive communication provision (universal, targeted and specialist) which will support all students' communication to thrive. This will include the use of inclusive communication across all classes.		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Outline Communication Provision Pyramid and Southall Inclusive Communication Offer and share this with the whole school.	CH Sept 2021	Inset schedules Posters displayed in every room.		
Select a communication focus for each half term and deliver whole school training to upskill staff. Areas will include: symbols, signing and specific communication strategies.	CH Ongoing – 1 session each half term	Meeting schedules		

Following on from training, staff to be given a related task/resource to use in lessons for that half term to embed their learnt skill.	CH to lead Staff to participate Ongoing – each half term	Learning walks		
Makaton training programme to be implemented to upskill staff.	CH and val to deliver Summer 2022	Keep a record of sessions		
A new communication profile template to be created and written for each student (this will support standardisation of the pupil profiles and ensure that staff understand each student's communication needs)	CH in liaison with SALT team December 2021	Check through pupil profiles and offer to support to staff who have not done them. Jean to check those on the SALT caseload.		
Documentation of activities and strategies for students on the SALT caseload to be set up and shared with all staff to enable them to use these in class.	CH and SALT team to set up Spring 2022	Documentation will be on t drive.		
Complex classes and SALT team to begin tracking communication progress on communication framework on schoolpod.	CH to lead Relevant staff to participate Spring 2022	Check school pod assessment scores at the end of each term.		
Implement “ coach in the moment ” sessions with the SALT team – <i>this will involve SALT team booking sessions with class teams to observe lessons and offer relevant guidance regarding communication for those students.</i>	CH and salt team Summer 2022	Set up paperwork and timetable to track this.		

School Improvement 2021				
Ofsted Area: Personal Development Tutor role		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
Raising standards and developing strategies to improve the understanding of the tutor role within Southall School.		Improved standards and behaviour management across school through building trusted tutor-pupil relationships.		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Learning Walks to capture tutor environment, tutor approach and tutor engagement.	DT End of Oct 21	Learning walks		
Collect and gather feedback from pupils across school to understand pupils thoughts and feelings about their tutor times.	DT, Dec 21	Collate information from pupils via questionnaires		
Work with Emma Simkins to review behaviour data to see if there is any correlation with behaviour and tutor times and sessions around tutor times.	DT, ES Termly – on going	Meeting and Schoolpod data.		
Gather TA information around tutor times, tutor engagement and tutor environment.	DT Dec 2021	Collate data from Tutor role questionnaire		
Using information gathered to understand strengths and areas for development	DT Jan 2022	Information reviewed		
Final Impact				

School Improvement 2021				
Ofsted Area: Personal Development Outdoor Learning		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue			Expected Impact	
To develop an accessible outdoor learning curriculum.			To offer improved attainment, behaviour and student wellbeing	
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Prepare and make Wooden Spoon classroom and environment conducive for learning.	RD with the support of HC Oct 2021	Store room organised, astroturf fitted, artwork ordered, furniture, chairs and teaching draws in (communicate in print labelling). Display boards and whiteboard installed. Building secured.	End of Oct 2021	
Extend pathways to enable whole site exploration for all students.	RD to ensure Arcox fulfil plans to lay paths.	Contract and email correspondence.	October half term 2021	
To complete funding evaluations and opportunities for publicity and marketing	RD to liaise with Shropshire Radio and Shropshire Star. Write for twitter, letters, website and newsletters End of Oct 2021		Ongoing in September, but to be completed by October half term	
Through the performance management process re-look	AM	Performance management		

