

School Improvement Plan

SOUTHALL SCHOOL – AUTUMN 2022

#1

Contents

School Improvement Plan explained	Page 2
Our vision	Page 3
Our aims	Page 3
The school's context	Page 4
Last year's key priorities	Page 7
Key priorities for this year	Page 10
Priority 1: The quality of education	Page 12
Priority 2: Behaviour and attitudes	Page 14
Priority 3: Personal development	Page 15
Priority 4: Leadership and management	Page 17
Priority 5: The Hub	Page 20

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:



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 though most have additional needs as well as.

We also have a specialist hub in Telford Langley school for pupils who have cognition and learning and /or social communication needs.

Staff

Head Teacher Deputy Head Teacher Assistant head Teacher	Teacher Full Time	Teacher Part Time	Teaching Assistant Full Time	Teaching Assistant Part Time	Support Staff Full Time	Support Staff Part Time	Apprentice (New recruits)
2 FT 3 PT	26	3	52	6	7	5	6

Intervention and staffing

Well-Being Team	Nurture	Careers	Pastoral / Safeguarding	SaLT	Physiotherapy Occupational Therapy
2	3	1	1	1 FT 2 PT	2 PT

Demographics

As a school we are oversubscribed as our PAN is 160. The hub is at PAN at 8. In October 2022, our number on roll for Southall School is 176. The hub currently has 6 pupils.

Gender	Boy 71.82 % (130) Girl 28.17% (51)
Pupil Premium	56.9% (103)
Free School Meal	50.82% (92)
Looked After Children	3.86% (7)
Ethnicity	White British 80.11% (145) Indian 0.5% (1) Bangladeshi 0.5% (1) Pakistani 4.9% (9) Black European 1% (2) Black African 0.5% (1) White European 2.2% (4) White / Asian 1.65% (3) White / Black African 1.65% (3) White / Black Caribbean 2.2% (4)
Moderate Learning Difficulty	85.08% (154)
Severe Learning Difficulty	10.49% (19)
Autism (diagnosis)	32.04% (58)
Physical difficulty	7.73%(14)
Social, emotional and mental health	7.73% (14)
HI	2.76% (5)
VI	7.4%(6)
Speech, language and Communication	35.35%(64)

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 2021 to 2022

Significant changes

- Southall School is leading an off-site specialist hub in collaboration with Telford Langley School with a PAN of 8. The hub opened on the 4th April 2022.
- Changes within the senior leadership team due to maternity leave (Assistant Head Teacher due to return in January 2023).
- 5 members of staff on/imminently on maternity leave (1 AHT, 1 teacher, 3 Teaching Assistant)
- Working with the local authority to reduce and then stabilise pupil numbers as projections suggest a surge in numbers in 2023 and 2024
- Planning for pupils who have met age related expectations and extending GCSE offer.
- Planning for pupils have more complex needs and being fluid in the designation of class groups i.e extending class based groups in Key Stage 4
- Curriculum review and development to ensure meaningful outcomes for all and clear sequential learning opportunities.
- The schools school improvement partner has retired so currently sourcing a new person

Last years key priorities

Ofsted Key Areas	Whole school action	Proposed aims and milestones	Actual milestones and outcomes achieved
Quality of Education	Expanding the qualification offer	Expand the GCSE offer. Review of qualifications	GCSES are now expanded with the addition of English Language, Computer Science, History and Geography.
	Developing the curriculum offer	Establish curriculum pathways. Review of whole school curriculum Production of curriculum mapping documents	Deputy head developing curriculum (intent and planning) for the whole school and specific subjects.
	To review and develop the Science curriculum with a focus on complex needs	Establish the CREST awards To keep up to date with primary and secondary science	CREST award being delivered for the Complex groups. Regular training for science team. TA specialist appointed.
	Embed the maths mastery approach	To continue to work with the Maths hub Engagement and confidence in mathematics raised	Continue to work with the maths hub. More staff are trained in the delivery of maths mastery.
	Improve progress and attainment in English	Offer GCSE English language Provide a reading lesson within the timetable	English GCSE Language delivered with pleasing GCSE results. Reading lesson on everyone's timetable. Salford scores suggest the majority of pupils have improved.
	Develop complex needs curriculum ensuring clear sequencing from Key Stage 3 to 4	Appoint a person with the responsibility to oversee the complex curriculum KS3 to 4. Map the curriculum against scaffold. Facilitate opportunities for our most complex pupils to access	Member of staff appointed. Curriculum analysis. A number of pupils at KS4 accessing qualifications. 1 pupil moved from a complex group to a scaffolded group at KS4