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

at staff strengths and areas for development. Taking into consideration any common themes	End of Oct 2021	completed and quality assured. Outcomes of performance management reviewed and shared with Outdoor Learning Coordinator.		
Through learning walks completed by Outdoor Learning Coordinator, mentor and coach strengths and areas of development.	RD Nov 2021	Outcomes of learning walks completed and reviewed		
Risk Assessments and Policy working documents effective and sustainable.	DT, PM and RD by October half term 2021	Meeting to discuss and agree all activities and documents risks and risk benefits. By October half term.		
Quality and effective planning documentation in place and stored in the Outdoor Learning Folder Structure.	DT, PM and RD by October half term 2021	Med Term and LTP stored in share drive folder structure.		
Collaborative planning facilitated through meeting times and encouraged at other times throughout the academic year.	AM Oct 2021 and ongoing	Planning is reviewed and a positive impact on lesson delivery measured through mid-year reviews and learning walks		
Review Outdoor Learning Assessment Outcomes.	DT, PM and RD by October half term 2021	Review current assessment outcomes, moderation points and requirements to pass each section of John Muir.		
Secure and plan with increased efficiency the role of Outdoor Learning Specialist TA	RD and HC Oct 2021	Mentor and coaching meeting.		
Ensure all outdoor staff have access to Forest School Training	RD, DT, HC, DF, AK	L3 Forest Leader (HC, DT to complete)		

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

	February 2022	L3 Forest Leader (DF to start in September) Forest School Experience 3 days (RD & AK September 2021)		
MIAS (Mountain Bike Instructors Assessors Scheme) train staff who wish to deliver bike training and skills. All bikes to be serviced by Tykes Bikes of Dawley.	RD to organise for two Saturdays in Nov 2021	Enrolment, attendance and completion (November 2021)		
Wrekin Forest Experience Provision facilities improved.	RD to lead and DT to support. Ongoing throughout 2021-2022.	Huts doorways improved; rubber matting laid to grass; grant applications in for accessible toilet requirements.		
Dudmaston Forest Site tidy and safe to use.	CD and RD to action in Nov 2021 and throughout the year.	Schedule for checking and signed off.		
Arthog Trips booked and organisers supported.	SM and HY to organised and RD to support	Meeting December 2021		
Final Impact				

School Improvement 2021				
Ofsted Area: Leadership and Management Hub development		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
<p>Increase in numbers at Southall school year on year.</p> <p>Pupil academic levels at Southall School have improved. This is supported by data and on-going assessments.</p> <p>Pupils at Southall School present with 'spiky' profiles.</p>		<p>Pupils can look towards accessing a mainstream setting whilst being supported by a specialised team.</p> <p>Pupils' overall improvement in academic achievements</p> <p>Reduction in number of pupils at Southall School</p>		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
<p>The local authority (LA) have asked Southall School to lead on a Secondary hub with a maximum of 8 Students. An Assistant Head and Operations Manager were appointed from Jan 2021 till October 2021 to undertake a feasibility study. This included visits to other SEND hubs in and out of county, regular meetings with SEND Service Delivery Manager and presenting to all stakeholders. The feasibility study was presented to Southall governing body for them to take a vote if they would like to go ahead with the management Secondary hub. The answer was yes in principle if the Service Level Agreement was based on the feasibility study.</p>	<p>Jan 2021 – July 2021</p>	<p>Have a detailed Feasibility Study with references to where the information come from.</p>	<p>Hub approved and draft SLA has been shared with all parties</p>	<p>Completed</p>
<p>Room to be designed for a Secondary hub located at Langley school. This must include a breakout space and in close proximity to disabled toilets and changing facilities.</p>	<p>July 2021</p>	<p>Input on plans from both Operations manager and Assistant head. Review of this plan and room</p>	<p>Visit completed and room viewed</p>	<p>Completed</p>