SCHOOL IMPROVEMENT PLAN AUTUMN 2022

		qualifications if highly motivated by that subject area	
Behaviour and attitudes	To improve persistence absence.	To work with parents and other professionals to ensure that pupils with persistent absence either engage in Southall or an AP.	Persistent absence continued to be challenging last academic year (especially with Year 11's). This is an area to continue to focus improvement on.
	Develop and implement PBS Plans	Working with BeeU develop PBS plans to support the behaviour of pupils.	All pupils (where relevant) on a PBS plan. Plans validated by EP
	To raise awareness across the school on peer on peer abuse	Training and analysis of peer on peer abuse.	Language now changed to child on child. Behaviour records currently in development to record child on child abuse so that it can be easily analysed. INSET training for all staff completed in September 2021.
Personal development	Review and implement changes on marking.		Not completed
	Review and develop the PSHE curriculum	Re-look at the curriculum and cross reference against changes to the statutory requirements.	Curriculum reviewed and cross referenced against statutory changes.
	Continue to ensure the Outdoor environment and curriculum is accessible for all.	Develop the curriculum so that it shows sequential learning along with promoting EHCP outcomes. Develop the outdoor area so all pupils can access.	Outdoor area fully accessible. All pupils accessing on their timetable regular outdoor learning opportunities.
	Review and embed a communication package which is appropriate and inclusive for all.	Regular communication training for all staff.	Half termly communication training. SaLT team expanded

		Where appropriate assess pupils against blank level questioning. Expand the SaLT team.	Teacher appointed to oversee communication across the whole school.
Leadership and management	Development and implementation of the hubs	Develop learning programme for all pupils. Recruit and train staff who are working in the hub. Measure impact for pupils.	All aspects of the hub completed and running successful.
	Due to vacancies ensure that we have a full governing body who can offer challenge and robust monitoring.	Full governing body with people from a range of backgrounds and skill sets.	All governor vacancies filled.
	To ensure pupils and staff are able to recover from the pandemic – wellbeing, mental health and learning	Monitor staff absence and why. Monitor pupil absence and reasons why.	Staff absence not related to work related stress. Persistent absence continues to be a concern.
Southall Ofsted areas	Further improve the quality of leadership by: <ul style="list-style-type: none"> – 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. 	Develop a programme where all leaders can deliver improvements. Develop an assessment programme in which all leaders can scrutinise progress. Develop curriculum offer so that all pupils can meet their potential	Middle leaders meet regularly with DH about curriculum development, pupil progress. New assessment programme developed and being run. Analysis undertaken by DH. Curriculum (all areas) re-developed in line with the new Ofsted agenda. To be published on the website

	<p>Improve the quality of education by taking further action to ensure that:</p> <ul style="list-style-type: none"> - 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 	<p>Use a range of assessment tools to support planning and curriculum development.</p> <p>Pupils to engage fully in reading opportunities.</p> <p>Extend our reading book offer</p> <p>Develop a reading scheme programme.</p>	<p>Assessment programmes used by all</p> <p>Pupils are making at least good progress (see outcomes document)</p> <p>High engagement in reading.</p>
--	---	--	---

Key Priorities for this year (brief overview)

Ofsted Key Judgement	Whole School Action	Priority Developments
Quality of Education	The curriculum is well sequenced so that pupils can build on prior knowledge, committing previous learning to long term memory.	<p>Develop and embed a new reading scheme for all pupils, where appropriate train staff in systematic synthetic phonics.</p> <p>Ensure that all curriculum areas clearly build on previous knowledge logically and published on the website.</p> <p>Develop teaching and learning strategies so that learning is committed to long term memory which is research led.</p>
Behaviours and Attitudes	Ensure that all stakeholders have opportunities to have a voice about the current school status and its vision for the future.	<p>Send out regular questionnaires to staff, parents and pupils. Analyse comments and act upon where appropriate.</p> <p>Consider ways in which stakeholders can voice their thoughts / needs in an open culture.</p>

		Continue to understand why we have high persistent absence and talk to stakeholders about 'why' and what future actions need to be taken.
Personal Development	To redevelop the professional development and performance management process so that staff feel empowered and can support each another. Consider how holistic development and responsibility can empower pupils.	Establish regular learning walks with prompt feedback to all staff. The purchase and development of Blue Sky to support the performance management process. To develop a buddy system for staff. To develop an internal internship programme and prefect system for pupils for own personal development
Leadership and Management	Ensure that all staff understand the school vision and how this can be reached, with consultation and challenge being acceptable for all.	Consider how evaluations are reported to governors including the establishment of a safeguarding document. Any potential future changes i.e additional pupils communicated to all staff and their thoughts considered. Development of a business plan. Re-upgrade of the website so that all key areas are covered so that communication to all is clear.
Langley Hub	To develop the hub so that it is equipped in the delivery / support of GCSEs	Research with JCQ how our pupils in the hub can access and then complete their GCSES.

Priority 1: The quality of education

Whole school action	Designated lead(s)
The curriculum is well sequenced so that pupils can build on prior knowledge, committing previous learning to long term memory.	Adam Spellman, Laura Weaver Jones, Amanda Wisser, Catherine Grey
Key priorities	
Develop and embed a new reading scheme for all pupils and where appropriate train staff in systematic synthetic phonics.	
Ensure that all curriculum areas clearly build on previous knowledge logically and published on the website.	
Develop teaching and learning strategies so that learning is committed to long term memory which is research led.	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Develop and embed a new reading scheme that continues to promote the joy of readings whilst embracing the need for systematic synthetic phonics.	Skills audit on staff confidence in synthetic phonics.	Time	DHT	CG	Sep	End of Sep
	Deliver staff training in phonics (specific) and the joy of reading / comprehension (whole school)	Time	DHT	CG	Oct	End of Oct
	Purchase a new reading scheme and embed into day to day practice	£5000	DHT	CG / KSL	Nov	End of Nov
	Measure impact on reading scheme on pupils by completing and	Time	DHT	CG	July 23	July 23

SCHOOL IMPROVEMENT PLAN AUTUMN 2022

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	comparing Salford data from previous years					
Ensure that all curriculum areas clearly build on previous knowledge logically and published on the website.	Review all curriculum long term planning	Time	DHT	DHT	July 22	Sept 22
	Support leaders in developing their curriculum plan which is evidence led along with meeting accreditation criteria.	Time – ½ to 1 day with DHT	DHT	Subject Leads / KSL	Sept 22	Oct 22
	Ensure that medium term plan reflect and correlate to the long term plans.	Time	DHT	Subject Leads / KSL	Sept 22	Ongoing
	Complete learning walks to look at learning (including books) to ensure logical progression of all pupils.	Time	DHT	Subject Leads / KSL	Sept 22 Jan 23	June 23
	Publish curriculum intent on long term plans on the website	Time	DHT / JB	Subject Leads / KSL	Oct 22	Feb 23
Develop teaching and learning strategies so that learning is committed to long term memory which is research led.	INSET day explaining the importance of the working memory	Time	DHT	All staff	Sept 22	Sept 22
	Teachers to trial strategies in the classroom that promote working memory and then share with others. Consider how long term memory development completes the learning cycle.	Time	DHT	All teachers	Sept 22	Nov 22
	Learning walks to look at evidence (where appropriate) of the working	Time	DHT	All teachers	Jan 23	July 23