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

		now built at Langley school		
Job specifications to be written and advertised. This includes an Assistant head 0.25, Operations Manager 0.25 and a Full time Lead teacher. Interviews will take place for the Assistant head and Operations Manager first so that the successful candidates can be involved in the interviews. For the Assistant head and Operations Manager, the start date would be November 2021. The lead teacher would start January 2021 at Southall School.	September 2021	Positions advertised.	Positions advertised	Partially completed
Draft SLA to be provided from the LA. This should be built around the feasibility study. This will need to be reviewed by Southall School, Langley School, and the LA. Once all agreed the will then be published by a legal team and will need signatures from Southall School Headteacher, Langley Headteacher and the LA SEND Service Delivery Manager.	July 2021	Draft SLA and completed SLA with signature	Draft SLA shared with all parties and awaiting to be signed off	Partially Completed
Anything below is for the newly appointed Assistant Headteacher and Operations Manager from November 2021. The successful candidates may want to change the order or change any points on the documents.				
Handover from the Assistant Head and Operations Manager that lead the feasibility study to the new Assistant Head and Operations Manager.	October 2021	Appropriate documentation shared with Assistant head and operations manager.	Documentation prepared	Partially completed

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

Budget has been agreed and is in detail in the feasibility study. The budget now needs to be setup for the LA to pay the funds into to pay Southall back for staffing and resources.	December 2021	Budget to be setup on Agresso and a Budget code to be provided from the LA.	Budget agreed by the local authority	Partially completed
Pupils to be selected for the hub from assessment criteria and EHCP area of need. Interim annual review to be held to confirm change of placement with all parties including parents	December 2021	Parental contact Interim annual review meeting Baseline assessments completed	None	Not completed
Transport arranged for all hub pupils	Jan 2022	Contact with the transport team.	None	Not completed
Review suitable policies for the Secondary Hub. (Using Southall's/ Using Langley's/ Writing new) This would include detailed safeguarding and Genral Data Protection Regulations (GDPR) procedures.	December 2021	Review existing policies with all parties Shared and agreed by the Local Authority and Langley School	None	Not completed
Job specifications to be written and advertised. This includes a Higher-Level Teaching Assistant (HLTA) and a Teaching Assistant (TA) apprentice level 3. Start dates to be decided with the LA.	December 2021	Job specifications written by Southall SLT/Hub assistant headteacher and operations manager Advertised and applications shared with key people	Job specifications have been written and shared with and approved by the job evaluation team	Partially completed
Setup of Hub classroom with appropriate resources, furniture, and (Information Technology) IT equipment.	Jan 2021	Everything purchased from the resource list created during the feasibility study.	None	Not completed
All hub staff to receive applicable training.	February 2022	Operations manager and assistant head to agree training required in line with SLA	Required training has been included within the feasibility study	Not completed

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

		Hub staff to complete this training		
Transition for students and staff to slowly start from Jan 2022.	Jan 2022	Transition visits to take place with students and hub team	None	Not completed
Choice of curriculum for the students to follow. This needs to include long term plans and timetable.	February 2022	Assistant head and lead teacher to agree a long-term plan this is to include elements from Southall and Langley schools	Long term plans completed for Southall school	Not completed
Setup of assessment system (Southall Side first and then Langley)	February 2022	Assessment system to be ready which incorporates outcomes from Southall and Langley schools	Southall assessment system is up to date and appropriate for hub students	Partially completed
Students timetables to start integration into Langley school.	May 2022	Timetables for students written and incorporate lessons both within the hub and Langley school Monitored by lead teacher and reviewed regularly	None	Not completed
Selection of students for a September 2022 start at the secondary hub.	Sept 2022	Pupils are identified during Southall transition. EHCP reviews will state Secondary hubs as new placement Transition will take place from Year 6 into Langley hub	Pupils take part in transition from year 6 to the Langley hub in July 2022 in readiness for Sept 2022	Not completed

Final Impact

To have the hub fully subscribed with appropriate students. These students should be accessing the mainstream setting successfully. Also, be in appropriate sets and groups. Hub students are

starting to feel a part of Langley's provision. Also, hub students to have friendships with mainstream peers.

The Operations manager and Assistant head have been successful in their management of the new hub staff team. The team are settled and confident in their working with the hub students, Southall, and Langley Schools.