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	memory and then share with others. Review impact					

Priority 2: Behaviours and Attitudes

Whole school action	Designated lead(s)
Ensure that all stakeholders have opportunities to have a voice about the current school status and its vision for the future.	Abi Martin, Adam Spellman, Andy Faichney, Emma Simkins
Key priorities	
Send out regular questionnaires to staff, parents and pupils. Analyse comments and act upon where appropriate.	
Consider ways in which stakeholders can voice their thoughts / needs in an open culture.	
Continue to understand why we have high persistent absence and talk to stakeholders about 'why' and what future actions need to be taken.	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Send out regular questionnaires to staff, parents and pupils. Analyse comments and act upon where appropriate.	To develop a questionnaire for all stakeholders which is sent out termly.	Time	HT/DHT	School community	Dec March	July 23
	Analyse the comments and look for any themes.	Time	HT/DHT	-	Jan April	July 23
	Communicate analysis to stakeholders and build any	Time	HT/DHT	School community	Jan April	Sept 23

SCHOOL IMPROVEMENT PLAN AUTUMN 2022

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	suggestions into school development.					
Consider ways in which stakeholders can voice their thoughts / needs in an open culture.	Develop the staff wellbeing weekly coffee mornings, where thoughts are fed back to HT.	Time Small budget for breakfast	HT/ SMc	All staff	Sept 22 Ongoing	
	Create opportunities for staff to meet people in a similar role in Thursday meetings.	Time	HT	All staff	Jan 23	Ongoing
	Establish a strong parliament and safeguarding pupil group where they can express views honestly with staff feeding back.	Time	HT / KG	All staff	Sept 22	Ongoing
	Look at ways that pupils can feel enabled to make strategic decisions about the school i.e. meetings with SLT or a staff advocate for pupil voice	Time				
	Establish a parent coffee morning / afternoon.	Time Small budget for refreshments	HT/KG	-	Feb 23	Ongoing
Continue to understand why we have high persistent absence and talk to stakeholders about 'why' and what future actions need to be taken.	Analyse persistent absence data and ascertain potential issues	Time	AHT	KG/ CR	Sept 22	Ongoing
	Invite parents into school whose child is persistently absent.	Time / Mileage allowance	AHT	KG/CR	Jan 23	Ongoing

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Talk to other agencies to promote improved attendance.	Time / cost of AP provision if appropriate	AHT	KG	Sept 22	Ongoing

Priority 3: Personal Development

Whole school action	Designated lead(s)
To redevelop the professional development and performance management process so that staff feel empowered and can support each another. Consider how holistic development and responsibility can empower pupils.	Abi Martin, Amanda Wisser, Laura Weaver Jones
Key priorities	
<p>Establish regular learning walks with prompt feedback to all staff.</p> <p>The purchase and development of Blue Sky to support the performance management process.</p> <p>To develop a buddy system for staff.</p> <p>To develop an internal internship programme and prefect system for pupils for own personal development</p>	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Establish regular learning walks with prompt feedback to all staff.	Regular learning walks established with a clear focus	Time	HT	SLT/MLT	Sept 22	Ongoing

SCHOOL IMPROVEMENT PLAN AUTUMN 2022

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Staff to be emailed with feedback. Head Teacher to collate these responses.	Time	HT	All staff	Sept 22	Ongoing
	Learning walk responses to be analysed by the HT and any patterns / best practice communicated to all staff.	Time CPD requirements	HT	SLT/MLT	Oct 22	Ongoing
The purchase and development of Blue Sky to support the performance management process.	To purchase Blue Sky so that performance management can be centralised.	Annual fee	HT	JB	Sept 22	Ongoing
	PM and self reviews to be completed on Blue Sky. Staff to access and analyse own needs and successes.	Time	HT	All staff	Oct 22	Ongoing
	CPD (when appropriate) to move onto Blue Sky.	Time	HT	JB	Apr 23	Jul 23
To develop a buddy system for staff.	Through analysis of learning walks, identify staff strengths and areas for development – looking for commonalities	Time	HT	All staff	Jan 23	Ongoing
	Set up Thursday meeting so staff can have the opportunity to establish a relationship with their buddy.	Time	HT	All staff	Jan 23	Ongoing
	Buddy groups to feedback outcomes, sharing of practice and the value of the system.	Time	HT	All staff	Jan 23	Ongoing
	Prefects to be established in Year 11. Review impact.	Time / badges	KSL	KS4 staff	Oct 22	July 23

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To develop an internal internship programme and prefect system for pupils for own personal development	Playground buddies to be set up, where pupils are supporting each other.	Time / high vis / badges	KSL	MH	Oct 22	July 23
	Internship, volunteer and work experience opportunities are explored – allowing pupils to have a wider experience beyond school	Time	HT / AHT	KS4 lead KW	Oct 22	July 23

Priority 4: Leadership and Management

Whole school action	Designated lead(s)
Ensure that all staff understand the school vision and how this can be reached, with consultation and challenge being acceptable for all.	Abi Martin, Adam Spellman, Karen James, Jon Barrett
Key priorities	
Consider how evaluations are reported to governors including the establishment of a safeguarding document.	
Any potential future changes i.e additional pupils communicated to all staff and their thoughts considered.	
Development of a business plan.	
Re-upgrade of the website so that all key areas are covered so that communication to all is clear.	

SCHOOL IMPROVEMENT PLAN AUTUMN 2022

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Consider how evaluations are reported to governors including the establishment of a safeguarding document.	Review our documents that analysis the data / school information that is reported to governors. Ensuring that the key information is clearly reported.	Time	HT/KJ	SLT	Sept 22	Ongoing
	Create a Safe Guarding document that reports on key areas in the Keeping Children Safe in Education documentation	Time	DHT	AHT, KG	Nov 22	Ongoing
Any potential future changes i.e additional pupils communicated to all staff and their thoughts considered.	Meet with local authority representatives to discuss expansion.	Time	HT	JB / CoG	Sept 22	Ongoing
	Ensure that all staff are aware of upcoming issues / potential changes. Listen to their point of views	Time	HT	All staff	Sept 22	Ongoing
Development of a business plan.	To create a business plan that highlights the following: Funding Streams Business links IT and premises resources	Time	HT	KJ, JB, Gov	Jan 23	Ongoing
Re-upgrade of the website so that all key areas are covered so that communication to all is clear.	Audit the website and identify areas for development	Time	HT, DHT, JB	-	Sept 22	Oct 22
	Link people to actions / updates	Time	HT, DHT, JB	SLT / MLT	Sept 22	Apr 23
	Website to be updated	Time	HT, DHT, JB	IT Support	Apr 23	Jul 23

Priority 5: The Hub

Whole school action	Designated lead(s)
To develop the hub so that it is equipped in the delivery / support of GCSEs	Jon Barrett, Assistant Head Teacher
Key priorities	
Research with JCQ how our pupils in the hub can access and then complete their GCSEs.	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Research with JCQ how our pupils in the hub can access and then complete their GCSEs.	Speak to Langley on the range of qualifications our pupils can take. Pupils begin their GCSEs	Time / Accreditation costs	AHT / JB	Hub staff / Langley DH	Oct 22	Ongoing
	Speak to awarding bodies to ensure we are fully compliant.	Time	AHT / JB	Hub staff / Langley DH	June 23	Ongoing