School Improvement 2021				
Ofsted Area: Leadership and Management Governance – succession planning		Further SIP area links:		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
Due to a couple of resignations either from post (chair) or from governors there is a need for recruitment and a re-distribution of roles and responsibilities.		Governance of Southall School is robust with skilled individuals supporting and challenging all leaders.		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
The school has a strong governing body, however, at the end of 20120/21 academic year, went from 12 to 8 due to resignations.	All Govs Sept 2021 Karen J Autumn term			Governors to complete skills audit to show where there are gaps. This will help to determine who to appoint as new governors. Recruitment of governors to fill the four vacancies is required.
Governors to be knowledgeable in their link areas.	Karen J Sept 2021			Each governor to be assigned lead area of responsibility. Role descriptions have been

				<p>produced. These provide examples of what governors should be asking to see evidence of and questions they should be asking of school, in relation to their link areas. They are currently being updated and will then be distributed to all governors.</p>
Governors to play an active role in school	Karen J Ongoing			<p>Governors to be informed of relevant committee meetings and to attend these.</p> <p>Governors to be assigned to attend sub-committees as necessary (e.g. Finance & Resources Committee)</p>
Governors to feel confident in monitoring, challenging and evaluating the school and leadership actions	Kerry G Ongoing Head/ SBM to invite			<p>Governors to attend 'Role of the Governor' training, plus any specific training for their areas of responsibility (e.g. 'Role of the Governor in health and safety').</p> <p>Governors to attend meetings with</p>

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

	Govs as appropriate			the school and local authority where necessary to receive regular updates on the school.
	KG Ongoing			Governors to receive papers for the Full Governing Body in advance of the meeting to enable them time to read them thoroughly and allow for questioning and challenge as appropriate.
Final Impact				

School Improvement 2021				
Ofsted Area: Leadership and Management Covid recovery		Further SIP area links: All areas		
Governor Monitoring Autumn				
Governor Monitoring Spring				
Governor Monitoring Summer				
Issue		Expected Impact		
Due to Covid and the necessity to prioritise actions, some aspects of staff and whole school development have been delayed / changed focus. It is hoped that the academic year of 21 to 22 will enable the school to re-focus.		That the school is able to focus and deliver on its continuous drive towards an outstanding learning experience for all.		
Activity	Who & Timescale	Monitoring / Evaluation activities	Impact to date	Not completed / Partially Completed / Completed
Through the wellbeing team, review staff's well-being status and if there are any	AM with the	Collate and evaluate well-		

SCHOOL IMPROVEMENT PLAN AUTUMN 2021

common themes of need / strength	support of SM Sept 2021	being questionnaires		
Through the parliament, review pupil's well-being status and if there are any common themes of need / strength.	AM with the support of PA Sept 2021	Collate and evaluate well-being questionnaires		
Through the performance management process re-look at staff strengths and areas for development. Taking into consideration any common themes	AM End of Oct 2021	Performance management completed and quality assured. Outcomes of performance management reviewed.		
Through learning walks completed by leaders, capture soft data on key themes of strengths and areas of development.	AM End of Oct 2021	Outcomes of learning walks completed and reviewed		
Meeting schedules and INSET days planned for the academic year considering themes from information and data captures	AM 1 st Nov 2021	Meeting and INSET schedules		
To set up a buddy system with staff at all levels to implement peer to peer support.	AM End of Nov 2021	Buddy system schedule published and individual reviews sent back to leadership to measure impact.		
Collaborative planning facilitated through meeting times and encouraged at other times throughout the academic year.	AM Oct 2022 and ongoing	Planning is reviewed and a positive impact on lesson delivery measured through mid-year reviews and learning walks		
Re-capture staff and pupil well being through out the academic year and implement any recommended changes where able.	AM/SM / PA Jan 2022 April 2022	Collate and evaluate well-being questionnaires		
Information captured throughout the next academic to feed into mid-	AM Ongoing and Sept 2022	All the above evidence		

year school improvement and next year				
Final Impact				